College of Nursing - ALL APPROVED

- Master of Science in Disaster Preparedness and Emergency
- Graduate Certificate in Disaster Health
- DPEM 5513 Incident Command System Instructor Course
- DPEM 5522 Protecting Law Enforcement Agents at Chemical, Biological, Nuclear and Explosive Incidents Instructor Course
- DPEM 5533 Chemical, Biological, Radiological, Nuclear and Explosive Awareness Instructor Course
- DPEM 5543 Teaching Emergency Response
- DPEM 5613 Radiological Emergencies
- DPEM 6103 Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management
- DPEM 6113 Theory Development in Disaster Preparedness and Emergency Management
- DPEM 6123 Research Design and Methodologies in Disaster Preparedness and Emergency Management
- DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness and Emergency Management
- DPEM 6143 Global Perspectives in Disaster Preparedness in Disaster Preparedness and Emergency Management
- DPEM 6153 Crisis Communication in Disaster Preparedness and Emergency Management
- DPEM 6163 Managing Incidents in Disaster Preparedness and Emergency Management
- DPEM 6213 Informatics in Disaster Preparedness and Emergency Management
- DPEM 6223 Epidemiology of Disasters
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management
- DPEM 6273 Vulnerable Populations in Disasters
- DPEM 6543 Pandemic Planning
- DPEM 6553 Leading Hospital Response to Mass Casualties
- DPEM 6563 Leading Hospital Response to Mass Casualties Instructor Course
- DPEM 6573 Complex Radiological Emergencies
- DPEM 661V Seminar Topics in Disaster Preparedness & Emergency Management
- DPEM 6631 Disaster Preparedness And Or Emergency Management Conference
- DPEM 6643 Practicum Experience

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Certificate or Degree Program (The following critical elements are taken directly from the Arkansas Department of Higher Education’s “Criteria and Procedures for Preparing Proposals for New Programs”.) Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair | Date
---|---
COPE Chair (if applicable) | Date

Department Chair | Date
---|---
General Education Committee Chair (if applicable) | Date

College Curriculum Committee Chair | Date
---|---
Undergraduate Curriculum Council Chair | Date

College Dean | Date
---|---
Graduate Curriculum Committee Chair | Date

Vice Chancellor for Academic Affairs & Research | Date

1. **Proposed Program Title**
   Master of Science in Disaster Preparedness and Emergency and Graduate Certificate in Disaster Health

2. **CIP Code Requested**
   43.0302

3. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
   Deborah J Persell, PhD, RN, APN
   School of Nursing
   College of Nursing and Health Professions
   Arkansas State University – Jonesboro
   P.O. Box 910
   State University, AR 72467.
   dpersell@astate.edu
   870-972-3318

4. **Proposed Starting Date**
   Fall, 2011

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:
1. Minimize this form.
2. Go to [http://registrar.astate.edu/bulletin.htm](http://registrar.astate.edu/bulletin.htm) and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.

PROPOSAL – 1
NEW CERTIFICATE AND DEGREE PROGRAM

1. PROPOSED PROGRAM TITLE
Graduate Certificate in Disaster Health and Master of Science Disaster Preparedness and Emergency Management (MSDPEM)

2. CIP CODE REQUESTED
43.0302

3. CONTACT PERSON
Name   Deborah J Persell, PhD, RN, APN
        Susan Hanrahan, Dean
Name of Institution College of Nursing & Health Professions
Arkansas State University
Address   P.O. Box 910
State University (Jonesboro), AR 72467
E-mail Address dpersell@astate.edu/hanrahan@astate.edu
Phone Number  870-972-3074

4. PROPOSED STARTING DATE
Fall 2011

5. PROGRAM SUMMARY
Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

List existing degree programs that support the proposed program.

In 2005, in response to an unmet need for disaster education within the health professions at Arkansas State University (ASU) and the broader health care community in the region and state, the College of Nursing and Health Professions (CNHP) became the only Regional Center for Disaster Preparedness Education in the state certified to offer courses in Basic and Advanced Disaster Life Support. These courses are nationally standardized, multi-disciplinary, and developed by an education consortium including all disciplines in disaster response. Community professionals completing these courses include allied health, nursing, medicine, Emergency Medical Services, fire fighters as well as local and university officials. Then, in 2006, CNHP through the Regional Center, again responded to community, regional and state needs by offering a multidisciplinary minor in Homeland Security and Emergency Management. Since that time the field of disaster preparedness, emergency management and homeland security has continued to develop. However, degree programs across the country lack uniformity in name, courses and effectiveness. Thus CNHP, through the Regional Center, is once again stepping forward to meet a need for academic preparation to offer three degrees in disaster preparedness and emergency management: the Associate of Applied Science, the Bachelor of Professional
Studies and the Master of Science in Disaster Preparedness and Emergency Management and a Graduate Certificate in Disaster Health.

Proposal

Three degree pathways are being proposed:
1) An Associate of Arts degree in Applied Sciences (AAS) in Disaster Preparedness and Emergency Management [National Training Plan entry level]
2) A Baccalaureate of Professional Studies (BPS) with a concentration in Disaster Preparedness and Emergency Management [National Training Plan practitioner]
3) A Masters of Science degree in Disaster Preparedness and Emergency Management [National Training Plan Advanced/Mastery]
4) Graduate certificate in Disaster Health [National Training Plan Advanced/Mastery]

The professional courses within these degrees will be offered so that students have access to them from any geographical location. Core and emphasis courses may be taken on-line from ASU. Graduate transfer credits may not exceed nine hours. The Associate and Bachelor degrees will incorporate prior learning assessment and the student may submit a professional portfolio to be evaluated for academic credit. Some courses will include both didactic and clinical or practicum content. The Associate and Bachelor degrees will admit students during the usual and customary admission time of ASU. The Master’s degree will be offered in modules that allow year round admission. All students must meet admission criteria for Arkansas State University in order to receive academic credit. All students enrolled in a degree program must meet graduation requirements to receive the degree. All students applying for admission for the Disaster Health Certificate or MSDPEM must first be admitted to the graduate school.

6. NEED FOR THE PROGRAM

Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.

Provide names/types of organizations/businesses surveyed.

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Indicate if employer tuition assistance is provided or other enrollment incentives.

A program needs assessment was conducted for all three degree programs. Included in the assessment were current and former students at ASU, employers of students at ASU, directors of the 50 state emergency management departments (including Arkansas Department of Emergency Management [ADEM]), and officials at the Federal Center for Domestic Preparedness. Students and former students were queried via classroom discussion and survey monkey. Employers, including state emergency managers, were asked to complete a survey on survey monkey. Dr. Persell went to Little Rock to visit with the top officials of ADEM. Dr. Cooksey, Dr. Hanrahan and
Dr. Persell traveled to Anniston, AL to visit with the top officials of the CDP and they have since visited the campus of ASU.

Students expressed a robust interest in the range of degrees in Disaster Preparedness and Emergency Management. Four ASU classes with disaster/emergency management specific contact were queried. Enrollment in each class was between 20 and 30. Every student expressed interest with a quarter of them seeking further information and declaring a desire to obtain a degree in the field. At least three students were unwilling to wait for ASU to offer the degree and transferred to other educational institutions who did offer the degree. Sixty-six persons responded to the potential student survey. Of those responding to the survey, 46 or 64% would be interested in pursuing a degree: 21 or 32% wanted an Associate's Degree, 18 or 27% a Bachelor's Degree and 7 or 10% a Master's Degree. The smaller percentage represented in the Master's category is a direct representation of and is consistent with of the lack of undergraduate degrees in this field. With such a strong interest in the Associate and Bachelor degrees, the future interest in the Master's degree seems certain. Interestingly enough, those responding to the survey currently work in the field of emergency management. This clearly demonstrates a strong interest in the field and the potential for increased enrollment in the degree as the series of degrees become established at ASU.

The employer needs survey was conducted using employers from the region, state and nation. Nine employers responded to the survey. Five employers skipped the question that asked if they had positions for students with this degree. Those responding indicated they had positions for degrees at all levels, thus the percentages reported below in some cases total more than 100%. Of the employers in the region, two or 50% had positions for graduates with a masters in disaster preparedness and emergency management. No employers were willing to commit to a number of positions they had requiring the degree. Three employers responded to the question asking if a degree would be required for their open positions. Two said if the degree were offered they would then require their employee to have the degree. All three, or 100%, of the employers said they would give preference to hiring someone if they had this degree. Internships were offered by employers as a means of support for the program. Of those choosing to answer the question, all of the employers indicated a willingness to serve on an advisory board. Employers said this program was needed because of the geographic proximity to students needing the course. One employer noted they were a graduate of the Arkansas Tech program but would have preferred to acquire the degree closer to home. Employers also stated that they thought the program would be flexible enough to apply to a wide range of positions.

Included in the employer survey were departments of emergency management or the equivalent in all 50 states. We did not receive any responses other than from ADEM. On their invitation Dr. Persell traveled to meet with them. She took a copy of the degree plans contained in this document. The Director, Assistant Director and the official responsible for the state's curriculum were present. The officials offered support of the program and offered to provide assistance as possible; for example, doing a presentation for one or more classes. They kept the proposal for further evaluation and provided written feedback.

Three employers also indicated the skills they most desired to see in graduates from the proposed degrees. Skills unanimously agreed upon are: analytical reasoning, adaptability to change, follow-up and follow-through, conflict resolution, interpersonal relations, written and oral communications, planning and organization and leadership or initiative. These skills are all represented in the proposed curriculum. Additional skills selected by one or two of the employers and also included in the proposed curriculum are: supervision, budgeting, computer applications, data analysis, and teaching.
While regional focus is important, the significance of addressing the national implications cannot be ignored. The state of Arkansas averages 29 tornados every year, 84 floods, 81 flash floods and 2.5 severe winter storms. The northeast portion of the state, in which ASU resides, sits on the New Madrid fault. According to Arkansas State’s hazard vulnerability assessment, the probability that a significant earthquake will occur on this fault in the next 50 years is 25-40%. We cannot wait to get experts in place if planning is to be sufficient to limit the potential damage. In fact, according to the same assessment, there is seismic activity in this region every month. There has not been a year in the last 10 in which major or federally declared disasters have not occurred in Northeast Arkansas. This level of disaster requires federal assistance. If the region, its people and its employers are to receive all the federal resources available to them, it is essential that emergency managers be educated in interacting with federal officials. Further, many disasters cross state lines. Therefore, it is prudent to look beyond our region and consider the need for emergency managers nationally.

Nationally, there is a long standing need for experts in disaster preparedness and emergency management. It is difficult to find a profession in which the prospective employer would not prefer an employee with this expertise. On one day alone, there were over 1,100 positions posted within the Federal Emergency Management Agency web site. Health care is an obvious employment sector for those with this degree as victims of disaster will present to their health care provider/facilities for treatment following a disaster. Increasingly governmental and facility accreditation standards include expertise in disaster preparedness. At the government level, city and county emergency managers are increasingly being required to have a degree in addition to any certifications or on-the-job training they may have. Disasters have a major economic impact and business continuity plans are now being included as a necessity for economic survival. These are but a few of the highlighted employer options.

Based on the needs survey of both employers and students, it is clear a need for this program exists.

7. CURRICULUM OUTLINE

Provide curriculum outline by semester
Give total number of semester credit hours required for the program
Identify new courses (provide course descriptions)
Identify required general education courses, core courses and major courses
Identify courses currently offered via distance technology
State program admission requirements
Describe specified learning outcomes and course examination procedures.
Include a copy of the course evaluation to be completed by the student.

GRADUATE CERTIFICATE IN DISASTER HEALTH

Program Description
The Graduate Certificate in Disaster Health is an interdisciplinary program that begins the preparation for professionals to engage in disaster preparedness, mitigation, planning, response and recovery. The program requires 18 hours of graduate-level courses related to disaster health. Hours completed in the certificate program may be applied toward the MSDPEM degree. Students may transition from the certificate program to the MSDPEM program with permission of the graduate faculty.
Admission Requirement
Students interested in pursuing a Graduate Certificate in Disaster Health must have a bachelor’s degree in any discipline. Applicants must meet the admission requirements of the Graduate School, http://www2.astate.edu/a/graduate/. Send completed graduate application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Students wishing to complete the certificate must meet the same prerequisites (listed below) as for the MS degree in Disaster Preparedness and Emergency Management.

Students must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the certificate program. The adviser and the student will analyze the appropriateness of the certificate consistent with the student’s goals and career objectives, the certificate requirements and the student’s academic progress to date. Admission to the certificate program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry, http://cdp.dhs.gov/registration/index.html.

Financial Assistance
Students interested in financial assistance should contact the financial aid department of the university. http://www.astate.edu/finaid/

Pre-Requisites
The United States Government has instituted a National Incident Management System to standardize the country’s response to disasters and other emergencies. The Incident Command System (ICS) describes the chain-of-command and organizational structure of managing emergencies. Completion of courses in ICS is required by employers and is necessary to receive reimbursement from the Federal Government when a federal declaration of a disaster has been obtained. Courses in the graduate certificate and MSDPEM build on this foundational knowledge. Therefore, students wishing to be admitted to the MSDPEM degree must have completed these four courses prior to admission. They are offered free of charge, on-line, from the Federal Emergency Management Institute: http://www.training.fema.gov/IS/NIMS.asp

The required pre-requisite ICS courses include:
- Introduction to Incident Command System (ICS – 100) There are several discipline specific ICS-100 courses. Students need only complete one and should choose the one most relative to their career goals.
- Incident Command System (ICS – 200) for Single Resources and Initial Action Incidents
- Incident Command System (ICS – 700) Introduction to the National Incident Management System
- Incident Command System (ICS – 800) Introduction to the National Response Framework

In addition to the Incident Command System prerequisites, students must have current Core and Basic Disaster Life Support certifications. Information regarding these certifications can be obtained from the Regional Center for Disaster Life Support in the College of Nursing and Health Professions, American Medical Association or the National Disaster Life Support Foundation.

