Introduction to Course NUCL 40200

Course Information
- Course number and title: **NUCL 40200** Engineering of Nuclear Power Systems
- CRN: **54860**
- Meeting days and times: *MWF 10:30a.m-11:20am.*
- Instructional Modality: Class: Face-to-Face, Office Hours/Meeting: Hybrid,
- Class location: Max W & Maileen Brown Hall 234
- Course credit hours: 3 Credits hours
- Course Brightspace page: https://purdue.brightspace.com/d2l/home/607551
- Pre-requisite: NUCL 35100

Instructor(s) Contact Information
- Name of the instructor(s): Prof. Shripad T. Revankar
- Office Location: WANG Room 4085,
- Phone number: 765-496-1782
- Purdue Email Address: shripad@purdue.edu
- Office hours, times and location: The meeting is virtual meeting on zoom on Tuesday and Thursday 12:00pm-1:30pm. Virtual Office Hours are a synchronous session to discuss questions related to course. The virtual meeting link is announced each week a day ahead. If student wants a face-to-face meeting, please set up an appointment through email. The preferred method of contact is email.
- How to reach the instructors remotely -- via Brightspace, Purdue email, or dedicated course office hours.

Course Description
Principles and practice of nuclear power plant systems with design applications, reactor kinetics, reactor control, radiation protection, shielding, nuclear fuels, fuel cycles, waste management, thermal cycles, heat transport, thermal hydraulics, reactor accidents, and safety analysis (see Course Syllabus)

**Course Goals:**

a. To acquire knowledge on nuclear power plant components and systems, designs, principle of operation, control and safety. Develop understanding of the engineering and physical principles of a reactor including neutron transport, kinetics, thermodynamics, thermalhydraulics, materials, fuels, radiation, shielding and safety. To overview nuclear fuel cycle and waste management.

b. To apply knowledge of mathematics and physics to the design of nuclear power plant engineering systems. To understand the design principles of nuclear power reactors and related systems. To develop a quantitative and qualitative foundation of nuclear reactor control, fuel cycles, radiation protection, shielding, and safety. To perform groups based term project in the area of nuclear system

Learning Resources, Technology & Texts
Because the material is very broad, in addition to the main texts (T&K and L&B) additional references are used. Class slides and additional notes will be posted on time to time on various topics. Please note that the copies of course slides/note are for this course individual use only. The content of these material should not be transferred or given to others.

**Required Text Books:**

Introduction to Course NUCL 40200


References

Brightspace page
You can access the course via Brightspace. It is strongly suggested that you explore and become familiar not only with the site navigation, but with content and resources available for this course. See the Help tab for resources.
For examinations we may use use of a proctoring tool such as Respondusr or Examity. Details on this will be given as we near the first Test.

Learning Outcomes:
- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Assignments

The course evaluations consists of Home work assignments, 3 tests and One group project.

Homework:
Homework problems should be submitted on the before the deadline and the due dates are on the class schedule. Use the Brightspace for submission of your homework either as a word or pdf (can be scanned pdf). They will be graded and returned as soon as possible.

Missed or Late Work:
Problems turned in one day late will be graded on a one-half credit basis. Two days late will get ¼ credit and any later day submission will get zero credit. Since these problems are intended to show the application of lecture material and provide preparation for tests, individual work is essential. Solutions should make the approach followed clear to the grader with each step used in arriving at solution. Partial credits may be given. Collaboration on homework is limited to general discussion of the problems and approaches. Each student must independently complete their own written solution to each homework problem. Copying another person’s homework or using old or other existing solutions is considered plagiarism. Each homework problem must contain the following header information on each page:

Last name, First name NUCL 402, Hwk Assignment #

Examinations:
All exams will be closed notes and closed book. Depending on exam if required formula sheets/figures will be provided with the exams. No materials other than the formula sheets provided are to be used during exams. A score of zero will be recorded for a missed exam. Make-up exams will be given only by prior (at least 24 hours before the exam start time) arrangement, or for an illness or serious emergency that can be documented.

