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**New Course Proposal Form**

**[ X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| --- | --- |
| *Dr. Brent Cox* 2-15-17 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| *Dr. Debbie Persell* 2-15-17 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Deanna Barymon 2/23/2017 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Susan Hanrahan 2/23/2017 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Dr. Brent Cox

[brentcox@astate.edu](mailto:brentcox@astate.edu)

870-680-8286

2. Proposed Starting Term and Bulletin Year

**Bulletin Year 2017-2018**

**Starting term: S18**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**DPEM 3593**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Research Concepts in DPEM**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Principles of historical research methods and design applied to disasters and emergencies.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? **Yes**
   1. If yes, which ones?

**Must be classified as a Junior**

* 1. Why or why not?

**This course should be taken in the junior year, allowing the student to apply techniques learned to other disaster preparedness courses. Students will have taken English composition as required, which focuses on the formal writing aspects**.

1. Is this course restricted to a specific major? **No**
   1. If yes, which major?

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

**Spring**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Lecture course**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**Standard letter**

10. Is this course dual listed (undergraduate/graduate)?

**No**

11. Is this course cross-listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross-listed course.)

**No**

1. If yes, please list the prefix and course number of cross-listed course.

**NA**

1. Are these courses offered for equivalent credit? Yes / No

Please explain. **NA**

12. Is this course in support of a new program? **No**

a. If yes, what program?

**NA**

13. Does this course replace a course being deleted? **No**

a. If yes, what course?

**N/A**

14. Will this course be equivalent to a deleted course? **NO**

a. If yes, which course?

**NA**

15. Has it been confirmed that this course number is available for use? **Yes**

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

**NA**

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Emergency Management Research Concepts**

**Course Outline**

**Week 1: Course introduction, syllabus overview**

**Basics of APA**

**Week 2: Introduction to Disaster Research.**

**Week 3: Challenges in disaster research**

**Access and timing of research in disasters**

**Week 4: Challenges in disaster research cont.**

**Ethics of disaster research**

**Week 5: Challenges in disaster research cont.**

**Vulnerable populations**

**Week 6: Challenges in disaster research cont.**

**Sampling**

**Week 7: Research Methods in DPEM**

**Methodology -Quantitative**

**Week 8: Research Methods in DPEM cont.**

**Methodology - Qualitative**

**Week 9: Literature Review**

**Comparing news articles, trade journals and peer reviewed research**

**Week 10: Critiquing Published Research**

**Evaluating Research Design- process of developing research, hypothesis etc.**

**Week 11: Critiquing Published Research cont.**

**Common tests used in data gathering, data interpretation and how it is used to help**

**persuade for/against**

**Week 12: Critiquing published Research cont.**

**Findings**

**Week 13- Final Paper due- Application of Disaster research to a current problem**

**Week 14-The Future of Disaster Research**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**N/A**

19. Department staffing and classroom/lab resources

**Online Course**

1. Will this require additional faculty, supplies, etc.?

**No**

20. Does this course require course fees? **No**

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**This course will be replacing the currently required upper level statistics course. Assessment of courses and course content in the DPEM program against the standards highlighted the need to increase the student’s knowledge and ability to evaluate and utilize disaster research. The program outcomes come from the proposed accrediting standards for the Committee on Accreditation of Emergency Management Education. Since the program goals for CAEME are extensive, these and others have been consolidated to six overall assessment objectives submitted to the office of Assessment. The goals include, but are not limited to, written communication, professionalism, and integration of policies related to the practice of emergency management.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

**There are multiple standards proposed for accreditation in emergency management education. Accreditation is currently being conducted. The most salient to this course is standard 4: Written and Oral Communications as well as standard 2: Professional Values. Bullet points under these standards include but are not limited to:**

* **Written and oral communications should be conducted in a scholarly fashion based on sound research techniques.**
* **Professionalism within the principles of disaster preparedness and emergency management pertains to the commitment to emergency management as a profession and values scholarly research.**

c. Student population served.

**Students taking courses in Disaster preparedness and Emergency Management.**

d. Rationale for the level of the course (lower, upper, or graduate).