The following courses comprise the Graduate Certificate Disaster Health
Masters of Science Degree in Disaster Preparedness & Emergency Management

Program Description

The Master of Science degree in Disaster Preparedness & Emergency Management (DPEM) is an interdisciplinary degree program that prepares professionals to effectively meet the demands of disaster preparedness, mitigation, planning, response and recovery. The program requires 42 hours of graduate-level courses that include a variety of teaching methodologies and activities. All courses completed for the Graduate Certificate in Disaster Health apply to the MSDPEM. Some courses include student experiences at the Center for Domestic Preparedness in Anniston, AL. The degree culminates in an internship, research project or thesis.

Admission Requirements

Students interested in pursuing a Master of Science in Disaster Preparedness & Emergency Management degree must have a Bachelor’s degree in any discipline. Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. They should send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Applicants must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the MSDPEM program. The adviser and the student will analyze the appropriateness of the degree consistent with the student’s goals and career objectives, the degree’s requirements and the student’s academic progress to date. Admission to this degree program is conditional upon completion of prerequisite course(s) required and acceptance by clinical agencies for practicum experiences. Admission to the MSDPEM program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry, http://cdp.dhs.gov/registration/index.html.

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Arkansas State University Requirements

- Completion of MSDPEM Core Courses (21 hours)

<table>
<thead>
<tr>
<th>21 Hours</th>
<th>MSDPEM Core Requirements</th>
<th>Description</th>
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<tbody>
<tr>
<td>3</td>
<td>DPEM 6103</td>
<td>Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management</td>
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<tr>
<td>3</td>
<td>DPEM 6113</td>
<td>Theory Development in Disaster Preparedness and Emergency Management</td>
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<td>3</td>
<td>DPEM 6123</td>
<td>Research Design and Methodologies in Disaster Preparedness and Emergency Management</td>
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<td>3</td>
<td>DPEM 6133</td>
<td>Ethics and Legal Considerations in Disaster Preparedness and Emergency Management</td>
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<td>3</td>
<td>DPEM 6143</td>
<td>Global Perspectives in Disaster Preparedness and Emergency Management</td>
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<tr>
<td>3</td>
<td>DPEM 6153</td>
<td>Crisis Communication in Disaster Preparedness and Emergency Management</td>
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<tr>
<td>3</td>
<td>DPEM 6163</td>
<td>Managing Incidents in Disaster Preparedness and Emergency Management</td>
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</tbody>
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• Completion of MSDPEM Emphasis requirements (21 hours)

<table>
<thead>
<tr>
<th>21 Hours</th>
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</thead>
<tbody>
<tr>
<td>9 hours Emphasis 5000 – 6000 Level</td>
<td>In consultation with their advisor, students select courses within one area of emphasis.</td>
<td>See emphasis courses in DPEM listed below. Total of 9 hours required.</td>
</tr>
<tr>
<td>6 hours Practicum 6000 level</td>
<td>In consultation with their advisor, students select courses within the practicum courses.</td>
<td>See practicum courses in DPEM listed below. Total of 6 hours required.</td>
</tr>
<tr>
<td>6 hours</td>
<td>DPEM 665V (1-6 hours)</td>
<td>Internship, Thesis or Research Project at the direction and with permission of the faculty. Total of 6 hours required.</td>
</tr>
</tbody>
</table>

Select 9 hours from these Emphasis Courses in DPEM
- DPEM 5513 Incident Command System (ICS) Instructor Course
- DPEM 5523 Law Enforcement Protection Instructor Course
- DPEM 5533 All Hazards Awareness Instructor Course
- DPEM 5543 Teaching Emergency Response
- DPEM 5613 Radiological Emergencies
- DPEM 6563 Leading Hospital Response to Mass Casualties Instructor Course
- DPEM 6573 Complex Radiological Emergencies
- DPEM 6213 Informatics in Disaster Preparedness and Emergency Management
- DPEM 6223 Epidemiology of Disasters
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management
- DPEM 6273 Vulnerable Populations in Disasters
- DPEM 6543 Pandemic Planning
- DPEM 6553 Leading Hospital Response to Mass Casualties

Select 6 hours from these Practicum Courses in DPEM
DPEM 661V Seminar Topics in Disaster Preparedness and Emergency Management (1 -3 credit hours)
DPEM 662V Research Assistant (1-3 credit hours)
DPEM 6631 Disaster Preparedness and/or Emergency Management Conference Presentation (1 credit hour)
DPEM 6643 Practicum Experience – 60 contact hours

Total Hours for MSDPEM: 42
Full Time – 18 - 24 months

7 Modules
The MSDPEM program is designed by 7 modules. Each module will contain 2 courses and students can enter the program in any module. The Internship, Thesis or Project will be completed in Module
VII regardless of the module in which they entered the program. Module VII will be taken after the student completes the other 6 modules, regardless of the order in which they were taken. Each module will be 7 weeks duration. Four to five modules/calendar year will be offered. Should a student choose to take only one course of a module, they can take the remaining course the next time that module is offered.

**Module I – Theoretical Framework for Disaster Preparedness and Emergency Management**
Core Course(s)
- DPEM 6113 Theory Development in Disaster Preparedness and Emergency Management

Emphasis Course(s)
- DPEM 6223 Epidemiology of Disasters

OR
Practicum Courses 1-3 hours

**Module II – Communication in Disaster Preparedness and Emergency Management**
Core Course(s)
- DPEM 6153 Crisis Communication in Disaster Preparedness and Emergency Management

Emphasis Course(s)
- DPEM 6213 Informatics in Disaster Preparedness and Emergency Management

OR
Practicum Courses 1-3 hours

**Module III – Management Principles in Disaster Preparedness & Emergency Management**
Core course
- DPEM 6163 Managing Incidents in Disaster Preparedness and Emergency Management

Emphasis Course (choose 1 course)
- DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management
- DPEM 6553 Leading Hospital Response to Mass Casualties

Or
Practicum Courses 1-3 hours

**Module IV – Research Topics in Disaster Preparedness and Emergency Management**
Core Course(s)
- DPEM 6123 Research Design and Methodologies in Disaster Preparedness and Emergency Management

Emphasis Course(s)
- DPEM 6273 Vulnerable Populations in Disasters

OR
Practicum Courses 1-3 hours

May take Internship, Project or Thesis hours after completing this module

**Module V – Humanitarian Perspectives in Disaster Preparedness and Emergency Management**
Core Course(s)
- DPEM 6143 Global Perspectives on Disaster Preparedness and Emergency Management
- DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness and Emergency Management

OR
Practicum Courses 1-3 hours

Module VI – Collaboration in Disaster Preparedness & Emergency Management
Emphasis Courses (Choose 2)
- DPEM 5613 Radiological Emergencies
- DPEM 6103 Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6543 Pandemic Planning

OR
Practicum Courses 1-3 hours

Module VII – Internship, Research Project or Thesis
- DPEM 665V (1-6 HOURS)

8. FACULTY

List the names and credentials of all faculty teaching courses in the proposed program. (For associate and above: A minimum of one full-time faculty member with appropriate credentials is required.)

Total number of faculty required (number of existing faculty, number of new faculty). For new faculty provide the expected credentials/experience and expected hire date.

For proposed graduate programs provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date.

Existing Faculty:
Deborah J Persell, PhD, RN, APN  Associate Professor, PhD in Nursing Homeland Security; Certified in Incident Command System 100, 200, 300, 400, 700 & 800; REAC/TS; HAZMAT Awareness through Technician; Research Fellowship at the Radiation Effects Research Foundation in Hiroshima, Japan; Coordinator of the Regional Center for Disaster Preparedness Education; Vice-Chair of the Academic Review Committee for the National Disaster Life Support Education Consortium; Member of the nursing research committee for the World Association of Disaster and Emergency Medicine; Member of the Advisory Board to the EnRICH project, a pan-Canadian project on the underserved and disaster response; researcher in disaster related projects.

Brent Cox, BS in Emergency Management & Administration, MS in Homeland Security & Emergency Management student – degree completion 2012

Debbie Shelton, MSN, RN, APN current PhD student; Faculty for the Regional Center’s Disaster Life Support courses, Certified in ICS 100, 200, 300, 400, 700 & 800; researcher in disaster related projects; International health care provider
Paige Wimberley, PhD (c), RN; Faculty for the Regional Center’s Disaster Life Support courses

Nonie Wiggins, EdD (c), RN; Faculty for the Regional Center’s Disaster Life Support courses

New Faculty:
One 12 month faculty will be hired July 1, 2011 with at minimum a master’s degree and credentials in BDLS, ADLS and certifications in ICS.

One 9 month faculty will be hired Aug 15, 2012 with credentials as noted above.

Other adjunct faculty may be contracted as necessary dependent upon enrollment and content expertise.

9. DESCRIPTION OF RESOURCES

Current library resources in the field
Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)
New resources required, including costs and acquisition plan

Because the College of Nursing and Health Professions’ School of Nursing and Department of Social Work, the College of the Humanities and Social Sciences’ Departments of Criminology, Political Science, and Sociology as well as the College of Communications’ Department of Radio/TV have been sponsors of the minor in Homeland Security and Emergency Management, multiple resources for this degree program already exist on the ASU Jonesboro campus.

The College of Nursing and Health Professions has sufficient classroom space to support these new programs. With the addition of Smith Hall (90 and 45 seat classroom) and the new Donald W Reynolds Center for Health Sciences (5 new classrooms) to the existing CNHP building (9 classrooms), scheduling state of the art classrooms for these programs will not be a problem. The college also supports two computer labs in addition to complementary labs as noted below. Student study rooms are also available for these students.

Equipment and supplies routinely utilized by the Regional Center to offer the Disaster Life Support courses will compliment and supplement this new program. These include: Purified Air Respirators, Level B HAZMAT suits, pairs of steel toed boots and other level C boots, quantities of chemical tape, auto-injectors for nerve agents, smallpox needles, full face masks, high-fidelity mannequins, triage tarps, bull horns and other radio communications, triage mannequins and many other supplies unique to disaster response.

Library resources have been developed, including access to the U.S. Naval Digital Database for Homeland Security. Professional simulation exercises have been purchased for high-fidelity mannequins in the clinical learning laboratory in CNHP.

The College of Nursing and Health Professions has a research laboratory in the Arkansas Sciences Bioscience Institute. Students in the master’s program may participate in disaster related research in this facility. Current research there includes studying the allostatic impact of disasters on children’s overall well being by analyzing salivary cortisol, IgA and alpha amylase.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years of program operation
New administrative costs
Number of new faculty (full-time and part-time) and costs
New library resources and costs
New/renovated facilities and costs
New instructional equipment and costs
Distance delivery costs (if applicable)
Other new costs (graduate assistants, secretarial support, supplies, faculty
development, faculty/students research, etc.)

No new costs (Explain)

New costs to support all of the degree programs over two years include two new faculty lines ($212,625) and adjunct faculty ($49,000).
Faculty costs – One new 12 month FTE in year one plus FB to support additional coursework at all levels ($121,500). One 9 month faculty line in year two plus FB ($91,125). Adjunct faculty costs are estimated at $49,000 in year 2. The remainder of the program will be supported by existing faculty. Total costs in year two: $261,625.

Library Resources are sufficient. – Because of the minor in homeland security and emergency management, the library resources are already in progress. Research literature appropriate to graduate education will be added through annual purchase requests.

New Instructional equipment will be minimal and purchased by the college with infrastructure and other funds. Because of the teaching activities of the Regional Center for Disaster Preparedness, specialized equipment has already been purchased.

Distance Delivery costs – Current distance delivery modalities used in the disaster courses are already taught at ASU. Blackboard, including the use of Tegrity (or other distance education instructional platforms) will be integral to the success of the masters program. Travel costs for practicum experiences are the responsibility of the student.

Disaster Preparedness Learning Center – There will be repurposed space devoted exclusively to disaster preparedness education. All of the nursing disaster courses are already taught in the same classroom/equipment space (CNHP 504). This space is located in the College of Nursing and Health Professions building. This building is currently undergoing renovation. Proposed renovations for this classroom include current student desks be replaced with tables and chairs that can be moved to form small groups to facilitate tabletop exercises. A reconfiguration of the space also includes storage shelves along the concrete block wall so that the equipment needed for decontamination and other drill exercises is organized and readily available to students. The college has funds for start-up research and funding for faculty who may need enhanced credentials or travel to disseminate research results. There is existing equipment in the college that will be utilized by this program as well as classroom and lab spaces.
11. SOURCES OF FUNDING – Income for the first 3 years of program operation

   Reallocation from which department, program, etc.
   Tuition and fees (projected number of students multiplied by tuition/fees)
   State revenues (projected number of students multiplied by state general revenues)

   Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

Tuition will be the primary source of income for program operation. (Tuition and fee structure is pending discussion with the provost.)

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM
Proposed program will be housed in (department/college)

The programs will be housed in the College of Nursing and Health Professions, specifically located in the Regional Center for Disaster Prepared Education.

13. SPECIALIZED REQUIREMENTS

   Specialized accreditation requirements for program (name of accrediting agency)
   Licensure/certification requirements for student entry into the field

   Provide documentation of Agency/Board approvals (education, nursing--initial approval required, health-professions, counseling, etc.)
There are no accreditation requirements for programs in Disaster Preparedness. However, this program can be accredited under the National Association of Schools of Public Affairs and
Administration. The chair of the Political Science Department, Dr. Richard Wang (Dr. Will McLean, summer 2011) have agreed to assist in this process. The self study and accreditation process will begin upon approval of the degree program by Arkansas Dept. of Higher Education.

There is an optional accreditation process for programs in Emergency Management. This program is being designed to be eligible to apply for accreditation in Emergency Management.