**Term Project**
Team of 3-4 students will each complete a project on the topic chosen related reactor systems or component, writes and submits a formal report.

**Quizzes**
The quizzes for the course contain One quizz per week on the material covered in previous two classes. Quiz questions are posed in the beginning of the class. Students should submit the answer in the quiz section of the Brightspace by 5pm of that class day.

### Grading Scale

<table>
<thead>
<tr>
<th>Course Grading Policy</th>
<th>Weighting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 85% - 100%</td>
<td>Homework 20%</td>
</tr>
<tr>
<td>B 75% - 84%</td>
<td>Tests (3) 65%</td>
</tr>
<tr>
<td>C 65% - 74%</td>
<td>Project 10%</td>
</tr>
<tr>
<td>D 50% - 64%</td>
<td>Quizzes 5%</td>
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<tr>
<td>F &lt; 49%</td>
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</tbody>
</table>

**Incompletes**
A grade of incomplete (I) will be given only in unusual circumstances. To receive an “I” grade, a written request must be submitted prior to December 1, and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. Submitting a request does not ensure that an incomplete grade will be granted. If granted, you will be required to fill out and sign an “Incomplete Contract” form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an incomplete grade.

**Teaching Philosophy**
As an instructor, it is my responsibility to maximize opportunities for every student in the class to learn, grow, and succeed in reaching both my own outcomes for the course and their personal goals and desires related to the class. To meet this responsibility, I draw on theory, frameworks, and practices rooted in principles of collaborative learning and student-faculty partnership.

**Academic Guidance in the Event a Student is Quarantined/Isolated**
If any student is in quarantine or in isolation and need resources or absence documentation, please contact Office of the Dean of Students, odos@purdue.edu. If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. Class slides and all required materials are available in the
Introduction to Course NUCL 40200

Accomodations will be made for late homework submission, substitute tests/exams, and project report.

