

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 1/14/2014

1b. Department/Division: Dept Of Health Services Manage

1c. Contact Person

Name: Becki Flanagan

Email: becki@uky.edu

Phone: 218-2092

Responsible Faculty ID (if different from Contact)

Name: Alex F. Howard

Email: ahowa3@uky.edu

Phone: 218-2086

1d. Requested Effective Date: Specific Term/Year¹ Fall 2013

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 351

2c. Full Title: Preparing for an Apocalyptic Event: Population Health and Crisis Management

2d. Transcript Title: Population Health and Crisis Management

2e. Cross-listing: N/A

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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OFFICE OF THE
SENATE COUNCIL

2j. Course Description for Bulletin: Students enrolled in this course will participate in in-depth analyses of multiple large-scale disasters. This course will provide students with the knowledge necessary to participate in all phases of the crisis management process, as overseen by a health service organization. Case studies will be utilized heavily throughout this course and students will have the opportunity to engage in discussion with various health professionals from around Kentucky who engage in crisis management activities.

2k. Prerequisites, if any: CPH 201 or permission of the instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 75

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|BECKI|Rebecca L Flanagan|College approval for ZCOURSE_NEW CPH 351|20130207

SIGNATURE|TFBO222|Tyrone F Borders|Dept approval for ZCOURSE_NEW CPH 351|20130207

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE_NEW CPH 351|20130320

SIGNATURE|KCROUCH|Kathryn F Crouch|CPH 351 ZCOURSE_NEW UKCEC Expert Review|20140114

SIGNATURE|JMETT2|Joanie Ett-Mims|CPH 351 NEW Undergrad Council Review|20140212

Courses | **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	2798	CPH 351 background.docx
Delete	2961	CPH 351 Crisis Management Syllabus Howard UK UG Co

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Students enrolled in this course will participate in in-depth analyses of multiple large-scale disasters. This course will provide students with the knowledge necessary to participate in all phases of the crisis management process, as overseen by a health service organization. Case studies will be utilized heavily throughout this course and students will have the opportunity to engage in discussion with various health professionals from around Kentucky who engage in crisis management activities.

k. Prerequisites, if any:

CPH 201 or permission of the instructor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 75

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Pre-professional students (e.g., pre-med and pre-dentistry) as well as students with an interest in business and/or communications might find this course of use. Although the course will focus on the role of public health

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵for ANY program? Yes No

If YES ⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

From: [Thuringer, Christopher P](#)
To: [Crouch, Kathy](#)
CC:
Subject: RE: Report and Verification of AEs

Sent: Mon 1/13/2014 4:2:

Ok, is this something you'd be able to do? (remove the UK Core info and place it at the UGC level for approval) Just checking before I go back to the College.

From: Crouch, Kathy
Sent: Monday, January 13, 2014 3:46 PM
To: Thuringer, Christopher P
Subject: RE: Report and Verification of AEs

Hi Chris,

No, even if you edit the form to uncheck UKCore, the item will remain at the area expert level for their approval and will then route to the Ruth as chair of the UKCore committee. The only way to get it to skip those two levels is to edit the form and restart the submission from the beginning.

Thanks,
Kathy C.

From: Thuringer, Christopher P
Sent: Monday, January 13, 2014 2:03 PM
To: Crouch, Kathy
Subject: RE: Report and Verification of AEs

Hi Kathy – Public Health would like to remove CPH 351 from UK Core consideration. If I just uncheck that box, remove the UK Core attachment and save, will it automatically move it on to UGC? I don't want to mess with the approvals that have already been enacted.

[Next](#)

[Previous](#)

Original submission approvals

<u>Course/ Prog ID</u>	<u>Display Form</u>	<u>Request Type</u>	<u>College</u>	<u>Entry Date</u>
<input checked="" type="radio"/> CPH 201	<u>Display Form</u>	Change	PUBLIC HEALTH	9/23/2013
<input checked="" type="radio"/> CPH 351	<u>Display Form</u>	New	PUBLIC HEALTH	2/7/2013


Details of Course/Program ID(CPH 351)