There are currently two-levels of certification available for Emergency Management. Graduates from this program should be able to write for the highest certification level as long as they are employed in the field of emergency management. ASU students already licensed as a Registered Nurse and employed as a nurse would be required to maintain their nursing licensure. There are no current certifications in nursing required for this degree. It is essentially a new degree with few certification opportunities.

14. **BOARD OF TRUSTEES APPROVAL**
   Provide the date that the Board approved the proposed program

May 2011

15. **SIMILAR PROGRAMS**

   **List institutions offering program**
   - Proposed undergraduate program – list institutions in Arkansas
   - Proposed master’s program – list institutions in Arkansas and region
   - Proposed doctoral program – list institutions in Arkansas, region, and nation

   **Why is proposed program needed if offered at other institutions in Arkansas or region?**

No other university in the state offers a degree in Disaster Preparedness and Emergency Management. Arkansas Technical University (ATU) offers a Bachelor’s degree in Emergency Management (it also has an undergraduate minor in emergency management) and has a Master’s degree in Emergency Management and Homeland Security. Homeland security is a broader concept than disaster preparedness. ASU’s proposed degrees therefore, are more specific to disasters and the management of disasters and other emergencies. In addition, many of the courses to be offered at ASU have a healthcare component that is not addressed by ATU.

Conversations between ATU and ASU have occurred regarding the degree proposals. The Interim Head of ATU’s Department of Emergency Management has expressed verbal support of this application and noted there is a need for additional academic programs in the field. He indicated ATU has a strong concentration in corporate homeland security. ASU’s emphasis is health care. A copy of the proposed curriculum has been provided to ATU for their comment and input. A verbal agreement was made to continue the conversation and explore areas of collaboration.

The geographic location of ASU also generates interest and need for these degrees in our region. The university is located along the New Madrid fault line; some authorities indicate the probability of a major earthquake in this area is 50% in the next 15 years. In addition, the Federal Emergency Management Agency indicates within the last 10 years there have been over 11 federally declared disasters or emergencies in the counties of Northeast Arkansas.

A copy of the written notification submitted to other institutions is pending.

16. **DESEGREGATION**
There is no applicable degree program related to these degrees. Using general demographics at the Jonesboro campus, headcount by ethnicity is 17.5% African American, 0.5% American Indian, 0.7% Asian American and 1.1% Hispanic American. The rest of the student population is White American or ethnicity unknown. Nonresident aliens comprise 0.6% of the student body.

Arkansas State University has a robust recruitment and retention plan for minority undergraduate students. Admissions staff travels throughout the Delta region of Arkansas, Tennessee, Mississippi and Missouri for high school and community college visits and college fairs. Additionally, they visit with local students from the migrant community through an area cooperative. The Admissions staff meets with junior high and high school students through TRIO programs and the Discover Diversity Leadership Conference. Recruitment has also occurred through the Arkansas State University website and “word of mouth” to date. Qualified applications have exceeded the number of available positions in degrees programs offered by the College of Nursing and Health Professions. Therefore, these strategies have been successful and the recruitment plan for students from underrepresented groups and disadvantaged backgrounds will incorporate the same strategies.

17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

Formal agreements between clinical agencies and Arkansas State University will be developed prior to placing students with the agency. These agreements are routinely utilized within the College of Nursing and Health Professions (CNHP) for all clinical or practicum experiences. Signed copies of agreements will be maintained by the office of the Dean of CNHP.

18. ADDITIONAL INFORMATION REQUESTED BY ADHE STAFF
APPENDIX I
Existing Faculty Curriculum Vitae
Curriculum Vitae

I: Name
Deborah J. Persell, PhD, RN, APN

II: Credentials
Ph.D. in Nursing with a concentration in Homeland Security at UT, Knoxville
Pediatric Nurse Practitioner (NAPNAP)
APN Licensure in the state of Arkansas ((A01576)
24-Hour HAZMAT Technician (IP04190624TC01)
Hospital Decontamination Certificate (UT042606HOS16)
Basic Disaster Life Support Instructor
Advanced Disaster Life Support Instructor

III: Current Faculty Appointment
Associate Professor of Nursing, tenured

IV: Current and Previous Employment

a. Academic:

Arkansas State University, Associate Professor of Nursing & Director of Regional Training Center for Disaster Life Support, February 2001 to present

University of Michigan, Clinical Faculty in the Pediatric and Family Nurse Practitioner Program, August 1998 – December 2000

Tennessee State University, Assistant Professor of Nursing (FNP program), May 1997 – July 1998


Iowa Methodist School of Nursing, Faculty, 1993-1997

Harford Community College, Clinical Instructor, 1981 - Jan. 1992

Mid-America Nazarene College, Assistant Professor of Nursing, 1980 - 1981

b. Practice:

Private Practice, University of Michigan Health Systems, Brighton Pediatric Practice. Winter 2000

Private Practice, Dr. Stephens. February 1999 – June 2000
United Neighborhood Health Services, Cayce Center – December 1997 – August 1998

Maternal Child Health Projects Pediatric Nurse Practitioner, Summer 1993 - December 1996

Sinai Hospital of Baltimore, MCH Instructor in Staff Development, Jan. 1992- August 1992

Franklin Square Hospital Center, Staff Nurse (PRN Pool), 1990 - Jan. 1992

Department of the Army, Parenting class instructor, 1987-1988

Humana Corporation Staff Nurse (PRN Pool) 1981
Job Description: Direct patient care with occasional charge nurse duties.

Associate of Dr. Pommerenke 1981 Pediatric Nurse Practitioner
Job Description: Functions of a Pediatric Nurse Practitioner in the practice of a Family Practice.


Indian Health Service at Shiprock, Student Nurse Practitioner, New Mexico 1978

Johnson county Health Department, Public Health Nurse 1976 – 1977

Olathe Community Hospital, Graduate Nurse/R/N., 1976

V: Education
University of Tennessee, Knoxville
Ph.D. 2005-2008

University of Missouri at Kansas City
MSN (Pediatrics)
Troost Ave.
Kansas City, Missouri 1977-1978

University of Kansas at Kansas City
BSN
Rainbow Blvd.
Kansas City, Kansas 1974-1976

Mid-America Nazarene College
Pre-Nursing 1971-1974

VI: Awards and Honors
Alumni Academic Nurse of the Year, University of Missouri-Kansas City, 2010

ASU College and University Faculty Service Award, 2009

Martha E. Rogers Excellence in Scholarship Award from the University of Tennessee, College of Nursing, May 8, 2008.

Outstanding Dissertation Award from Sigma Theta Tau International, Gamma Chi Chapter, Knoxville, TN, 2008.
Who’s Who Among Students In American Universities & Colleges, The University of Tennessee, College of Nursing, 2008.

Research fellowship in Japan at the Radiation Effects Research Foundation & Hiroshima International Council for the Care of the Radiation Exposed Hiroshima, Japan, June 3-29, 2007

Citation for Extraordinary Professional Promise, University of Tennessee, Knoxville, 2007

Research & Scholarship Activity Award, College of Nursing and Health Professions at Arkansas State University, 2006

April 2002 Sigma Theta Tau International, Eta Theta Chapter Excellence in Nursing Scholarship Award

April 2002 College of Nursing and Health Professions Research and Scholarship Award

May 1999 Tennessee State University, Outstanding Faculty Award, MSN Class of 1999 Scholarship

Graduate Scholarships:
Fall 2006 Betty Jo McAfee Greene Scholarship, college of Nursing, University of Tennessee, Knoxville

Summer 2006 Professional Nurse Traineeship, University of Tennessee, Knoxville

Fall 2005 Professional Nurse traineeship, University of Tennessee, Knoxville

August 1978 Grant -- National Health Service Corps/U.S. Public Health Service

August 1978 -- Professional Traineeship -- University of Missouri at Kansas City

August 1978 -- University of Missouri at Kansas City

VII: Publications:

Dissertation
Persell, D. J. (2008). The Experience of Faith-Based Disaster Response; A Qualitative and Quantitative Analysis, March 2008, Knoxville, TN: The University of Tennessee, College of Nursing.

Published Abstracts


Journals


Books and Chapters


Films


VIII. Presentation at Learned Forums:


Persell, D. (2010). Lessons Learned from the College of Nursing and Health Professions Involvement in


Persell, D. J. (1997) "Biblical Perspectives on Health” October, 1997 Women's Retreat, Goodlettsville Church of the Nazarene at Gatlinburg, TN.

IX: Grants

2010 -- Arkansas Department of Health, Disaster Life Support Course Training for Arkansas Medical Reserve Corps, $20,000

2010 -- Arkansas Biosciences Institute, $5,000; School of Nursing, ASU, $2,500; Regional Center for Disaster Preparedness Education $1000 and Office of the Dean, College of Nursing and Health Professions $3000 for a total of $12,000 for Phase 1 (pilot project) of The allostatic impact of socioeconomic status (SES) and environmental disasters on the well being of children in the Mississippi Delta region of Arkansas.

2007-2008 -- Arkansas State University Faculty Research $3450

2007 – 2008 -- Vollman Fund with matching funds from Arkansas State University total $1500

2006 -- $3455 Special Project Award from Academic Affairs, ASU for Disaster course.

2005 -- $5000 Special Project Award from College of Nursing and Health Professions for disaster course development, analysis of data, and report of findings.


2005 -- $10,000 ($8,000 in two technical service contracts and up to $2,000 of mailing lists, travel, etc.) Biopharmaceuticals Utilized in Treating Victims of Biological, Chemical and Nuclear Terrorism: Arkansas’ Social and Economic Readiness. CDC Cooperative Agreement No. U90/CCU616074-05 “Public Health Preparedness and Response for Bioterrorism.” Funded by Arkansas Department of Health.

2004 -- $500. Office of the Dean of the College of Nursing and Health Professions. Concerns and Learning Needs of Nursing Students in Caring for victims of terrorism.

X: Professional and Community Services (Memberships & Offices)

Review of chapters for three new textbooks for Thomson Learning and Pearson Education. The focus of the books was a generic pediatric text, a pediatric case study text, and a disaster nursing text.

Review of articles for publication in the Journal of Family and Community Health. Focus of articles was disaster nursing.

Professional organizations & committees

H1N1 Incident Commander for Arkansas State University, 2009-1010

NE Arkansas Director of Nazarene Disaster Response, 2008 – present

Work-group member of Craighead County Emergency Management Task Force, 2008 – present
Work-group member of National Disaster Life Support Education Consortium – 2007 – present

Member of National Disaster Life Support Education Consortium
Vice-Chair of the Academic Review Committee – 2009 – present

Member, World Association of Disaster and Emergency Medicine
Member of Nursing Section, Member of Nursing Research Committee – 2008 – present

Member, Craighead County Emergency Management Task Force – 2008 – present

Member, Northeast Arkansas Hospital Preparedness Committee — 2008 – present

President, Eta Theta Chapter of Sigma Theta Tau International 2005 – 2006

President elect, Eta Theta Chapter of Sigma Theta Tau International 2004-2005
Secretary, Eta Theta Chapter of Sigma Theta Tau International 2002-2004

Member Eta Theta & Gamma Phi Chapters of Sigma theta Tau 2002 – present

International Member, National League of Nursing

Member, National Organization of Nurse Practitioner Faculty – 2005 – 2009

Branch Director/Group Leader for the Health & Medical response to disasters at Arkansas State University – 2008 - present

Compassionate Ministries International, Nazarene Disaster Response
January, author and teacher of local church disaster response curriculum 2006 – present

Member of Board of Directors, Our Kids First, Jonesboro AR. 2003-2004

XI. Continued Education:

2010
Tennessee Simulation Conference. November 4-5. Nashville, TN.
International Institute for Qualitative Methodology's 2010 "Qualitative Health Research Conference. October 3-5. Vancouver, B.C.
International Preparedness and Emergency Response, January 11-14, Tel Aviv, Israel.
Self Assessment Examination, Pediatric Nurse Certification Board
CNHP/SON faculty development
Basic and Advanced Disaster Life Support courses
2009
14th Qualitative Health Research Conference, October 3-6, 2008, Banff, Alberta, Canada.
Self Assessment Examination, Pediatric Nurse Certification Board
CNHP/SON faculty development

2007
The International Council of Nurses International Conference: May 27
June 1, 2007, Yokohama, Japan.
Self Assessment Examination, Pediatric Nurse Certification Board
CNHP/SON faculty development

2006
5th Annual Conference for School Nurses. June 14, 2006, Knoxville TN.
Knoxville, TN.
CNHP/SON faculty development
Self Assessment Examination, Pediatric Nurse Certification Board

2005
Waikoloa Hawaii.
Eta Theta Chapter Educational Meeting. January 24, 2005 Jonesboro, AR.
CNHP/SON faculty development
Basic and Advanced Disaster Life Support courses
Self Assessment Examination, Pediatric Nurse Certification Board

X. Other
Numerous television and newspaper interviews
Active local church involvement:
Teach Sunday School
Choir Member
Drama Participant

Revised 9/2010

Bobby Brent Cox
1604 Edgewood Cr
Paragould, AR 72450
870-215-2328
brentcox@paragould.net
Education

Degree:
Associates of Applied Science in Criminal Justice
Associates of Applied Science in General Education
Bachelors of Science in Emergency Administration Management
Masters of Science in Homeland Security and Emergency Management
(enrolled full time)

Relevant Certifications:
Certified Healthcare Emergency Professional…Police Officer

See attached documents outlining all certifications.
Completed 1895 hours of training

Work Experience

Arkansas Methodist Medical Center
April 2006 to present
Director of Security and Emergency Management. Responsible for ensuring personal safety and security of patients, visitors and employees and protection of property and assets; develop, evaluate, implement, and maintain security, safety and emergency preparedness programs, policies, and procedures; provides ongoing education and monitor activities to ensure compliance with all legal requirements; exercises independent judgment in the course of carrying out overall responsibilities. Coordinates Emergency Preparedness Programs; designs, implements and monitors security policies; and serves as liaison between AMMC and public law enforcement, fire, safety, and other appropriate emergency agencies.