**This course requires significant amounts of writing and builds on lower level course content and is appropriate for upper level designation.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| --- | --- | --- |
| * 1. **[ ]** Global Awareness | * 1. **[ X]** Thinking Critically | * 1. **[ ]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**The course is an emphasized and reinforced in PLO 1 and PLO2.**

**PLO1 is: Design effective written and oral communications (including crisis communication) in the discipline and practice of disaster preparedness and emergency management.**

**PLO2 is: Develop attitudes, traits, and values of professional responsibility, accountability and effectiveness.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | **PLO1 is: Design effective written and oral communications (including crisis communication) in the discipline and practice of disaster preparedness and emergency management.** |
| Assessment Measure | Measure: Service Learning hours DPEM 4563(NGO Agencies in DPEM)  Details/Description: Students write a 3-5 page paper that outlines the Non Government Organizationwhere they completed their Service Learning hours. The paper should include a history of the organization, the nature of the service provided by the organization, and where the funding for the organization comes from. Students should give clear description of how and where the volunteer hours were performed and the one thing that stood out the most to them from the experience with the organization. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | DPEM Faculty |

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| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | **PLO2 is: Develop attitudes, traits, and values of professional responsibility, accountability and effectiveness.** |
| Assessment Measure | Measure: Mentor Evaluation DPEM 4553 (Capstone)  Details/Description: Please submit the completed 60 Practicum Hours on the Timesheet and attach ascreen shot in the assignment folder of the form after it is signed by your mentor. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | DPEM Faculty |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Differentiate between peer versus non-peer reviewed journals/articles. |
| Which learning activities are responsible for this outcome? | Readings, discussion board and assignments |
| Assessment Measure | Annotated bibliography of a peer review article Rubric Benchmark 85% |
|  |  |
| **Outcome 2** | Summarize the various research methods used in the social sciences |
| Which learning activities are responsible for this outcome? | Readings, discussion board and assignments |
| Assessment Measure | Discussion Board Rubric Benchmark 85% |
| **Outcome 3** | Critically evaluate research |
| Which learning activities are responsible for this outcome? | Readings, Discussion boards and assignments |
| Assessment Measure | Research Critique Assignment Rubric Benchmark 85% |
| **Outcome 4** | Conduct a literature review |
| Which learning activities are responsible for this outcome? | Readings, Discussion boards and assignments |
| Assessment Measure | Literature review Assignment Rubric benchmark 85% |
| **Outcome 5** | Discuss principles of research design in the disaster setting |
| Which learning activities are responsible for this outcome? | Readings, Discussion boards and assignments |
| Assessment Measure | Discussion Board Rubric Benchmark 85% |
| **Outcome 6** | Apply historical research to future problems in disasters and emergencies |
| Which learning activities are responsible for this outcome? | Readings, Discussion boards and assignments |
| Assessment Measure | Final Paper Rubric Benchmark 85% |

*\*\* A grade of a “B” is based on 80-89%, the benchmark of 85% shows an above average knowledge base. \*\**

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**Major in Disaster Preparedness and Emergency Management**

**Bachelor of Science**

A complete 8-semester degree plan is available [at http://registrar.astate.edu/.](http://registrar.astate.edu/)

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| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| UC 1013, Making Connections | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 84)  **Students with this major must take the following:**  *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite Twelve hours of Social Sciences (Required Departmental Gen. Ed. Option)*  **Students with this major must take the following for AAS degree:**  *CS 1013, Introduction to Computers* ***OR***  *CIT 1503, Microcomputer Applications* | **35** |
| **Major Requirements:** | **Sem. Hrs.** |
| DPEM 1101, Introduction to Incident Management | 1 |
| DPEM 1111, Introduction to Resource Management | 1 |
| DPEM 1121, Introduction to CBRNE | 1 |
| DPEM 1703, Introduction to Community Response | 3 |
| DPEM 2223, Hazardous Materials Containment | 3 |
| DPEM 2233, Principles of Healthcare Emergency Management | 3 |
| DPEM 2303, Responding to Environmental Health Emergencies | 3 |
| DPEM 2313, Pandemics | 3 |
| DPEM 2323, Respiratory Protection | 3 |
| DPEM 2343, Hazardous Materials Technician | 3 |
| NRS 2353/DPEM 2353, Global Perspectives in Disaster Preparedness  *Includes Core Disaster Life Support (CDLS).* | 3 |
| DPEM 2363, Fundamentals of CBRNE Crime Scene Management | 3 |
| DPEM 3503, Principles of Disaster Preparedness and Emergency Management | 3 |
| DPEM 3553, Ethical/Legal Considerations | 3 |
| DPEM 3573, Business Continuity in DPEM | 3 |
| DPEM 4513, Physical Care of CBRNE Injuries | 3 |
| DPEM 4523, Risk Identification | 3 |
| DPEM 4533, Disaster and Mental Health | 3 |
| DPEM 4553, Capstone | 3 |
| DPEM 4563, Non-Governmental Agencies & DPEM | 3 |
| PR 4603, Crisis Communication | 3 |
| ~~Upper Level Statistics Course~~ | ~~3~~ |
| ***DPEM 3593 Research Concepts in DPEM*** | ***3*** |
| **Sub-total** | **60** |
| **Emphasis Area:** | **Sem. Hrs.** |
| *In consultation with their advisor, students must select courses within one area of emphasis (Disaster Preparedness & Emergency Management, Law Enforcement, Health Care, Admin- istration.) Fifteen hours must be upper-level.* | **22** |
| **Total Required Hours:** | **120** |