### Course Schedule Fall 2022

<table>
<thead>
<tr>
<th>Period</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Mo</td>
<td>Aug 22</td>
<td>Introduction, Power reactors</td>
</tr>
<tr>
<td>02</td>
<td>We</td>
<td>24</td>
<td>LWR : PWR, BWR</td>
</tr>
<tr>
<td>03</td>
<td>Fr</td>
<td>26</td>
<td>HTGR, LMFBR</td>
</tr>
<tr>
<td>04</td>
<td>Mo</td>
<td>29</td>
<td>CANDU, RBMK</td>
</tr>
<tr>
<td>05</td>
<td>We</td>
<td>31</td>
<td>Advanced reactors</td>
</tr>
<tr>
<td>06</td>
<td>Fr</td>
<td>Sep 2</td>
<td>Reactor control-Kinetics review</td>
</tr>
<tr>
<td>07</td>
<td>Mo</td>
<td>5</td>
<td>LABOR DAY ( No Classes)</td>
</tr>
<tr>
<td>08</td>
<td>We</td>
<td>7</td>
<td>Power Excursion</td>
</tr>
<tr>
<td>09</td>
<td>Fr</td>
<td>9</td>
<td>Temperature, void coefficients</td>
</tr>
<tr>
<td>10</td>
<td>Mo</td>
<td>12</td>
<td>Fission product poisoning</td>
</tr>
<tr>
<td>11</td>
<td>We</td>
<td>14</td>
<td>Radiation protection,</td>
</tr>
<tr>
<td>12</td>
<td>Fr</td>
<td>16</td>
<td>Radiation dose rate</td>
</tr>
<tr>
<td>13</td>
<td>Mo</td>
<td>19</td>
<td>Radiation dose calculations</td>
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<tr>
<td>14</td>
<td>We</td>
<td>21</td>
<td>Reactor shielding</td>
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<tr>
<td>15</td>
<td>Fr</td>
<td>23</td>
<td>Shielding design</td>
</tr>
<tr>
<td>16</td>
<td>Mo</td>
<td>26</td>
<td>Review</td>
</tr>
<tr>
<td>17</td>
<td>We</td>
<td>28</td>
<td><strong>Test 1</strong></td>
</tr>
<tr>
<td>18</td>
<td>Fr</td>
<td>30</td>
<td>Fuels and properties</td>
</tr>
<tr>
<td>19</td>
<td>Mo</td>
<td>Oct 3</td>
<td>Fuel Cycle</td>
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<tr>
<td>20</td>
<td>We</td>
<td>5</td>
<td>Spent fuel processing</td>
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<tr>
<td>21</td>
<td>Fr</td>
<td>7</td>
<td>Radioactive waste management</td>
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<tr>
<td>22</td>
<td>Mo</td>
<td>10</td>
<td>OCTOBER BREAK</td>
</tr>
<tr>
<td>23</td>
<td>We</td>
<td>12</td>
<td>Thermal Design, heat generation</td>
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<tr>
<td>24</td>
<td>Fr</td>
<td>14</td>
<td>Shutdown power</td>
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<tr>
<td>25</td>
<td>Mo</td>
<td>17</td>
<td>Fuel thermal analysis</td>
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<tr>
<td>26</td>
<td>We</td>
<td>19</td>
<td>Temperature distribution</td>
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<tr>
<td>27</td>
<td>Fr</td>
<td>21</td>
<td>Thermal resistance</td>
</tr>
<tr>
<td>28</td>
<td>Mo</td>
<td>24</td>
<td>Review</td>
</tr>
<tr>
<td>29</td>
<td>We</td>
<td>26</td>
<td><strong>Test 2</strong></td>
</tr>
<tr>
<td>30</td>
<td>Fr</td>
<td>28</td>
<td>Thermodynamics review</td>
</tr>
<tr>
<td>31</td>
<td>Mo</td>
<td>31</td>
<td>Thermodynamics of nuclear plant</td>
</tr>
<tr>
<td>32</td>
<td>We</td>
<td>Nov 2</td>
<td>Simplified PWR system</td>
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<tr>
<td>33</td>
<td>Fr</td>
<td>4</td>
<td>Power plant PWR system</td>
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<tr>
<td>34</td>
<td>Mo</td>
<td>7</td>
<td>Rankin cycle</td>
</tr>
<tr>
<td>35</td>
<td>We</td>
<td>9</td>
<td>Brayton cycle-</td>
</tr>
<tr>
<td>36</td>
<td>Fr</td>
<td>11</td>
<td>Reactor thermal analysis</td>
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<tr>
<td>37</td>
<td>Mo</td>
<td>13</td>
<td>Single &amp; Two phase heat transfer</td>
</tr>
<tr>
<td>38</td>
<td>We</td>
<td>15</td>
<td>Two phase pressure drop</td>
</tr>
<tr>
<td>39</td>
<td>Fr</td>
<td>18</td>
<td>Reactor safety Systems</td>
</tr>
<tr>
<td>40</td>
<td>Mo</td>
<td>21</td>
<td>Reactor Accidents TMI, Chernobyl</td>
</tr>
<tr>
<td>41</td>
<td>We</td>
<td>23</td>
<td>THANKSGIVING (NO CLASS)</td>
</tr>
<tr>
<td>42</td>
<td>Fr</td>
<td>25</td>
<td>THANKSGIVING (NO CLASS)</td>
</tr>
<tr>
<td>43</td>
<td>Mo</td>
<td>28</td>
<td>Reactor Accidents Fukushima</td>
</tr>
<tr>
<td>44</td>
<td>We</td>
<td>30</td>
<td><strong>Test 3</strong></td>
</tr>
<tr>
<td>45</td>
<td>Fr</td>
<td>Dec 2</td>
<td>Probabilistic Risk Assessment</td>
</tr>
</tbody>
</table>
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| 46 | Mo | 5 | Reactor Licensing, Notes, |
| 47 | We | 7 | Reactor Decommissioning Notes |
| 48 | Fr | 9 | Course Overview Notes |