Arkansas Methodist Medical Center
January 2003 to April 2006
Security. Oversee all off duty officers working for the Hospital; set schedules; investigate all crimes that occurred on Hospital property.

Paragould Police
August 2001 to August 2006
Patrolman. Patrol the city limits of Paragould, AR; answer emergency and non-emergency calls such as but not limited to, domestic disputes, traffic violations, suicide attempts, burglaries, and medical emergencies; arrest suspects based on probable cause or an issued warrant; collect information and write reports, investigate misdemeanor crimes; control the scene of traffic accidents and other crime scenes; DARE Instructor; Field Training Officer.

Greene County Sheriff's Department
December 1997 to August 2001
Criminal Investigator-Juvenile Division. Investigated all juvenile and sex-related crimes: assisted other investigators with their work load; testified in court; spoke to community groups of all ages about Arkansas State Laws, drugs, and alcohol-related topics; participated in “Lunch Buddy Program” with local Elementary Schools.
Deputy. Patrolled Greene County; answered emergency and non emergency calls; arrested subjects based on probable cause or an issued warrant; collected information and wrote reports; controlled the scene of traffic accidents; member of the Greene County Entry Team.

Dispatcher. Operated the Arkansas Crime Information Center Terminal; managed emergency 911 calls; wrote reports; filed and located warrants; collected bond and citation payments; directed deputies to proper locations; answered phones.

Sgt. Detention Officer. Managed jailers on duty; booked, fingerprinted, and filed inmate paperwork; made decisions regarding the safety of inmates; performed all other responsibilities of jailor.

Jailor. Cared for essential needs of inmates, including food, medical attention, and escorting inmates to their designated location; maintained security of inmates and the Greene County Jail premises.

Honors
Recipient of Volunteer Award from Project Head Start…Outstanding Achievement Award in Criminal Justice…Loose Caboose Committee Member and three year president…Greene County Community Fund Board…Sunday School Director…Deacon…Leadership Paragould

References
Available upon request

Curriculum Vita

NAME:
Debbie Shelton

CREDENTIALS:
Advanced Practice Nurse – License #AO1128, AR State Board of Nursing
Family Practice Nurse – Board Certified, American Nurses Credentialing Center
Registered Nurse – License #R36313, Arkansas State Board of Nursing
Controlled Substance Registration, #MS1430331, Drug Enforcement Administration
Basic Disaster Life Support – Certificate, ASU Regional Training Center
Advanced Disaster Life Support – Certificate, ASU Regional Training Center
Disaster Life Support Instructor, Certificate, University of Tennessee, Knoxville
CPR/AED, American Heart Association ICS 100, 200, 300, 400, 700, 800

CURRENT FACULTY APPOINTMENT:
Assistant professor

CURRENT AND PREVIOUS:
Academic:
August 2005 – Present
Arkansas State University – Jonesboro, AR
Assistant Professor of Nursing

August 2005 – August 2009
Instruct, advise, and provide clinical supervision to nursing students. Courses taught: Health Assessment NRS3392, Health Assessment Practicum NRSP3991, Chronic Illness and Rehabilitation NRS4312, Nursing Care Systems V NRSP 4336.
Developed new syllabus, content, and teach materials for senior-level BSN course NRS4312.
Developed Clinical Portfolio for clinical students in NRSP 4336.
Serve as academic advisor for 20 BSN students from sophomore through senior level.
Course coordinator for NRSP4336.
Instructor for Basic and Advanced Life Support courses.
Instruct, advise, and provide clinical supervision to nursing student. Courses taught: Advanced Health Assessment NURS 6023, FNP Clinical Management I Practicum NURS 6514, FNP Clinical Management II Practicum NURS 6614, FNP Clinical Management III Practicum NURS 6818, FNP Clinical Synthesis NURS 6753, FNP Clinical Management I NURS 6613.
Development of Clinical Evaluation Tool for NURS 6514, NURS 6614, and NURS 6818.
Development of new clinical course syllabi with grading rubrics for NURS 6514, NURS 6614, and NURS 6818.
Development of Preceptor Orientation Handbook for all FNP preceptors.
Interim FNP Course Coordinator.

**Practice:**

**August 2009 – August 2010**

Instruct, advise, and provide clinical supervision to nursing student. Courses taught: Advanced Health Assessment NURS 6023, FNP Clinical Management I Practicum NURS 6514, FNP Clinical Management II Practicum NURS 6614, FNP Clinical Management III Practicum NURS 6818, FNP Clinical Synthesis NURS 6753, FNP Clinical Management I NURS 6613.

**Practice:**

**June 2006 – Present**

Coast-to-Coast Medical Stop
2201 Horizon Drive, West Memphis, AR 72301
Advanced Practice Nurse, FNP-BC

December 1994 – August 2005

Riverside Clinic
105 Nathan, Marked Tree, AR 72365
Advanced Practice Nurse, FNP-BC

May 1990 – December 1994

St. Jude Children’s Research Hospital
Danny Thomas Lane, Memphis, TN 38101
Staff RN – Bone Marrow Transplant Unit

**Administrative:**

**EDUCATION:**

Doctorate in Nursing Practice
University of Tennessee Health Science Center, Memphis – Currently enrolled

Post Graduate FNP Certificate
University of Tennessee, Memphis, May 1996

Master of Science in Nursing
Arkansas State University, Jonesboro, May 1995

Registered Nurse Practitioner
Arkansas State University, Jonesboro, May 1990

Bachelor of Science in Nursing
Arkansas State University, Jonesboro, May 1990

**AWARDS AND HONORS:**

**PUBLICATIONS:**

PRESENTATIONS TO LEARNED FORUMS (ABSTRACTS)

International

Presentation #01
Stories from Vietnam
Shelton, Debbie
Qualitative Health Research
International Institute for Qualitative Methodology
October 2 – 6, 2010
Vancouver, British Columbia, Canada

National

Presentation #01
The Use of Simulation in Disaster Preparedness
Shelton, Debbie; Wiggins, Nonie; Wimberley, Paige; Persell, Deborah
3rd Annual Simulation Conference
Tennessee Simulation Alliance
November 2 – 5, 2010
Nashville, Tennessee

Presentation #02
Target: A Method of Incorporating Emotional Intelligence into Nursing
Shelton, Debbie
Nursing Education Summit 2010
National League of Nursing
September 29 – 30, 2010
Las Vegas, Nevada

Presentation #03
Targeting the Senior Nursing Student: An Exercise in Emotional Intelligence
Shelton, Debbie
Drexel University Nursing Education Institute
Drexel University
June 7 – 10, 2007
Miami, Florida

Regional

Presentation #01
An Emotional Capstone for Graduating Baccalaureate Students
Shelton, Debbie
Nurse Educator Institute
March 27-31, 2007
Branson, Missouri

State
Presentation #01
Alternative Sites in Advanced practice
Shelton, Debbie
Arkansas State Nurses Convention
Arkansas State Nurses Association
October 12, 2006
Hot Springs, Arkansas

Presentation #02
Target: A Classroom Game in Emotional Intelligence
Shelton, Debbie
Sigma Theta Tau Research Day
Sigma Theta Tau International Honor Society for Nursing
April 5, 2007
Jonesboro, Arkansas

GRANTS:

Dean’s Grant
Summer II 2007
$3000.00
Development of Clinical Portfolio for NRSP 4336, implemented in Fall 2007

Dean’s Grant
Summer II 2009
$5000.00
Development of Clinical Evaluation Tools for NURS 6514, NURS 6614, NURS 6818, implemented Fall 2009

Dean’s Grant
Summer I 2010
$5000.00
Scholarly writing, submitted to Journal of Holistic Nursing, July 2010

Dean’s Grant
Summer II 2010
$5000.00
Development of Preceptor Orientation Handbook, implemented Fall 2010

UNIVERSITY GOVERANCE (Committee Work for the last three years)

Program BSN
Curriculum Committee Fall 2007 – present
Admission, Progressions & Credit Fall 2007 – present
Ad Hoc Clinical Evaluation Committee Fall 2007 - Fall 2009

Program MSN
Curriculum Committee Fall 2009 – Present
Admission, Progressions & Credit Fall 2009 – Present

School
NLNAC Committee, Standard IV Spring 2010 – Present
Faculty Development Committee Fall 2006 – Fall 2009
Bylaws/Nominating Committee  Fall 2008 – Present
Library Committee    Fall 2008 – Present
Ad Hoc Goals Committee Fall 2009 – Fall 2010

College
Infection Control Committee Fall 2006 – Fall 2009
Scholarship and Awards    Fall 2009 – Fall 2011
Curriculum Committee    Fall 2009 – Present
Ethics Committee    January 2008

University
Board of Trustee Faculty Achievement Fall 2006
Board of Trustee Faculty Achievement Fall 2010
University Disaster Preparedness Committee  2009 – 2010

PROFESSIONAL AND COMMUNITY SERVICES (MEMBERSHIPS & OFFICES):
2005 – Present    National League of Nurses
2005 – Present  American Nursing Association
2005 – Present  Arkansas Nursing Association
Decision 6 Treasurer 2006 – 2009
1995 – Present  Sigma Theta Tau International Honor Society of Nursing
Eta Theta Chapter President 2008 – Present
2009 – Present  Medical Reserve Corp
2006 – Present  Regional Training Center for Disaster Preparedness Education
2006 – Present  Northeast Arkansas Nurse Practitioner Association
President Elect 2009
2007 – Present  Arkansas Hospital Preparedness and Emergency Response Committee

CONTINUED EDUCATION: (Last Five Years)
Basic Disaster Life Support – March 6, 2009 (recertification)
“Improving Blood Pressure Control in the Older Adult”, UAMS Center on Aging (1 contact hour) January 13, 2009
“Improving Glycemic Control in the Older Adult”, UAMS Center on Aging (1 contact hour) May 12, 2009
“Simple 7 Oral Clinical Evaluation”, ASU CNHP (1.5 contact hours) May 13, 2009
“Healing Health Professionals”, “How Professionals Communicate”, “A Passion for the Art of Healing”, ASU CNHP (4 contact hours) August 17, 2009
“Triglyceride-Related Residual Risk following Optimal LDL Control”, Indiana University School of Medicine
(2 contact hours) December 8, 2009
“New horizons in breast Cancer surgery that may benefit the elderly”, Suzanne Klimberg, MD. UAMS
“Managing prostate health in the aging male.” Graham F. Greene, MD, UAMS
Faculty Development Seminar on Communication with Suzanne Gaddis. Arkansas State University. August 18, 2008
National Incident Management System courses 100/200/700/800
American Heart Association Healthcare Provider Recertification August 19, 2008
Introduction to Statistics, Arkansas State University, fall 2008, 3 credit hours
“Arkansas BSN Nurse Educator Sharing Day”. University of Arkansas for Medical Sciences. February 09, 2007 (2 contact hours).
”Nurse Educator Institute 2007” University of Arkansas for Medical Sciences. March 27-29, 2007
(12.25 contact hours).
"Faculty Development Seminar on Doctoral Education. Arkansas State University. April 13, 2007 (1 contact hour).
Sigma Theta Tau Tri-Chapter Research Day. Arkansas State University. April 05, 2007 (4.5 contact hours).
"Drexel University Nursing Education Institute 2007". Miami, Fl June 8-10, 2007 (10 contact hours).
"National Nursing Education Initiatives" Dr. Elizabeth Stokes. Arkansas BSN Nurse Educator Sharing Day. February 10, 2006 (1 contact hour).
"Clinical Simulation Framework: Developing Simulations in Nursing Education" Debra L. Spunt, MS, RN. Arkansas BSN Nurse Educator Sharing Day. February 10, 2006 (1.5 contact hours).
Sigma Theta Tau Tri-Chapter Research Day. Conway Regional Health System. April 13, 2006 (4.2 contact hours).
The Teaching Professor Conference. Magna. May 19-21, 2006
"Diabetes Update." ASU College of Nursing and Health Professions. June 15, 2006 (5.25 contact hours).
"Managing & Motivating the Generations: Implications for the Classroom and the Clinic." ASU College of Nursing and Health Professions. August 11, 2006. (5 contact hours).
OTHER:
Development of Clinical Portfolio for NRSP 4336
Development of Clinical Evaluation Tools for NURS 6514, NURS 6614, & NURS 6818
Development of Preceptor Orientation Handbook
Development of NRS 4312 to online course
Research Interests:
Emotional intelligence in the classroom, emotional intelligence in nursing
PTSD among Vietnam Veterans

Revised 9/2010

Curriculum Vita

NAME:
Paige Wimberley
pwimberley@astate.edu

CREDENTIALS:
BSN, MSN, APN, RNP, RN-CS, CNE
Licensed in State of Arkansas as Registered Nurse, since 1982. Expiration date 1/31/2012.
CURRENT FACULTY APPOINTMENT:
   Assistant Professor of Nursing
   RN-BSN Program Coordinator

EDUCATION:

   St. Louis University enrolled since 2007 seeking Ph.D. in Nursing. (Focus of study: Breast Cancer Survivorship)

   Arkansas State University, Jonesboro, Arkansas - December 1992
      Master of Science in Nursing - (Major focus of study - Adult Health)

   Arkansas State University, Jonesboro Arkansas - May 1982 Bachelor of Science in Nursing

CURRENT AND PREVIOUS Positions:

Academic:
   Arkansas State University - (August 1996 - present).
      Assistant Professor of Nursing. Teaching assignments included Fundamentals, Health Assessment, Junior and Senior BSN Clinicals, Pharmacology, and Nutrition.
      Coordinator of the RN-BSN program.

      Part-time clinical instructor. Responsible for assisting and directing junior and senior BSN students during a medical surgical rotation.