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**DPEM 3563. Information Technology in DPEM** Social media, visual, mapping, disaster management systems, software and geographic information systems will be explored as a re­source for disaster preparedness and emergency management. Overviews of each system will be provided followed by hands-on experiences with the various technology systems. Fall, Spring, Summer.

**DPEM 3572. Politics of Disaster** Analyzes the effects of the national response framework and presidential directives in disaster preparedness and emergency management. Compares and contrast the role of society, science, and politics in emergency management. Explores the inter­governmental relationships and the globalization of disasters. Fall, Spring, Summer.

**DPEM 3573. Business Continuity in DPEM** Provides students with the knowledge and skills to create and implement business continuity plans for disasters and emergencies. Business risk and impact analysis, including financial and budgetary implications, inform development of a business continuity strategy, plan and mitigation practices. Fall, Spring, Summer.

**DPEM 3583. Principles of Communication in DPEM** Analyze procedures and methods to develop and disseminate mass communications during times of disaster. Identify the dynam­ics of communications during disasters. Explore the laws and regulations pertaining to disaster communications. Recognize and utilize social media resources in disaster response. Fall, Spring, Summer.

**DPEM 3592. Exercise Design in DPEM** Explore types of exercises applicable to emergency management programs. Plan, develop, and conduct exercises to test and evaluate emergency response plans. Analyze the results of disaster exercises in an after action review meeting the Homeland Security Exercise and Evaluation protocols. Fall, Spring, Summer.

**DPEM 3593 Research Concepts in DPEM** Principles of historical research methods and design applied to disasters and emergencies. Prerequisites, must be classified as a Junior. Spring.

**DPEM 3613. Radiological Emergencies** Provides hands-on practicum, team exercises and practical skills for effective response to a radiological incident. Topics include Radiological Con­cepts, Radiological Response Team Operations, Commercial Nuclear Power Facilities, Plume Modeling, Radiological Instrumentation, and Personal Protective Equipment and Decontamination. Fall, Spring, Summer.

**DPEM 4053. Complex Incident Management** Provides training and resources for students who require advanced application of the Incident Command system (ICS) in an Area Command or Multi-agency Coordination Entity. Students may perform in a management capacity in an Area Command or Multi-agency Coordination Entity. Prerequisites, DPEM 1101, DPEM 1111, DPEM 1121 and DPEM 3053. Fall, Spring, Summer.

**DPEM 4123. Incident Command for All Hazards** Provides students with information to successfully implement proper procedures and guidelines for crime scene management when responding to a Chemical, Biological, Radiological, Nuclear and Explosives (CBRNE) incident. The course culminates with incident management actions applied during a CBRNE scenario incident. Prerequisites, DPEM 1101, DPEM 1111 and DPEM 1121. Fall, Spring, Summer.

**DPEM 4133. All Hazards Command and Response** Practicum experience to assume command and response for all hazards. Encompasses Weapons of Mass Destruction (WMD)-related topics and hands-on training on pre-incident planning, response development, domestic and international terrorism, CBRNE agents and materials associated with WMD. Prerequisites, DPEM 1101, DPEM 1121. Fall, Spring, Summer.

**DPEM 4501. Teaching MCI Hospital Response** Applies previous knowledge and experience to relate the application of environmental health to disaster management. Professional skills are integrated into a scenario including local-level disaster response, recovery, mitigation and pre­paredness. Prerequisite, DPEM 4733. Fall, Spring, Summer.

**DPEM 4513. Physical Care of CBRNE Injuries** Elucidates recognition, treatment and contain­ment of Category A biological agents, chemical agents and radiologic incidents. Content discussion will include advanced principles of disaster management, worker safety, advanced triage, disaster effects on special populations, laboratory analysis and expanded mental health response. Cross-listed as NRS 4513. Fall even.

**DPEM 4523. Risk Identification and Prevention** Identifies actions communities, institutions and governments must take to identify the risk and prevent injury from man made and natural disas­ters, including acts of terrorism. Course topics include risk assessment, mitigation, surveillance, disaster epidemiology, emerging infections and socio political implications. Cross-listed as NRS 4523. Fall, odd.