<u>WORKITEM ID</u>	<u>Workflow Status</u>	<u>Date</u>	<u>Time</u>
000012061187	Department Received	2013-02-06	14:46 PM
000012061204	Department Approved	2013-02-07	11:36 AM
000012061010	Received by College	2013-02-07	11:36 AM
000012061012	Approved by College	2013-02-07	12:10 PM
000012061076	Received by HCCC	2013-02-07	12:10 PM
000012061078	Approved by HCCC	2013-03-20	09:16 AM
000012393245	Rec'd by UKCEC Area Expert	2013-03-20	09:16 AM

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE_NEW CPH 351|20130320

SIGNATURE|BECK|Rebecca L Flanagan|College approval for ZCOURSE_NEW CPH 351|20130207

SIGNATURE|TFBO222|Tyronne F Borders|Dept approval for ZCOURSE_NEW CPH 351|20130207

Send 

From: kathy.crouch@uky.edu

To: Barbara, Tyrone E.; Flanagan, Rebecca; Lindsey, Jim D.

Cc: Thurmer, Christopher P.; Sizemore, Susari

Bcc:

Subject: CPH 351 request

Everyone,

A course change request for CPH 351 was submitted on 2-6-2013. The form included a request to include this course in UKCORE. The Department, College and HCCC reviewed and approved and the form then routed to the UKCORE area expert for their review.

During this time a decision was made to remove the UKCORE inclusion from the request. However, there is no easy way now to skip the UKCORE area expert and committee review without going back through the approval process from the beginning. To avoid the delay this would cause to the approval of the CPH 351 request, I have been asked to stop the current submission, remove the request to include in UKCORE, resubmit and get it back to the UGC level for approval.

During this process, you **WILL** receive emails that tell you to review and approve the request. **PLEASE IGNORE these emails as I will attach copies of the approvals each of you have already done to the new request and move the form to the correct approval level (Undergraduate Council).** In other words, you need to do nothing to get this situation corrected ☺

If you have any questions, just let me know.

Thanks,

Kathy Crouch
Project Management Office
Academic Planning, Analytics and Technologies

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**Course Syllabus
CPH 351 001 Preparing for an Apocalyptic Event: Population Health and Crisis
Management
Fall 2013**

College of Public Health 207; MWF 11-11:50am

Contact information

Instructor: Alex F. Howard, DrPH, ATC
Office- CPH 109B

Telephone: 859-218-2086

E-mail: afhowa3@uky.edu (preferred method of contact)

Office Hours: MWF 10-11am and 1-3pm; or by appointment

Department's Administrative Assistant:
Tonya McGuire
CPH Suite 105
218-2041

Course description

Students enrolled in this course will participate in in-depth analyses of multiple large-scale disasters. This course will provide students with the knowledge necessary to participate in all phases of the crisis management process, as overseen by a health service organization. Case studies will be utilized heavily throughout this course and students will have the opportunity to engage in discussion with various health professionals who are intimately involved with crisis management activities in Kentucky. Assessments will be based on course readings and writing assignments. The writing assignments in this course will involve historical analysis of both domestic and international disasters.

Course rationale:

This course will equip students with the necessary knowledge to recognize health related crises and understand their various nuances. In addition to providing students with knowledge that might prove beneficial to their own health in a given crisis situation, students completing this course will be prepared to serve as a member of a crisis management team within a health service organization.

Course prerequisites

CPH 201, "Introduction to Public Health," or permission of the instructor

Public Health Competencies for “Preparing for an Apocalyptic Event: Population Health and Crisis Management”

Adapted from the ASPH’s “Undergraduate Public Health Learning Outcomes Model” and the ASPH’s “MPH Core Competency Model”

- Define public health and the roles of governmental and non-governmental public health agencies
- Identify and assess the quality of health information sources used to inform decisions
- Describe how surveillance methods are utilized for preparedness and response activities
- Identify preparedness considerations for population health emergencies
- Demonstrate an understanding of the following core management principles as they relate to crisis: planning, organizing, managing human and non-human resources, leadership, and budgeting
- Demonstrate an awareness and understanding of local, national, and global public health threats
- Demonstrate an ability to communicate health information to a diverse audience using a variety of media

Student learning outcomes/objectives:

Upon completion of this course to include exams, quizzes, case studies, guest lecturers, and table top exercises, the learner will:

- Recognize and be able to discuss basic management and crisis management principles
- Be able to identify a health service organization’s internal and external stakeholders
- Be capable of identifying large scale public health threats and their risk factors
- Prepare and evaluate public health-crisis communications
- Demonstrate the ability to work collaboratively as a team member to protect and improve population health

Textbooks

Kapur, G. B., & Smith, J. P. (Eds.). (2011). *Emergency Public Health: Preparedness and Response*. Sudbury, MA: Jones & Bartlett Learning.