Practice:
   St. Bernard's Medical Center Staff Support (1999-2004)

   Central Arkansas Hospital (May 1996 - September 1998).
      Critical Care Unit - Staff RN
      Responsible for planning and delivery of care to critically ill patients.

   St. Bernard's Regional Medical Center (July 1995 - January 1996).
      Cardiac Step Down - Staff RN
      Responsible for planning and delivery of care for cardiac patients.

   White County Medical Center (June 1991 - July 1995).

      Infection Control. Responsible for the surveillance and reporting of

Woodruff County Public Health Unit, (August 1985 - July 1986).

Public health nurse. Responsible for the delivery and care of home bound patients, administration of WIC, family planning, and TB clinics.

St. Bernard's Regional Medical Center (March 1980 - June 1985).

Oncology Staff RN. Responsible for the planning and delivery of direct patient care, including the administration of chemotherapy. (June 1983 - June 1985).

Cardiac Step Down Staff RN. Responsible for planning and delivery of care to seriously ill patients. (May 1982 - June 1983).

Administrative:

White County Medical Center


Director of Education. Responsible for designing and delivering in-services for nursing staff, supervision and evaluation of employees, budgeting, preparation for JCAHO and ASHD surveys, designing and implementing computerized documentation of nursing care. (June 1991 – October 1994).

Central Arkansas Hospital

Step Down Unit Charge RN. Responsible for planning and delivery of care to seriously ill patients, and monthly unit in-services. Also served as chairperson and secretary of hospital policy and procedure committee. (July 1987 - October 1990).

AWARDS AND HONORS:

Arkansas State University, School of Nursing Outstanding Alumni Award, 2008
Arkansas State Nurses Association District 6 Outstanding Educator Award, 2007
Nominated by students for Arkansas State University Advisor of the Year, 2005
College of Nursing and Health Professions Faculty Achievement Award for Teaching 2003.
**PUBLICATIONS**

**Journals:**


**Contributor:**


**Reviews:**

Books:

Carpenito, L. (2006). *Nursing Care Plans and Documentation* for Lippincott, Williams & Wilkins.


Book chapters:


Software:


**PRESENTATIONS TO LEARNED FORMUMS :**

Podium:
National Presentation #1
Title of Paper: The Use of Simulation in Disaster Preparedness
(Keynote Address)
Co-authors: Persell, D., Shelton, D., Wiggins, N., Wimberley, P.
Learned Forum: 3rd Annual Simulation Conference
Date and place of meeting: November 4-5, 2010, Nashville, TN

National Presentation #2
Title of Paper: HIPAA and Nursing Education: Strategies for Success
Co-authors: Wimberley, P., Wiggins, N., Stacy, A., Isaacson, J., Miller, R. S., & Walden, D.
Learned Forum: AACN Baccalaureate Education Conference
Date and place of meeting: November 17, 2003, San Antonio TX

State Presentation #1
Title of Paper: Can the California Critical Thinking and HESI be used to Predict NCLEX?
Presenter: Wimberley, P.
Learned Forum: Educational Leadership, Curriculum, and Special Education Fall Conference
Date and place of meeting: December 2, 2006, Jonesboro, AR

State Presentation #2
Title of Paper: “Teaching Breast Cancer Detection to African-American Women in the Delta: A Study of Beliefs, Knowledge and Behavior”
Presenters: Wimberley, P., Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.
Learned Forum: Arkansas State Nurses Association 90th Convention, “Nursing: No Power Shortage”
Date and place of Meeting: October 29-31, 2003, Little Rock, AR

Poster:
International Presentation #1
Title of Poster: “Beyond the Pink Ribbon: The Lived Experience of Breast Cancer Survivors”
Presenter: Wimberley, P.
Learned Forum: 16th Qualitative Health Research Conference
Date and place of meeting: October 3-5 2010, Vancouver, British Columbia, Canada

National Presentation #1
Title of Poster: Assisting Students to Develop Appropriate Patient Education Materials
Presenter: Wimberley, P.
Learned Forum: Mosby’s Faculty Development Institute
Date and place of meeting: January 5-6, 2009, Orlando, FL

National Presentation #2
Title of Poster: Teaching Breast Cancer Screening to Hispanic Women: Evaluation of a Multifaceted Approach
Presenters: Hall, C.P., Hall, J.D., Pfriemer, J., & Wimberley, P.
Learned Forum: Nursing 2007 Symposium: The Conference for Clinical Excellence
Date and place of meeting: April 19-22, 2007, Lake Buena Vista, FL

National Presentation #3
Title of Poster: Can the California Critical Thinking and HESI Be Used to Predict NCLEX?
Presenter: Wimberley, P.
Learned Forum: 7th Annual Nurse Educators Institute
Date and place of meeting: March 27-30, 2007, Branson, MO

National Presentation #4
Title of Poster: Designing a Better RN to BSN Clinical Rotation
Presenter: Wimberley, P.
Learned Forum: 7th Annual Nurse Educators Institute
Date and place of meeting: March 27-30, 2007, Branson, MO

National Presentation #5
Title of Poster: Assigning Students to Collaborative Learning Groups”.
Presenters: Wimberley, P. & Walden, D.
Learned Forum: Nursing Education: Navigating toward New Horizons. NLN
Date and place of meeting: September 30-October 1, 2005 Baltimore, MD.

National Presentation #6
Title of Poster: Recommendations for Faculty Workload at a State University
Presenters: Persell, D., Hall, C., & Wimberley, P.
Learned Forum: AACN Baccalaureate Education Conference
Date and place of meeting: November 11, 2004, Orlando, FL.

National Presentation #7
Title of Poster: Student Perceptions of Skill Retention Following Graded vs. Non-Graded Return Demonstrations
Presenters: Wimberley, P.
Learned Forum: Fifth National Conference on Nursing Skills Laboratories
Date and place of meeting: June 26-28, 2003, San Antonio TX

National Presentation #8
Title of Poster: Teaching Breast Cancer Detection Methods to African-American Women of the Delta
Presenters: Wimberley, P., Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.
Learned Forum: The Susan G. Komen Breast Cancer Foundation National Mission Conference Delivering the Promise
Date and place of meeting: June 8-10, 2003, Washington, D.C.

National Presentation #9
Title of Poster: Faculty Perspective of Instructor Guided NCLEX Preparation Course
Presenters: Wimberley, P.
Learned Forum: "Mosby’s Faculty Development Summer Institute 2001: Innovations In Teaching: Strategies for Nurse Educators"
Date and place of meeting: August 5-8, 2001, San Francisco, CA

National Presentation #10
Title of Poster: Reality Based Senior Clinical Experience
Presenters: Wiggins, N., Wimberley, P., Young, C., Stacy, A., & Isaacson, J.
Learned Forum: Mosby’s Faculty Development Summer Institute 2001: Innovations In Teaching: Strategies for Nurse Educators"
Date and place of meeting: August 5-8, 2001, San Francisco, CA
Title of Poster: Senior Culminating Clinical Experience
Learned Forum: “Creative Teaching Workshops”
Date and place of meeting: March 12-14, 2000, Memphis, TN
State Presentation #1
Title of Poster: Breast Cancer Detection Method Utilization Among African-American Women
Presenters: Wimberley, P., Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.
Learned Forum: Sigma Theta Tau International, Tri-Chapter Research Day
Date and place of meeting: April 13, 2001, Jonesboro, AR

State Presentation #2
Title of Poster: Effectiveness of Instructor-Guided NCLEX Preparation
Presenters: Wimberley, P., Wiggins, N., Young, C., Stacy, A., & Isaacson, J.
Learned Forum: Arkansas State Nurses Association Annual Meeting
Date and place of meeting: October 19, 2001, Hot Springs, AR

State Presentation #3
Title of Poster: Clinical End-loading
Learned Forum: Arkansas State Nurses Association Annual Meeting
Date and place of meeting: October 13, 2000, Springdale, AR

Local Presentation #1
Title: A Study on Senior Experience
Presenters: Wimberley, P., & Wiggins, N.
Learned Forum: Department of Nursing Faculty
Date and place of meeting: October 27, 2000, Jonesboro, AR

Other:
Providing Continuing Education:
ADLS: April 4, 2009, November 7-8, 2008; March 28-29, 2008; March 9-10, 2007; November 3-4, 2006

BDLS: February 6, 2009, October 10, 2008; February 23, 2008; January 19, 2007; February 16, 2007; September 15, 2006; October 5, 2006


ACLS Instructor Course February 9 & 10, 2005.

Health Care Provider CPR: August 19, 2008; January 31, 2007; September 28 & 29, 2006


Basic Arrhythmia Course, St. Bernard’s Medical Center, Jonesboro, AR. Target Audience: Staff nurses; April –May 2002


GRANTS:
Funded
Hall, C. P., Pfriemer, J. & Wimberley, P. “Teaching Breast Cancer Screening to Hispanic
Women in the Arkansas Mississippi River Delta.” (2006) NEA Clinic Charitable Foundation. Funded $2718.76


Professional and Community Service:

Memberships:

Sigma Theta Tau International Honor Society 1985-present
  Eta Theta Faculty Counselor 1998-2000; 2005-2009
  Eta Theta Eligibility Committee Chairperson 2006-2008
  Eta Theta Nominations Committee Chairperson 2005-2007
  Eta Theta President 2001-2003
  Eta Theta President Elect 2000-2001
  Eta Theta Vice President 2000-2001
  Eta Theta Awards Chairman 1997-1999
  Eta Theta Delegate, Biennial Sigma Theta Tau International Convention 1997; 2001
  Epsilon Omicron Chapter Treasurer 1993-1995

Midwest Nursing Research Society 2007-present
National League for Nursing
  Arkansas State University NLN Ambassador 2006-present

Arkansas Nurses Association 1995-present
  State Board of Directors 2006-2008
  District 6, President 2006-2008
  District 6 Treasurer 1997-1999

DEPARTMENT COMMITTEES:

  BSN Curriculum 1995-present
    Recorder (1999-present)
  BSN Admissions, Progression, & Credits 1995-present
    Recorder (1999-present)
  Bylaws/Nominating Committee 2010-2012
  PRT 2009-2012
  Nursing CE Provider Committee 2006-present
  Faculty Search Committee 2003-2004
  NLNAC Standard III and V Committee 2001-2003
  Health Fair 2000 Planning Committee 2000
  Workload Committee 2000-2008
  Pharmacology Committee, co-chair 1999-2001
  Department of Nursing Handbook 1997-1998

COLLEGE COMMITTEES:
Constitution and Bylaws 2009-2012  
Faculty Handbook 2008-2010  
Admissions and Credits 2002-2007  
Scholarship and Awards Committee 2003-2005  
Student and Alumni Affairs 2001-2002  
Infection Control 2000-2002  

UNIVERSITY COMMITTEES:  
Grievance and Hearing 2006-2010  
Admissions, Progressions, and Credits 2004-2008  
Faculty Achievement Awards 2001-2003  
Development, Communication and Alumni Committee 2000-2002  
Fall Preview Day Committee 2001  

Community Service:  
American Heart Association, Basic Life Support Instructor 1991-2009  
American Heart Association, Basic Life Support Instructor Trainer 1995-2008  
American Heart Association, Advanced Life Support Instructor 1995-2008  
Gideon’s International Auxiliary 2001-present  
St. Bernard’s Medical Center Community Training Center Board 2003-2007  
St. Bernard’s Medical Center Community Training Center Faculty 2001-2007  
St. Bernard’s Outpatient Diabetes Self-management Training Programs Advisory Board 2002-2006  
American Heart Association Regional ACLS Faculty 2003-2005  
National Advanced Leadership Camp for Nursing Educators 2003  
Wynne Volunteer Firemen Ladies Auxiliary Chaplin, 1999-2000 1999-present  

CONTINUING EDUCATION:  
Limited to the previous 5 years.  

Maximizing the Effectiveness of Professional Partnerships in the University Setting. 4 Contact Hours. ASU CNHP School of Nursing, Jonesboro, AR. August 16, 2010  
Very Low Weight Gain or Weight Loss Not Recommended for Most Obese Pregnant Women. 0.5 Contact Hour. Independent Study.  

Diagnosis and Management of H pylori Infection. 0.5 Contact Hour. Independent Study.  
Interruptions Linked to Medication Errors by Nurses. 0.5 Contact Hour. Independent Study.  
End-of-Life Care in the Setting of Cancer: Withdrawing Nutrition and Hydration. 1.5 Contact Hour. Independent Study.
Walking Protects Women Against Stroke: WHS Long-Term Follow-Up. 0.5 Contact Hour. Independent Study.

Cognitive Decline Increased in Middle-aged Patients with Type 2 Diabetes. 0.5 Contact Hour. Independent Study.

Endometriosis Management Reviewed. 0.5 Contact Hour. Independent Study.


Redesigning Nursing Education: Challenges and Opportunities. 5.5 Contact Hours. St. Louis, MO. March 26, 2010.

Basic Disaster Life Support. 7.5 Contact Hours. Wynne, AR. June 15-16, 2009


Simple 7 Oral Clinical Evaluation. 1.5 Contact hours. CNHP School of Nursing. Jonesboro, AR. May 13, 2009.

SLA. 2 Contact hours. CNHP School of Nursing. Jonesboro, AR. May 13, 2009.

Evaluation of Undergraduate Honors Student Research; Instilling Accountability and Responsibility in Students for Classroom Preparation and Conduct; Understanding and Healing Nurse to Nurse Hostility. 5.75 contact hours. Russellville, AR. February 13, 2009.

Mosby’s Faculty Development Institute, 13.75 contact hours. Orlando, FL, January 5-6, 2009.

Livin’, Laughin’, and Learning…through the years. Barb Bancroft, RN, MSN, 2.5 contact hours Jonesboro, AR, August 22, 2007.