### Course Syllabus

1. **Introduction:**
   - Nuclear Power Plants
   - Light Water Reactors (LWRs); PWR, BWR

2. **Nuclear Reactor Kinetics and Control**
   - Point Kinetics: one delayed neutron group
   - Fission product poisoning: Xenon and Samarium
   - Feedback effects: temperature, Doppler, moderator temperature, moderator void fraction

3. **Radiation protection:**
   - Internal and external dose rates
   - Regulatory guidelines

4. **Shielding:**
   - Buildup factors
   - Sievert’s integral

5. **Fuel cycle and waste management**
   - Fuel cycle
   - Spent fuel reprocessing
   - Radioactive waste management

6. **Nuclear fuel and thermal design:**
   - Nuclear fuel
   - Steady heat conduction: temperature distribution
   - Transient heat conduction: lumped parameter model, fuel response during LOCA
   - Reactor fuel design limits: CHF, LOCA

7. **Power conversion:**
   - First and second laws of thermodynamics
   - Carnot cycle, Rankine cycle

8. **Thermodynamic design of reactor components:**
   - Dry containments: PWRs
   - Pressure suppression pool system: BWRs
   - PWR pressurizer
   - SBWR vessel

9. **Thermal-hydraulics of LWRs:**
   - Pressure drop for one and two phase flows
   - Heat transfer and critical heat flux

10. **Nuclear reactor safety:**
    - Power Excursions (Chernobyl)
    - Loss of Coolant Accidents (TMI)
    - Emergency Core Cooling System (ECCS)
    - Advanced Water Reactor Design Accidents – TMI and Chernobyl

11. **Additional Topics (as time permits and as needed):**
    - Reactor Licensing
    - Probabilistic Risk assessment
    - Decommissioning Nuclear Facilities
Course Logistics

- All course material is in the Brightspace.
- All students are expected to attend each class.
- Homework are due each week except Test or exam week.
- All assignments are due by 10:00 a.m. ET on the due date listed in the course schedule. Please follow directions for homework given above.
- Deadlines are an unavoidable part of being a professional and this course is no exception. Course requirements must be completed and posted or submitted on or before the specified due date and delivery time deadline. Due dates and delivery time deadlines are defined as that used in West Lafayette, Indiana.
- Use the Brightspace for submission of your homework.
- Regular announcements will be made on Brightspace for additional instructions.

Copyright

Brightspace includes a link to the University policy on the Use of Copyrighted Materials. Online educational environments, like all learning environments, should provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students enrolled in and instructors working in online courses are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university’s right to use those works for educational purposes (Visit Purdue University Copyright Office). Students may not copy, reproduce or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

Netiquette

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but you are not to attack an individual. Our differences, some of which are outlined in the University’s nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience. Please read the Netiquette rules for this course:

- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.

Violent Behavior Policy

The Brightspace shell includes a link to Purdue’s policy prohibiting violent behavior under University

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity. See our course Brightspace under University Policies for a link to the full Violent Behavior Policy.
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Diversity & Inclusion Statement
In our discussions, structured and unstructured, we will explore a variety of challenging issues, which can help us enhance our understanding of different experiences and perspectives. This can be challenging, but in overcoming these challenges we find the greatest rewards. While we will design guidelines as a group, everyone should remember the following points:

● We are all in the process of learning about others and their experiences. Please speak with me, anonymously if needed, if something has made you uncomfortable.
● Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker's intention.
● We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves.

Basic Needs Security
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students from 8:00 – 5:00, Monday through Friday.