Klann, G. (2003). *Crisis Leadership*. Greensboro, NC: Center for Creative Leadership.

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

Evaluation Items	Points per Assignment	Points Possible (%)
Exams (4)	50	200 (40)
Chapter Quizzes (9)	20	180 (36)
Critical Case Analysis Papers (1)	75	75 (15)
Class Attendance (44)	1	44 (9)
Blackboard Check-In	1	1 (<1)
Total Evaluations (59)		Total Points Possible= 500

Grade Earned

450- 500=A

400- 449=B

350-399=C

300-349=D

0-299=E

Attendance

Students will receive 1 point per class attended during the semester. Points awarded for attendance are not synonymous with class participation, but are solely a reflection of the student's presence in the classroom during the time of lecture.

Quizzes and Exams

Both quizzes and exams in this course will assess the student's knowledge of material covered in lectures, readings, and presentations. Exams will consist of multiple choice, true/false, short answer, and brief essay questions. Similarly, quizzes will consist of multiple choice and true/false questions. The content assessed by each exam or quiz is specifically noted in the course schedule. The instructor will notify students, a week prior to their occurrence, if a deviation from the outlined schedule of exams/quizzes and their content is necessary.

Midterm Evaluation

Students will be provided with notification of their midterm evaluation grade. This grade will reflect the student's performance throughout the first twenty-two (22) course meetings, to include: Exams 1 & 2; and Quizzes 1-6. A total of 220 possible points will have been assessed at this point.

Final Examination

Final exams will occur December 9th- December 13th. An in-class final examination will not be administered for this course. Instead, students will submit their "Critical Case Analysis Paper" no later than 12:30pm on December 11th, which constitutes the closing time of the exam period for this course.

Student Collaboration

Although students will not be evaluated and provided graded feedback in this area, collaboration with peers will occur throughout this course. Students will be asked to work together as small groups to analyze various case studies, and will work as teams while participating in the tabletop exercises.

Tabletop Exercises

The tabletop exercises are designed to allow students an opportunity to analyze crisis situations and utilize their knowledge and skills as role-playing members of a crisis management team during the pre-event, event, and post-event phases of a crisis. For instance, students may be assigned the role of local health director and tasked with leading their agency through the various stages of a crisis designed by the instructor (e.g., pandemic influenza).

Critical Case Analysis Paper

This paper shall consist of 7 pages of content, not including any title page or reference list that may accompany it. The paper should be written using 12 point font and double spacing. Students are expected to include at minimum, 4 professional references. The references should be used to enhance your analysis and should be cited throughout your paper and listed together at the end of your paper on the "References Cited" page. In addition, all pages should be numbered in the bottom right corner. More detail will be given regarding the content of these assignments as the semester progresses.

**All papers should be submitted electronically through Blackboard.

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions. **Any student missing 5 (>10% of course meetings) or more classes due to unexcused absences will be assigned a grade of "E."** Excused absences are explained in detail below in the "Excused Absences Policy" section.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session. Students that are 5 or more minutes late will be assigned a Tardy. The same is true for students who leave class prior to its conclusion. **Three tardies will account for 1 unexcused absence.**
3. I expect you to actively participate in the classroom and blackboard discussions. This is not the type of class where you can "sit back and listen."
4. **All participants in this course are expected to treat one another with respect, regardless of differing opinions or perspectives on various matters and topics.**
5. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. **Grammar, syntax, and spelling will account for at least 10% of the grade for written work.**
6. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
7. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
8. Wikipedia **cannot** be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
9. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

All incidents of cheating and plagiarism are taken very seriously at the University of Kentucky, and there are specific policies and procedures in place to prosecute them. See [S.R. 6.3.0 \(PDF\)](#) for the exact Senate Rules regarding academic offenses.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities. Contact Jake Karnes via email at jkarnes@email.uky.edu or by telephone 859-257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability: <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Excused absences policy