Interpretation of Lab Tests. Barb Bancroft, RN, MSN, 2.5 contact hours Jonesboro, AR, August 22, 2007.

Nurse Educator Institute: Educational Strategies for Highly Effective Nurse Educators. 10.25 contact hours. UAMS, Branson, MO., March 27-29, 2007

Nursing: Caring Across Generations. 7.4 contact hours. ARNA, Hot Springs, October 10-12, 2006.

Visual Spatial Abilities and Fall Risk: An Assessment Tool for Individuals with Dementia. 2.5 contact hours. Independent Study.

Strategies to Increase Research-Based Practice: Interplay with Unit Culture. 3 contact hours. CE Group, Lippincott, Williams, & Wilkins. April 3, 2006.
Curriculum Vita

NAME:
Wynona M. (Nonie) Wiggins

CREDENTIALS:
Licensed in State of Arkansas as Registered Nurse since 1983.
Basic Disaster Life Support Instructor – Medical College of Georgia
Advanced Disaster Life Support Instructor – Medical College of Georgia

CURRENT FACULTY APPOINTMENT:
Assistant Professor of Nursing, Arkansas State University

EDUCATION:
2009 EdS Specialist in Community College Teaching Arkansas State University, Jonesboro
1993 MSN University of Tennessee, Memphis
Major – Critical Care Nursing
Minor – Nursing Administration
1983 BSN Arkansas State University, Jonesboro, Arkansas
Major: Nursing

CURRENT AND PREVIOUS POSITIONS:

Academic
1993 - Present Arkansas State University – Assistant Professor of Nursing

Fall 1991
Arkansas State University - Part-time clinical instructor

Appointed Position
2001 – Present NCAA Faculty Athletic Representative (appointed by the Chancellor)

Practice
1979 – 1993 St. Bernards Regional Medical Center

Labor and Delivery – Staff RN. Responsible for planning and delivery of care to patients during labor and delivery and through post-partum stay. Also responsible for planning and delivery of care to post-operative gynecological surgical patients. August 1989 – August 1990.


Cardiopulmonary Services – EKG Technician. Responsible for running 12-lead EKGs on patients admitted to the hospital. Also monitored EKGs during codes and placement of temporary pacemakers. Transcribed interpretations of EKGs from physician recordings.

Administrative


Critical Care Unit – Nursing Director. Responsible for scheduling, budgeting, interviewing prospective employees, evaluating staff, and providing direct patient care of an 18 bed combined critical care unit.

June 2006 – present Outpatient Surgical Center, Jonesboro
Part-time staff nurse during summer and breaks. Work primarily preparing patients for surgery and Phase 2 recovery.

PUBLICATIONS:

Publication #02  How to Teach in a Paranoid Heath Care Environment.
Number of Pages – 4
Journal: Nursing Education Volume: 44 Number 11.
Date: November 2005

Publication #01  How Much Do You Know About Anticoagulant Therapy?
Number of Pages – 2
Journal: Nursing Management
Wimberley, P. and Wiggins, W.
Date: February 2004

PRESENTATIONS TO LEARNED FORUMS:
Presentation #04
Reducing Subjectivity in Clinical Grading Using a Behavioral Outcomes Rubric
Wiggins, N. and Wimberley, P.
Mosby’s Faculty Development Institute
January 3-5, 2011
Orlando, FL

Presentation #03
Student Engagement = Student Learning
Wiggins, N. and Wimberley, P.
Mosby’s Faculty Development Institute
January 3-5, 2011
Orlando, FL

Presentation #02
Best Practices for NCLEX-RN Success: A Study of BSN Programs in the SREB
Wiggins, W.
2010 Arkansas Nurses Association (ARNA) Annual Convention
October 23, 2010
Little Rock, AR

Presentation #01
Enhancing Student Learning – Addressing Multiple Intelligences in the Classroom
Wiggins, W.
2010 Drexel University Nursing Education Institute
June 22-23, 2010
Myrtle Beach, SC

Regional

Presentation #01

Presentation #02
A Comparison of Cooperative Learning and Direct Instruction on Retention of Cardiovascular Anatomy and Physiology
Wiggins, W.
April 2007
Jonesboro, AR
Presentation #03
Demystifying Academic Advising to the Student-Athlete
Wiggins, W.
Arkansas College Personnel Association Annual Meeting
March, 2009
Hot Springs, AR

Presentation #02
Medication Non-compliance in the Elderly
Wiggins, W.
Presented as continuing education for health-care professionals.
October 2005
Walnut Ridge, AR

Presentation #01
Hypertension in the Elderly
Wiggins, W.
Presented to Arkansas Methodist Hospital Nursing Staff
July 2004
Paragould, AR

OTHER SCHOLARLY ACTIVITY:


Chapter Reviewer for Pharmacology: Connections to Nursing Practice, 1e. Prentiss Hall (2006).

PROFESSIONAL AND COMMUNITY SERVICES (MEMBERSHIPS & OFFICES):

Professional Organizations

National and International

2008 – Present Golden Key International Honor Society

1986 – Present Sigma Theta Tau International Honor Society of Nursing Region 2 Research Award Committee (1998)

1990 – Present American Nurses Association
1991- Present  American Association of Critical Care Nurses
1998 – Present  National League of Nursing

State
1993 – Present  Arkansas Nurses Association
(2004-2007)  ARNA Continuing Education Review Committee
ARNA Task Force For White Paper on General Nursing Practice (1994)
Advance Practice Committee Member (1994 – 1998)

1985 – Present  American Heart Association, Arkansas Affiliate

Local
2001 – Present  NCAA Faculty Athletic Representative (FAR) (appointed by the
Chancellor). Represent ASU to Sun Belt Conference and the NCAA
regarding student-athlete welfare.
Chair – Sun Belt Conference FAR’s. 2009 - present.
Sun Belt Conference Executive Committee – 2009-present.
NCAA Academic Cabinet – September 2008-July 2010
NCAA Athletic Personnel and Recruiting Cabinet – September 2010 –
present.

1993 – Present  District 6, Arkansas Nurses Association
Secretary (2002 – 2007)

1986 – Present  Eta Theta Chapter of Sigma Theta Tau International Honor Society for
Nursing
President (1997-99; 1986-87)
Vice-president (1995-97, 2008-present)
First Counselor (2004-2006)
Program Chair (1995-97)
Nominating Committee Chair (1994)
Bylaws Chair (1998-00)
Fundraising (2000)

Arkansas State University Alumni Board of Directors – 2003-present.
April 2007 – Assisted the Junior Auxiliary of Jonesboro with Growing Healthy and dissections.

Basic and Advanced Disaster Life Support Instructor for multiple courses during the year.

Student Nurse Association Fund Raiser Banquet – invited speaker. “It’s Not Too Early to Think
about Heart Disease” (February 2006)

Farm Safety Expo – member of planning committee (2002)

Arkansas State University Alumni Board (2000 – present)
At-large member of executive committee (2002)

NEA Counsel on Family Violence – participated in fund raiser (1999-present)
First Baptist Church – 9th grade girls Sunday School teacher (2001 – 2007)

   Clothes Closet Committee – member.
   Gathered, organized and distributed gently worn clothes for school aged children in Jonesboro.
   Girls Enrichment – member.
   Mentored junior high girls from Annie Camp and McArthur Junior High Schools one night each month.
Growing Health – co-chair (spring), chair (fall).
   Coordinated with 5th grade teachers in the Jonesboro school district and the Sixth Grade Academic Center the Berkley Health Curriculum to create a healthier lifestyle among the students. Curriculum focuses on basic anatomy of the cardiac and pulmonary systems and ways to keep these systems healthy. Directed the pig lung dissection with the 5th graders and the heart dissections with the 6th graders. Reached approximately 650 students.
Consolidates Youth Services – met and directed activities with girls assigned the CYS program one evening per month. Children are assigned to the CYS because of abuse, truancy, trouble with the law and other reasons. Their stay is usually less than 3 months.

Chapter CF PEO - This is a women’s organization that promotes and supports education for women. Office held: corresponding secretary, treasurer and president.

Sixth Grade Academic Center – PATHS (Parents and Teachers Helping Students) – board member (2002-2003). Chaired the back to school celebration and assisted with the end of year festivities.

AWARDS AND HONORS:


Arkansas State University Board of Trustees Faculty Award for Professional Service 2004-2005.

College of Nursing and Health Professions Professional Service Award 2003. and 2005.

Sigma Theta Tau International, Eta Theta Chapter Award for Nursing Leadership 2003.

CONTINUING EDUCATION:


• 8/22/07 – “Living”, Laughing: and Learning…through the years.” Barb Bancroft. Jonesboro, AR. 2.5 contact hours.

• 8/22/07 – “Interpretation of Lab Tests.” Barb Bancroft. Jonesboro, AR. 2.5 contact hours.

• 4/21/07 Educational Leadership, Curriculum, and Special Education Semi-Annual Conference, Jonesboro, AR.

• 4/5/07 Sigma Theta Tau International Tri-chapter Research Day. Jonesboro, AR. 4.5 contact hours.


• 2/9/07 – BSN Sharing Day, University of Central Arkansas, Conway. 2 v v contact hours.

• 1/17/07 – “Getting Started with Student Learning Assessment.” A Magna Online Seminar. Sponsored by ASU. 1.5 contact hours.

• June 23, 2007 – Disaster Life Support Instructor Training, Savannah, GA.

• June 20-22, 2007 – Advanced Disaster Life Support, Savannah, GA.

• June 19, 2006 – Basic Disaster Life Support, Savannah, GA.

• January 2006 – “Insulin Pumps” – Arkansas State University, Jonesboro, AR.

• June 2005 – “Wound/Ostomy Seminar” - St. Bernards Medical Clinical Education Institute, Jonesboro, AR.

• May 2005 – “Nurse Educator Conference” – UAMS College of Nursing, Little Rock, AR.
GRADUATE CERTIFICATE IN DISASTER HEALTH

Program Description
The Graduate Certificate in Disaster Health is an interdisciplinary program that begins the preparation for professionals to engage in disaster preparedness, mitigation, planning, response and recovery. The program requires 18 hours of graduate-level courses related to disaster health. Hours completed in the certificate program may be applied toward the MSDPEM degree. Students may transition from the certificate program to the MSDPEM program with permission of the graduate faculty.

Admission Requirement
Students interested in pursuing a Graduate Certificate in Disaster Health must have a bachelor’s degree in any discipline. Applicants must meet the admission requirements of the Graduate School, http://www2.astate.edu/a/graduate/. Send completed graduate application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Students wishing to complete the certificate must meet the same prerequisites (listed below) as for the MS degree in Disaster Preparedness and Emergency Management.

Students must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the certificate program. The adviser and the student will analyze the appropriateness of the certificate consistent with the student’s goals and career objectives, the certificate requirements and the student’s academic progress to date. Admission to the certificate program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry, http://cdp.dhs.gov/registration/index.html.

Financial Assistance
Students interested in financial assistance should contact the financial aid department of the university. http://www.astate.edu/finaid/

Pre-Requisites
The United States Government has instituted a National Incident Management System to standardize the country’s response to disasters and other emergencies. The Incident Command System (ICS) describes the chain-of-command and organizational structure of managing emergencies. Completion of courses in ICS is required by employers and is necessary to receive reimbursement from the Federal Government when a federal declaration of a disaster has been obtained. Courses in the graduate certificate and MSDPEM build on this foundational knowledge. Therefore, students wishing to be admitted to the MSDPEM degree must have completed these four courses prior to admission. They are offered free of charge, on-line, from the Federal Emergency Management Institute: http://www.training.fema.gov/IS/NIMS.asp
The required pre-requisite ICS courses include:

- Introduction to Incident Command System (ICS – 100) There are several discipline specific ICS-100 courses. Students need only complete one and should choose the one most relative to their career goals.
- Incident Command System (ICS – 200) for Single Resources and Initial Action Incidents
- Incident Command System (ICS – 700) Introduction to the National Incident Management System
- Incident Command System (ICS – 800) Introduction to the National Response Framework

In addition to the Incident Command System prerequisites, students must have current Core and Basic Disaster Life Support certifications. Information regarding these certifications can be obtained from the Regional Center for Disaster Life Support in the College of Nursing and Health Professions, American Medical Association or the National Disaster Life Support Foundation.

The following courses comprise the Graduate Certificate Disaster Health

- DPEM 5613 Radiological Emergencies
- DPEM 6223 Epidemiology of Disasters
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6273 Vulnerable Populations in Disasters
- DPEM 6543 Pandemic Planning
- DPEM 6553 Leading Hospital Response to Mass Casualties

Total Hours: 18
These courses will be offered as 7 week courses and may be taken in any order

MASTERS OF SCIENCE DEGREE IN DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT

Program Description

The Master of Science degree in Disaster Preparedness & Emergency Management (DPEM) is an interdisciplinary degree program that prepares professionals to effectively meet the demands of disaster preparedness, mitigation, planning, response and recovery. The program requires 42 hours of graduate-level courses that include a variety of teaching methodologies and activities. All courses completed for the Graduate Certificate in Disaster Health apply to the MSDPEM. Some courses include student experiences at the Center for Domestic Preparedness in Anniston, AL. The degree culminates in an internship, research project or thesis

Admission Requirements

Students interested in pursuing a Master of Science in Disaster Preparedness & Emergency Management degree must have a Bachelor’s degree in any discipline. Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. They should send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Applicants must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the MSDPEM program. The adviser and the student will analyze the appropriateness of the degree consistent with the student’s goals and career objectives, the degree’s requirements and the student’s academic progress to date. Admission to this degree program is conditional upon
completion of prerequisite course(s) required and acceptance by clinical agencies for practicum experiences. Admission to the MSDPEM program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry. http://cdp.dhs.gov/registration/index.html.