In spring 2020, ODOS updated its website to include more details on its Critical Need Fund related to COVID-19. If you are teaching under COVID-19 restrictions, you might include the following. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency funds. For details and the request form use link: https://www.purdue.edu/odos/resources/critical-need-fund.html.

Course Evaluation
During the last two weeks of the semester, you will be provided with an opportunity to give feedback on this course and your instructor. Purdue uses an online course evaluation system. You will receive an official email from evaluation administrators with a link to the online evaluation site. You will have up to 10 days to complete this evaluation. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

Student Help and Success
Brightspace course shell includes links to the following student resources under the Student Help and Success content.

● Registrar
● Financial Aid
● Academic Advising
● Veterans Success Center
● Student Employment
● Center for Career Opportunities.

Disclaimer
This syllabus is subject to change. Describe how you will announce and share changes made to the syllabus.
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Attendance Policy

The most recent updates related to attendance includes the addition of a Medically Excused Absence Policy for Students (MEAPS) among reasons to be granted an excused absence from class – in addition to Grief/Bereavement, Military Service, Jury Duty, Parenting Leave. MEAPS guidelines are covered in the Attendance section of Academic Regulations, and some clarification is offered on the ODOS website, since students must work with ODOS for any of these excused absences. Generally, MEAPS may be an option for students who must miss class for emergent or urgent care.

The General Guidelines state that attendance is a shared responsibility, with instructors establishing and clearly communicating attendance policies in the course syllabus and students being responsible for class-related work missed as a result of an unavoidable absence.

General Attendance Considerations

- All courses should have a robust presence in the Brightspace learning management system (LMS) in order to be resilient to perturbations caused by COVID-19. Guidance for classrooms and instructional labs are available on the Innovative Learning website.
- While attendance MAY be a factor in final grades, we strongly encourage that instructors avoid creating grading structures that would unintentionally disincentivize or penalize students for following Protect Purdue guidelines to stay home when ill or instructed to quarantine or isolate.
- Please consider alternatives to attendance for students who are in quarantine/isolation and offer those students opportunities to make up work. Note that simply allowing students to drop assignments and tests is not directly aligned with this policy because it does not provide equitable learning opportunities.
- Physical presence in the classroom is not the same as engagement. We encourage a focus on ways for students to demonstrate their engagement by following suggestions in the new Tips for Enhancing Student Engagement document and webpage.
- Take proactive measures to address individual student needs and remove barriers to an equitable learning experience. For example, some students may experience a variety of technology issues (e.g., connectivity off campus) that affect their ability to participate and/or access the course Brightspace. Consider how these students, their peers, and you can work together to ameliorate these barriers.
- Instructors are highly encouraged to communicate expectations regarding attendance with their students early and often. All graded assessments and activities should be tied to course learning outcomes. For courses with experiential components, see resources on the Office of Experiential Education website.

Attendance Policy sample language

Academic Guidance in the Event a Student is Quarantined/Isolated

You may add a statement on how you will support students’ academic progress in the event they become quarantined or isolated. Please see guidelines for students and instructors/staff in the Fall 2022: What you need to know guidance published July 27. Details on Isolation-Quarantine Communication for Instructors may be found on the Innovative Learning website.

Academic Guidance in Event of Q/I sample language

Classroom Guidance Regarding Protect Purdue

As Protect Purdue protocols continue to evolve, we recommend you do not include specific protocols in your syllabus, but rather refer students to the Protect Purdue information within your course Brightspace. Please include the following statement in your syllabus.

Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with Protect Purdue protocols is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights and the Violent Behavior Policy under University Resources in Brightspace.

Academic Integrity
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Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies.

Nondiscrimination Statement
Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. More details are available on our course Brightspace table of contents, under University Policies.

Accessibility
Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information.

