

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**LEARNING BEYOND THE CLASSROOM:
NON-COURSE REQUEST FOR LBC DESIGNATION IN GENERAL EDUCATION**

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DEPARTMENT: HEALTH AND SAFETY

DEPARTMENT HEAD: KATHRYN WILHOFF

1. Workshop/Experience Title Campus CERT (Community Emergency Response Team) (20 hrs)

The experience must require a commitment equivalent to what would be a minimum of 1 credit hour (15 contact hours). In your description, demonstrate how this will be accomplished.

2. Description

Campus CERT is designed to prepare students to help themselves, their family (friends), and their neighbors (local residents) in the event of a disaster. Because emergency services personnel will not be able to help everyone immediately, students can make a difference by using the training to save lives and protect property.

This training covers basic skills that are important to know in a disaster when emergency services are not available. With training and practice and by working as a team, students will be able to do the greatest good for the greatest number after a disaster, while protecting themselves from becoming a victim.

3. Check the LBC requirement this program is intended to meet.

Learning Beyond the Classroom (*LBC designation*). Please designate the specific LBC category:

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

4. Rationale. Provide a concise, clear, jargon-free explanation of how this experience fits into the General Education program and why it fulfills a Learning Beyond the Classroom requirement. This rationale must be included on the materials distributed to students participating in the experience, (excluding promotional materials).

Campus CERT is a Learning Beyond the Classroom experience that meets the requirements in the area of “Community Service, Citizenship and Leadership.” Campus CERT provides students with the opportunity to learn disaster preparedness, fire safety, disaster medical operations, light search and rescue, disaster psychology, and terrorism. At the end of the course students will be able to use their skills by participating in a disaster simulation. Students will be able to take pride in knowing that they can make a difference in their community by preparing for a disaster and participating in an effective emergency response.

5. Clearly and concisely explain how this program meets each of the General Education outcomes for the requirement checked in number three (all outcomes of selected category should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the program meets each outcome; and (b) after each outcome explain how you will assess if the outcome has been met and how you will provide feedback to the students.

- *Participate in the development, maintenance, and/or change of community standard and norms:*
A student who becomes a Campus CERT member will be able to build relationships with public servants such as local police, fire, and medical by interacting with them during training sessions.

Students will be able to display this outcome by participating in training sessions

- *Participate in service/volunteer activities:*
Trained Campus CERT members can volunteer their services thereby offering an important potential workforce to service organizations in non-hazardous functions such as shelter support, blood drives, crowd control, and drill evacuations.

Students will have the opportunity to volunteer for the blood drives located here on campus, assist with parking and crowd control during major concerts at the convocation center, and with housing fire drills.

- *Develop leadership skills:*
Students will learn the Incident Command System (ICS) structure. Not every person is comfortable in a leadership role, but there will be many opportunities for each student to test the waters during disaster simulations. In the event of a disaster they will be able to fit themselves into that structure. Their role may be Operation Section Chief, Group Leader, or become part of a resulting team.

Applying these leadership skills will be made present during disaster, cribbing, search and rescue, and triage simulations.

- *Develop skills and habits that aid in future life and career pursuits:*

Participants in the Campus CERT program will be able to recognize the types of hazards that are most likely to affect their homes and community, and identify the necessary steps to prepare themselves and others for a disaster.

This outcome will be met and observed when the student knows how to put out a fire using a fire extinguisher, and when they receive their first-aid/ CPR certification.

- *Develop and practice empathy for others:*

One of the units in this training is disaster psychology. Students can engage themselves in learning the post-disaster emotional environment and the steps that rescuers can take to relieve their own stressors and those of disaster survivors.

The class will be given a series of “tool box” work sheets where there will be questions and the students are asked to answer them. This will help facilitate discussion and get them ready to care for others during extremely hard situations.

- *Acquire skills for working cooperatively with others:*

This course is called Campus CERT and the T stands for Team. There is nothing in this entire program a student will be doing alone; everything is as a team or with a buddy.

Students will have many opportunities to work together as teams to be involved in pre-disaster planning and problem solving.

6. Attach the materials that will be distributed to students. The materials must include the rationale from #4 above and clearly reflect the outcomes and methods detailed in #5 above.

Materials include but are not limited to, CERT participant manual. Manual is available upon request.

Please submit all materials in electronic form.

Action of the Department

Department Approval

Date

Action of General Education Advisory Committee (comments attached)

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date