Financial Assistance
Students interested in financial assistance should contact the financial aid department of the university. http://www.astate.edu/finaid/

Pre-Requisites
The United States Government has instituted a National Incident Management System to standardize the countries response to disasters and other emergencies. The Incident Command System (ICS) describes the chain-of-command and organizational structure of managing emergencies. Completion of courses in ICS is required by employers and is necessary to receive reimbursement from the Federal Government when a federal declaration of a disaster has been obtained. Courses in the graduate program build on this foundational knowledge. Therefore, students wishing to be admitted to the MSDPEM degree must have completed these four courses prior to admission. They are offered free of charge, on-line, from the Federal Emergency Management Institute: http://www.training.fema.gov/IS/NIMS.asp

The required pre-requisite ICS courses include:
- Introduction to Incident Command System (ICS – 100) There are several discipline specific ICS-100 courses. Students need only complete one and should choose the one most relative to their career goals.
- Incident Command System (ICS – 200) for Single Resources and Initial Action Incidents
- Incident Command System (ICS – 700) Introduction to the National Incident Management System
- Incident Command System (ICS – 800) Introduction to the National Response Framework

In addition to the Incident Command System prerequisites, students must have current Core and Basic Disaster Life Support certifications. Information regarding these certifications can be obtained from the Regional Center for Disaster Life Support in the College of Nursing and Health Professions, American Medical Association or the National Disaster Life Support Foundation.

Arkansas State University Requirements
- Completion of MSDPEM Core Courses (21 hours)

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<tr>
<th>21 Hours</th>
<th>MSDPEM Core Requirements</th>
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<tbody>
<tr>
<td>3</td>
<td>DPEM 6103</td>
<td>Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management</td>
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<tr>
<td>3</td>
<td>DPEM 6113</td>
<td>Theory Development in Disaster Preparedness and Emergency Management</td>
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<td>3</td>
<td>DPEM 6123</td>
<td>Research Design and Methodologies in Disaster Preparedness and Emergency Management</td>
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<td>3</td>
<td>DPEM 6133</td>
<td>Ethics and Legal Considerations in Disaster Preparedness and Emergency Management</td>
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<td>3</td>
<td>DPEM 6143</td>
<td>Global Perspectives in Disaster Preparedness and Emergency Management</td>
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<tr>
<td>3</td>
<td>DPEM 6153</td>
<td>Crisis Communication in Disaster Preparedness and Emergency Management</td>
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<tr>
<td>3</td>
<td>DPEM 6163</td>
<td>Managing Incidents in Disaster Preparedness and Emergency Management</td>
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- Completion of MSDPEM Emphasis requirements (21 hours)

<table>
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<th>21 Hours</th>
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<tbody>
<tr>
<td>9 hours Emphasis 5000 – 6000 Level</td>
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<tr>
<td>6 hours Practicum 6000 level</td>
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<tr>
<td>6 hours DPEM 665V (1-6 hours)</td>
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Select 9 hours from these Emphasis Courses in DPEM
- DPEM 5513 Incident Command System (ICS) Instructor Course
- DPEM 5523 Law Enforcement Protection Instructor Course
- DPEM 5533 All Hazards Awareness Instructor Course
- DPEM 5543 Teaching Emergency Response
- DPEM 5613 Radiological Emergencies
- DPEM 6563 Leading Hospital Response to Mass Casualties Instructor Course
- DPEM 6573 Complex Radiological Emergencies
- DPEM 6213 Informatics in Disaster Preparedness and Emergency Management
- DPEM 6223 Epidemiology of Disasters
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management
- DPEM 6273 Vulnerable Populations in Disasters
Select 6 hours from these Practicum Courses in DPEM
DPEM 661V Seminar Topics in Disaster Preparedness and Emergency Management (1 -3 credit hours)
DPEM 662V Research Assistant (1-3 credit hours)
DPEM 6631 Disaster Preparedness and/or Emergency Management Conference Presentation (1 credit hour)
DPEM 6643 Practicum Experience – 60 contact hours

Total Hours for MSDPEM: 42
Full Time – 18 - 24 months

7 Modules
The MSDPEM program is designed by 7 modules. Each module will contain 2 courses and students can enter the program in any module. The Internship, Thesis or Project will be completed in Module VII regardless of the module in which they entered the program. Module VII will be taken after the student completes the other 6 modules, regardless of the order in which they were taken. Each module will be 7 weeks duration. Four to five modules/calendar year will be offered. Should a student choose to take only one course of a module, they can take the remaining course the next time that module is offered.

Module I – Theoretical Framework for Disaster Preparedness and Emergency Management
Core Course(s)
• DPEM 6113 Theory Development in Disaster Preparedness and Emergency Management

Emphasis Course(s)
• DPEM 6223 Epidemiology of Disasters

OR
Practicum Courses 1-3 hours

Module II – Communication in Disaster Preparedness and Emergency Management
Core Course(s)
• DPEM 6153 Crisis Communication in Disaster Preparedness and Emergency Management

Emphasis Course(s)
• DPEM 6213 Informatics in Disaster Preparedness and Emergency Management

OR
Practicum Courses 1-3 hours

Module III – Management Principles in Disaster Preparedness & Emergency Management
Core course
• DPEM 6163 Managing Incidents in Disaster Preparedness and Emergency Management

Emphasis Course (choose 1 course)
• DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management
• DPEM 6553 Leading Hospital Response to Mass Casualties

Or
Practicum Courses 1-3 hours

Module IV – Research Topics in Disaster Preparedness and Emergency Management
Core Course(s)
• DPEM 6123 Research Design and Methodologies in Disaster Preparedness and Emergency Management

Emphasis Course(s)
• DPEM 6273 Vulnerable Populations in Disasters

OR
Practicum Courses 1-3 hours

May take Internship, Project or Thesis hours after completing this module

Module V – Humanitarian Perspectives in Disaster Preparedness and Emergency Management
Core Course(s)
• DPEM 6143 Global Perspectives on Disaster Preparedness and Emergency Management
• DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness and Emergency Management

OR
Practicum Courses 1-3 hours

Module VI – Collaboration in Disaster Preparedness & Emergency Management
Emphasis Courses (Choose 2)
• DPEM 5613 Radiological Emergencies
• DPEM 6103 Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management
• DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
• DPEM 6543 Pandemic Planning

OR
Practicum Courses 1-3 hours

Module VII – Internship, Research Project or Thesis
• DPEM 665V (1-6 HOURS)

Course Descriptions:
DPEM 5513: INCIDENT COMMAND SYSTEM INSTRUCTOR COURSE
Prepares students to utilize presentation techniques, conduct practical applications, and prepare and maintain lesson plans appropriate to Incident Command System (ICS) requirements. Prerequisites: DPEM 3053 & DPEM 4053 (Fall)

DPEM 5523: LAW ENFORCEMENT PROTECTION INSTRUCTOR COURSE
Provides students, future law enforcement supervisors and trainers, with the ability to train law enforcement responders in Chemical, Biological, Radiological, Nuclear and Explosive (CBRNE) -
specific skills, reinforcing their ability to identify suspicious activity and respond to a CBRNE event. Prerequisites: DPEM 3053 & DPEM 4053 (Spring)

DPEM 5533: ALL HAZARDS AWARENESS INSTRUCTOR COURSE
Provides instruction and guidance on educational methodologies to train others in Awareness Level Weapons of Mass Destruction. Students will participate in and/or develop training opportunities for response professionals. Prerequisites: DPEM 3053 & DPEM 4053 (Summer)

DPEM 5543: TEACHING EMERGENCY RESPONSE
Provides students, future emergency responders, with the knowledge and skills to create and deliver Chemical, Biological, Radiological, Nuclear, and Explosives (CBRNE) instruction to the adult learning audience. Prerequisites: CBRNE training course (Spring)

DPEM 5613: RADIOLOGICAL EMERGENCIES
Students review, discuss information, and practice skills necessary to effectively respond to a radiological incident. Topics include Radiological Concepts, Radiological Response Team Operations, Commercial Nuclear Power Facilities, Plume Modeling, Radiological Instrumentation, and PPE and Decontamination. Prerequisites: None (Fall)

DPEM 6103: HEALTH CARE ISSUES AND POLICIES RELATED TO DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Evaluates existing governmental and institutional policies related to disaster preparedness and emergency management (DPEM). Formulation, implementation and evaluation of policy will be discussed. Students will propose and develop one new policy related to DPEM. Prerequisites: None. (Fall)

DPEM 6113: THEORY DEVELOPMENT IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Incorporates the process of theory development in disaster preparedness and emergency management to facilitate formation of a conceptual basis for advanced knowledge and practice. Includes the analysis of various models and case studies. Prerequisites: None. (Fall)

DPEM 6123: RESEARCH DESIGN AND METHODOLOGIES IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Considers quantitative and qualitative research methods in disaster preparedness and emergency management (DPEM). Review of current research in the field will be conducted. The course culminates in a research proposal in DPEM. Prerequisites: None. (Spring)

DPEM 6133: ETHICS AND LEGAL CONSIDERATIONS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Probes national and international ethical and legal frameworks of disaster preparedness and emergency management. Course content includes human rights and injustices associated with disasters and other emergencies and codes of ethics in emergency management. Prerequisites: None. (Summer)

DPEM 6143: GLOBAL PERSPECTIVES IN DISASTER PREPAREDNESS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Evaluates disaster preparedness around the world including the economic, health, political, psychosocial, cultural and religious impact of current and major historical disasters. Prerequisites: None. (Summer)

DPEM 6153: CRISIS COMMUNICATION IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Analyzes the private and public exchange of information before, during and after a disaster. Multiple communication strategies will be explored, including the use of social media. Prerequisites: None. (Fall)

DPEM 6163: MANAGING INCIDENTS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Concentrates on the management of disasters. Emphasis will be placed on the National Incident Management System and the five pillars of emergency management: prevention, preparedness, mitigation, response and recovery. A practicum experience is included. Prerequisites: None. (Spring)

DPEM 6213: INFORMATICS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Incorporates the use of telecommunications and technology to support response efforts during and after a disaster. Public health biosurveillance will be examined. Legal and ethical considerations in information technology will be analyzed. Prerequisites: None. (Fall)

DPEM 6223: EPIDEMIOLOGY OF DISASTERS
The study of measurement of adverse health effects of natural and human generated disasters, factors contributing to those effects, assessing the needs of disaster-affected populations, matching resources to prevent further adverse health effects, evaluating program effectiveness, and planning for contingencies. Prerequisites: None. (Fall)

DPEM 6253: MULTI-AGENCY RESPONSE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Examines multi-agency response to disasters and other emergencies to include government agencies, non-government organizations and the private sector. Cooperation and collaboration among the agencies will be analyzed. Pre and post-disaster planning and mobilization of resources will be emphasized. Prerequisites: None. (Fall)

DPEM 6263: GEOGRAPHICAL INFORMATION SYSTEMS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Utilizes geographic information systems (GIS) to support planning, response and recovery efforts during and after a disaster. Includes a laboratory experience in GIS. Prerequisites: None. (Spring)

DPEM 6273: VULNERABLE POPULATIONS IN DISASTERS
Analyzes the effects of disaster on vulnerable populations. Conceptual frameworks and characteristics of vulnerable population will be utilized to determine preparedness, planning, mitigation, response and recovery during disasters for these groups of people. Prerequisites: None. (Spring)

DPEM 6543: PANDEMIC PLANNING
Promotes knowledge and skills to effectively plan and prepare for a pandemic, culminating in a practical exercise. Steps for developing an effective planning and preparedness program and development of a pandemic annex are included. Prerequisites: None. (Fall)

DPEM 6553: LEADING HOSPITAL RESPONSE TO MASS CASUALTIES
Prepares hospital leadership to utilize the Hospital Incident Command System (HICS). Integrates the community emergency response network with the operation of an Emergency Treatment Area (ETA). Includes hospital personnel as first responders during a Mass Casualty Incident involving patient contamination. Prerequisites: None. (Spring)

DPEM 6563: LEADING HOSPITAL RESPONSE TO MASS CASUALTIES INSTRUCTOR COURSE
Provides students with instructional presentation guidance specific to Hospital Emergency Response Training (HERT) course materials. Upon completion students may serve as trainers for a hospital emergency response team. Prerequisites: DPEM 6553. (Summer)

**DPEM 6573: COMPLEX RADIOLOGICAL EMERGENCIES**
Provides students with skills necessary to respond to and manage incidents involving radiological hazards through a practical, performance-oriented, team-response approach. Includes lectures, hands-on training, and exercises, culminating with an exercise utilizing emergency response skills and training learned. Prerequisites: DPEM 3613 or 5613. (Spring)

**DPEM 661V (1-3): SEMINAR TOPICS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT**
Focuses on current events related to disaster preparedness and emergency management. Discussion will focus on analysis of a current event, applicable research, historical events of similar significance and other emergency management issues in the news. Prerequisites: None. (Fall, Spring or Summer)

**DPEM 662V (1-3): RESEARCH ASSISTANT/PRACTICUM**
Students will be assigned a mentor who is currently conducting research in disaster preparedness and emergency management. Students may enroll for one, two or three credits per semester. Prerequisites: None. (Fall, Spring or Summer)

**DPEM 6631: DISASTER PREPAREDNESS AND/OR EMERGENCY MANAGEMENT CONFERENCE PRESENTATION**
Students develop, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This will require coordination with the faculty of record prior to submitting abstract to conference planners. (Fall, Spring or Summer)

**DPEM 6643: PRACTICUM EXPERIENCE IN DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT**
Includes a practicum experience totaling 60 hours. The student will work with an expert in disaster preparedness or emergency management. This mentor must be approved by the faculty. (Fall, Spring or Summer)

**DPEM 665V (1-6): INTERNSHIP, RESEARCH PROJECT OR THESIS IN DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT**
A culminating experience that is one of the following: an internship with a subject matter expert, a research project or a thesis in Disaster Preparedness & Emergency Management. Prerequisites: Permission of the faculty. (Fall, Spring or Summer)
# New Program/Certificate Proposal-Bulletin Change Transmittal Form

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

<table>
<thead>
<tr>
<th>New Certificate or Degree Program</th>
<th>(The following critical elements are taken directly from the Arkansas Department of Higher Education’s “Criteria and Procedures for Preparing Proposals for New Programs”). Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.</th>
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## 1. Proposed Program Title

Disaster Preparedness and Emergency Management – Graduate Certificate in Disaster Health

## 2. CIP Code Requested

43.0302

## 3. Contact Person

Deborah J Persell, PhD, RN, APN
School of Nursing
College of Nursing and Health Professions
Arkansas State University – Jonesboro
P.O. Box 910
State University, AR 72467.
dpersell@astate.edu
870-972-3318

## 4. Proposed Starting Date

Fall, 2011

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to [http://registrar.astate.edu/bulletin.htm](http://registrar.astate.edu/bulletin.htm) and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.