Attendance, excused absences and make-up opportunities for this course will conform to the course policies established by the Office of Academic Ombud Services as found at www.uky.edu/Ombud/policies.php

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Late work policy

Students that have missed an assignment due to an excused absence will be given the opportunity to complete that assignment for full credit. Students that have missed an assignment due to an unexcused absence and failed to notify the instructor of their intent to be absent a day prior to the due date of the assignment will be allowed to complete make up work with a 10% penalty to the maximum points possible. Missed quizzes and exams will be administered in the Instructor's office suite during designated office hours. **It is the responsibility of the student to work with the instructor to make arrangements regarding make up work** (i.e. the instructor **will not** email students that have missed assignments and ask if they are interested in completing the assignment to prevent a grade of 0.) All make up assignments should be **completed within 1 week** of the students return unless otherwise stated by the instructor.

Example: Tentative Course schedule and topics for Spring 2013

Course Meeting Date and In-Class Agenda		Assignments and Due Dates
Jan. 9	Course Introduction and Syllabus Review	Post a "hello" message on Blackboard- due Jan. 10 th
Jan. 11	CL Ch. 1-3	
Jan. 14	CL Ch. 4, 5, & conclusion	Read CDC's Zombie Pandemic (posted on Blackboard)- due Jan. 16 th
Jan. 16	CDC's Zombie Pandemic discussion	
Jan. 18	Quiz 1 (CL text and Zombie Pandemic)	In-class Quiz 1 (CL text and CDC's Zombie Pandemic)
Jan. 21	NO CLASS	
Jan. 23	EPH Ch. 1-3	
Jan. 25	EPH Ch. 4 & 5	
Jan. 28	Quiz 2 and test prep	In-class Quiz 2 (EPH Ch. 1-5)
Jan. 30	Table top exercise	
Feb. 1	Test 1	In-class Test 1 (CL text, CDC's ZP, and EPH Ch. 1-5)
Feb. 4	EPH Ch. 6, 7, & 8	
Feb. 6	Quiz 3	In-class Quiz 3 (EPH Ch. 6-8)
Feb. 8	EPH Ch. 9, 10, & 11	
Feb. 11	Quiz 4 and test prep	In-class Quiz 4 (EPH Ch. 9-11)
Feb. 13	Guest Speaker	
Feb. 15	Test 2	In-class Test 2 (EPH Ch. 6-11)
Feb. 18	EPH Ch. 12	
Feb. 20	EPH Ch. 13	
Feb. 22	EPH Ch. 14	
Feb. 25	Quiz 5 and review	In-class Quiz 5 (EPH Ch. 12-14)
Feb. 27	EPH Ch. 15 & 16	
Mar. 1	EPH Ch. 17 & 18	
	<i>MIDTERM of SEMESTER</i>	
Mar. 4	Quiz 6 and review	In-class Quiz 6 (EPH Ch. 15-18)
Mar. 6	Guest Speaker	
Mar. 8	Test 3	In-Class Test 3 (EPH Ch. 12-18)
Mar. 11-15	SPRING BREAK	
Mar. 18	Table top exercise	
Mar. 20	EPH Ch. 19	
Mar. 22	EPH Ch. 20	
Mar. 25	EPH Ch. 21	
Mar. 27	Quiz 7	In-class Quiz 7 (EPH Ch. 19-21)
Mar 29	Case study discussion	
Apr. 1	EPH Ch. 22	
Apr. 3	EPH Ch. 23	
Apr. 5	Quiz 8 and review	In-class Quiz 8 (EPH Ch. 22-23)
Apr. 8	Test 4	In-class Test 4 (EPH Ch. 19-23)
Apr. 10	Recap of Potential Health Emergencies	
	In-class discussion of Critical Case Analysis Paper	
Apr. 12		
Apr. 15	EPH Ch. 24	
Apr. 17	EPH Ch. 25 & 26	
Apr. 19	Guest Speaker	
Apr. 22	Quiz 9	In-class Quiz (EPH Ch. 24-26)
Apr. 24	Critical Case Analysis Paper discussion	
	<i>LAST DAY OF CLASS</i>	
Apr. 26	Table top exercise	
Apr. 29-May 3- FINALS		Critical Case Analysis Due by End of Exam Period

*CL- Crisis Leadership (Klann)

**EPH- Emergency Public Health (Kapur & Smith)