Mental Health Statement
If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack (https://purdue.welltrack.com). Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the Office of the Dean of Students (http://www.purdue.edu/odos). Call 765-494-1747. Hours of operation are M-F, 8 am-5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you’re struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Emergency Preparation
In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis. Please take
advantage of the resources found on the Emergency Preparedness Resources webpage and review with students the Emergency Preparedness Safety Briefing on the first day of class. The Campus Emergency Status webpage is your primary online resource for current and developing PurdueALERT information and changes to the operational status of campus. There is also All-Hazards Awareness Training available via WebCert and Brightspace. Log in to WebCert (two-factor authentication) to access the main catalog, click on the "Other/Miscellaneous" category to find the “All-Hazards Awareness Training Presentation.” Follow the Webcert directions to access and complete the annual training in Brightspace. In-person and virtual All-Hazards Awareness/Safety training may also be available upon request. To schedule a training session contact Jefferson Howells at jfhowells@purdue.edu or 765-494-0446.

Appendix A - Guidelines for Academic Integrity

In a society that increasingly questions the value of higher education, upholding academic integrity takes on added significance. The time and effort necessary to champion high expectations of academic integrity are well understood, and the University is in full support of faculty and instructors who uphold these standards. The OSRR website offers a faculty guide on responding to academic dishonesty. Penalties will be enforced for academic dishonesty. “Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor’s discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.” The instance of scholastic dishonesty will be reported using the OSRR reporting form. Reporting all incidents helps to ensure consistent treatment both at the course level and across the institution.

Appendix B: Emergency Preparedness face-to-face

1) As we begin this semester, I want to take a few minutes and discuss emergency preparedness. While COVID-19 is currently a major focus of our campus health and safety preparations, we must also take time to be prepared for other possible emergencies as we would in any semester. Purdue University is a very safe campus and there is a low probability that a serious incident will occur here at Purdue. However, just as we receive a “safety briefing” each time we get on an aircraft, we want to emphasize our emergency procedures for evacuation and shelter-in-place incidents. Our preparedness will be critical IF an unexpected event occurs!

2) Emergency preparedness is your personal responsibility. Purdue University is actively preparing for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus. Let’s review the following procedure

- For any emergency text or call 911.
- There are more than 300 Emergency Telephones (aka blue lights) throughout campus that connect directly to the Purdue Police Department (PUPD). If you feel threatened or need help, push the button and you will be connected right away.
- If we hear a fire alarm, we will immediately evacuate the building and proceed to_ east side of RHPH.
- Do not use the elevator. Go over the evacuation route (see specific Building Emergency Plan).
- If we are notified of a Shelter in Place requirement for a tornado warning we will stop classroom or research activities and shelter in the lowest level of this building away from windows and doors. Our preferred location is _ Basement rooms and hallways _.
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- If we are notified of a Shelter in Place requirement for a hazardous materials release, we will shelter in our classroom shutting any open doors and windows.
- If we are notified of a Shelter in Place requirement for an active threat such as a shooting, we will shelter in a room that is securable preferably without windows. Our preferred location is ________________.
- (NOTE: Each building will have different evacuation & shelter locations. The specific Building Emergency Plan will provide specific locations and procedures)

EMERGENCY RESPONSE PROCEDURES:
- Review the Building Emergency Plan for at: https://polytechnic.purdue.edu/sites/default/files/files/BEP%20March%202019%202019.pdf for:
  - evacuation routes, exit points, and emergency assembly area
  - when and how to evacuate the building.
  - shelter in place procedures and locations
  - additional building specific procedures and requirements.

EMERGENCY PREPAREDNESS AWARENESS VIDEOS
- “Shots Fired on Campus: When Lightning Strikes,” is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: https://www.cisa.gov/options-consideration-active-shooter-preparedness-video (Link is also located on the EP website)
- All Hazards Online Awareness training video (on Webcert & Blackboard.) A 30 minute computer based training video that provides safety and emergency preparedness information. See the EP website for sign up instructions.

MORE INFORMATION
Reference the Emergency Preparedness web site for additional information: https://www.purdue.edu/ehps/emergency_preparedness/