For Registrar’s Use only

| Code # | 43.0302 |
PROPOSAL – 1
NEW CERTIFICATE OR DEGREE PROGRAM

1. PROPOSED PROGRAM TITLE
Disaster Preparedness and Emergency Management (Associate of Applied Science, Bachelor of Professional Studies, Master of Science, Graduate Certificate)

2. CIP CODE REQUESTED
43.0302

3. CONTACT PERSON
   Name          Deborah J Persell, PhD, RN, APN
                 Susan Hanrahan, Dean
   Name of Institution College of Nursing & Health Professions
                 Arkansas State University
   Address       P.O. Box 910
                 State University (Jonesboro), AR 72467
   E-mail Address dpersell@astate.edu/hanrahan@astate.edu
   Phone Number  870-972-3074

4. PROPOSED STARTING DATE
   Fall 2011

5. PROGRAM SUMMARY
   Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

List existing degree programs that support the proposed program.

In 2005, in response to an unmet need for disaster education within the health professions at Arkansas State University (ASU) and the broader health care community in the region and state, the College of Nursing and Health Professions (CNHP) became the only Regional Center for Disaster Preparedness Education in the state certified to offer courses in Basic and Advanced Disaster Life Support. These courses are nationally standardized, multi-disciplinary, and developed by an education consortium including all disciplines in disaster response. Community professionals completing these courses include allied health, nursing, medicine, Emergency Medical Services, fire fighters as well as local and university officials. Then, in 2006, CNHP through the Regional Center, again responded to community, regional and state needs by offering a multidisciplinary minor in Homeland Security and Emergency Management. Since that time the field of disaster preparedness, emergency management and homeland security has continued to develop. However, degree programs across the country lack uniformity in name, courses and effectiveness. Thus CNHP, through the Regional Center, is once again stepping forward to meet a need for academic preparation to offer three degrees in disaster preparedness
Proposal

Three degree pathways are being proposed:
1) An Associate of Arts degree in Applied Sciences (AAS) in Disaster Preparedness and Emergency Management [National Training Plan entry level]
2) A Baccalaureate of Professional Studies (BPS) with a concentration in Disaster Preparedness and Emergency Management [National Training Plan practitioner]
3) A Masters of Science degree in Disaster Preparedness and Emergency Management [National Training Plan Advanced/Mastery]
4) Graduate Certificate in Disaster Health [National Training Plan Advanced/Mastery]

The professional courses within these degrees will be offered so that students have access to them from any geographical location. Core and emphasis courses may be taken on-line from ASU. Transfer credits will be accepted but may not exceed 50%. The Associate and Bachelor degrees will incorporate prior learning assessment should the student wish to submit a professional portfolio to be evaluated for academic credit. Some courses will include both didactic and clinical or practicum content. The Associate and Bachelor degrees will admit students during the usual and customary admission time of ASU. The Master’s degree will be offered in modules that allow a student to enter the program during whatever module is being offered at that time. This will be known as year round admission; however, in rare circumstances, courses with clear pre-requisites will still have to be taken in that order. All students must meet admission criteria for Arkansas State University in order to receive academic credit. All students enrolled in a degree program must meet graduation requirements to receive the degree.

The same departments/colleges that have participated in offering the Multi-Disciplinary Minor in Homeland Security and Disaster Preparedness at ASU have courses that support these new degrees. This is not as evident in the AAS degree as it is in the BPS and MS. The current courses include: NRS 4503 Principles of Disaster and Emergency Preparedness; NRS 4513 Physical Care of Chemical, Biological, Radiological and Nuclear Injuries; NRS 4523 Risk Identification and Prevention in Disaster and Emergency Preparedness; NRS 4533 Evidence Based Practice – Disaster Mental Health; MCOM 4603 Crisis Communication; SOC 4063 Sociology of Disasters; and, SOC 4343 Geographic Information System for Social Sciences.

6. NEED FOR THE PROGRAM

Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.

Provide names/types of organizations/businesses surveyed.

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Indicate if employer tuition assistance is provided or other enrollment incentives.
A program needs assessment was conducted for all three degree programs. Included in the assessment were current and former students at ASU, employers of students at ASU, directors of the 50 state emergency management departments (including Arkansas Department of Emergency Management [ADEM]), and officials at the Federal Center for Domestic Preparedness. Students and former students were queried via classroom discussion and survey monkey. Employers, including state emergency managers, were asked to complete a survey on survey monkey. Dr. Persell went to Little Rock to visit with the top officials of ADEM. Dr. Cooksey, Dr. Hanrahan and Dr. Persell traveled to Anniston, AL to visit with the top officials of the CDP and they have since visited the campus of ASU.

Students expressed a robust interest in the range of degrees in Disaster Preparedness and Emergency Management. Four ASU classes with disaster/emergency management specific contact were queried. Enrollment in each class was between 20 and 30. Every student expressed interest with a quarter of them seeking further information and declaring a desire to obtain a degree in the field. At least three students were unwilling to wait for ASU to offer the degree and transferred to other educational institutions who did offer it. Sixty-six persons responded to the survey. Of those responding to the survey, 46 or 64% would be interested in pursuing a degree: 21 or 32% wanted an Associate’s Degree, 18 or 27% a Bachelor’s Degree and 7 or 10% a Master’s. The smaller percentage represented in the Master’s category is a direct representation of the lack of undergraduate degrees in this field. With such a strong interest in the Associate and Bachelor degrees, the future interest in the Master’s degree seems certain. Interestingly enough, those responding to the survey currently work in the field of emergency management. This clearly demonstrates a strong interest in the field and the potential for increased enrollment in the degree as the series of degrees become established at ASU.

The employer needs survey was conducted using employers from the region, state and nation. Nine employers responded to the survey. Five employers skipped the question that asked if they had positions for students with this degree. Those responding indicated they had positions for degrees at all levels, thus the percentages reported below in some cases total more than 100%. Of the employers in the region, two or 50% had positions for graduates with a masters in disaster preparedness and emergency management. No employers were willing to commit to a number of positions they had requiring the degree. Three employers responded to the question asking if a degree would be required for their open positions. Two said if the degree were offered they would then require their employee to have it. All three, or 100%, of the employers said they would give preference to hiring someone if they had this degree. Internships were offered by employers as a means of support for the program. Of those choosing to answer the question, all of the employers indicated a willingness to serve on an advisory board. Employers said this program was needed because of the geographic proximity to students needing the course. One employer noted they were a graduate of the Arkansas Tech program but would have preferred to acquire the degree closer to home. Employers also stated that they thought the program would be flexible enough to apply to a wide range of positions.

Included in the employer survey were departments of emergency management or the equivalent in all 50 states. We did not receive any responses other than from ADEM. On their invitation Dr. Persell traveled to meet with them. She took a copy of the degree plans contained in this document. The Director, Assistant Director and the official responsible for the state’s curriculum were present. The officials offered support of the program and offered to provide assistance as possible; for example, doing a presentation for one or more classes. They kept the proposal and did further evaluation and provided written feedback some time later. That feedback is contained at the end of this application.
Three employers also indicated the skills they most desired to see in graduates from the proposed degrees. Skills unanimously agreed upon are: analytical reasoning, adaptability to change, follow-up and follow-through, conflict resolution, interpersonal relations, written and oral communications, planning and organization and leadership or initiative. These skills are all represented in the proposed curriculum. Additional skills selected by one or two of the employers and also included in the proposed curriculum are: supervision, budgeting, computer applications, data analysis, and teaching.

While regional focus is important, the significance of addressing the national implications cannot be ignored. The state of Arkansas averages 29 tornados every year, 84 floods, 81 flash floods and 2.5 severe winter storms. The northeast portion of the state, in which ASU resides, sits on the New Madrid fault. According to Arkansas State’s hazard vulnerability assessment, the probability that a significant earthquake will occur on this fault in the next 50 years is 25-40%. We cannot wait to get experts in place if planning is to be sufficient to limit the potential damage. In fact, according to the same assessment, there is seismic activity in this region every month. There has not been a year in the last 10 in which major or federally declared disasters have not occurred in NE Arkansas. This level of disaster requires federal assistance. If the region, its people and its employers are to receive all the federal resources available to them, it is essential that emergency managers be educated in interacting with federal officials. Further, many disasters cross state lines. Therefore, it is prudent to look beyond our region and consider the need for emergency managers nationally.

Nationally, there is a long standing need for experts in disaster preparedness and emergency management. It is difficult to find a profession in which the prospective employer would not prefer an employee with this expertise. On one day alone, there were over 1,100 positions posted within the Federal Emergency Management Agency web site. Health care is an obvious employment sector for those with this degree as victims of disaster will present to their health care provider/facilities for treatment following a disaster. Increasingly governmental and facility accreditation standards include expertise in disaster preparedness. At the government level, city and county emergency managers are increasingly being required to have a degree in addition to any certifications or on-the-job training they may have. Disasters have major economic impact and business continuity plans are now being included as a necessity for economic survival. These are but a few of the highlighted employer options.

Based on the needs survey of both employers and students, it is clear a need for this program exists.

7. CURRICULUM OUTLINE

Provide curriculum outline by semester
Give total number of semester credit hours required for the program
Identify new courses (provide course descriptions)
Identify required general education courses, core courses and major courses
Identify courses currently offered via distance technology
State program admission requirements
Describe specified learning outcomes and course examination procedures.
Include a copy of the course evaluation to be completed by the student.
Program Description
The graduate certificate in disaster preparedness and emergency management is an interdisciplinary program that prepares professionals to effectively meet the demands of disaster preparedness, mitigation, planning, response and recovery. The program requires 18 hours of graduate-level courses related to disaster health. Hours completed in fulfillment of a prior degree cannot be counted toward certificate requirements. Hours completed in the certificate program, however, can be applied toward the MS degree. Students may transition from the certificate program to the MS program with permission of the graduate faculty.

Admission Requirement
Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. Send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Students wishing to complete the certificate must meet the same prerequisites as for the MS degree in Disaster Preparedness and Emergency Management. Students interested in pursuing a Graduate Certificate in Disaster Preparedness & Emergency Management must schedule a personal interview with a MS adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the certificate program. The adviser and the student will analyze the appropriateness of the certificate given the student's goals and career objectives, the certificate requirements and the student's academic progress to date. Admission to the certificate program is conditioned upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness. The Center for Domestic Preparedness has the authority to accept or reject any applicant based on criteria and requirements created by the Center for Domestic Preparedness.

Financial Assistance
Students interested in financial assistance should contact the financial aid department of the university.

Pre-Requisites
- Bachelor’s degree in any discipline
- ICS -- 100 (comparable to associated country)
- ICS – 200 (comparable to associated country)
- ICS – 700 (comparable to associated country)
- ICS – 800 (comparable to associated country)
- CDLS (Core Disaster Life Support)
- BDLS (Basic Disaster Life Support)

The following courses comprise the Graduate Certificate Disaster Health
- DPEM 5613 Radiological Emergencies
- DPEM 6223 Epidemiology of Disasters
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6273 Vulnerable Populations in Disasters
- DPEM 6313 Pandemics
- DPEM 6733 Managing Mass Casualties in Hospitals

Total Hours: 18
These courses will be offered as 7 week courses
8. FACULTY

List the names and credentials of all faculty teaching courses in the proposed program. *(For associate and above: A minimum of one full-time faculty member with appropriate credentials is required.)*

Total number of faculty required (number of existing faculty, number of new faculty). For new faculty provide the expected credentials/experience and expected hire date.

For proposed graduate programs provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date.

Existing Faculty:
Deborah J Persell, PhD, RN, APN  Associate Professor, PhD in Nursing Homeland Security; Certified in Incident Command System 100, 200, 300, 400, 700 & 800; REAC/TS; HAZMAT Awareness through Technician; Research Fellowship at the Radiation Effects Research Foundation in Hiroshima, Japan; Coordinator of the Regional Center for Disaster Preparedness Education; Vice-Chair of the Academic Review Committee for the National Disaster Life Support Education Consortium; Member of the nursing research committee for the World Association of Disaster and Emergency Medicine; Member of the Advisory Board to the EnRICH project, a pan-Canadian project on the underserved and disaster response; researcher in disaster related projects.

Brent Cox, BS in Emergency Management & Administration, MS in Homeland Security & Emergency Management student – degree completion 2012

Debbie Shelton, MSN, RN, APN current PhD student; Faculty for the Regional Center’s Disaster Life Support courses, Certified in ICS 100, 200, 300, 400, 700 & 800; researcher in disaster related projects; International health care provider

Paige Wimberley, PhD (c), RN; Faculty for the Regional Center’s Disaster Life Support courses

Nonie Wiggins, EdD (c), RN; Faculty for the Regional Center’s Disaster Life Support courses

New Faculty:
One 12 month faculty will be hired July 1, 2012 with at minimum a master’s degree and credentials in BDLS, ADLS and certifications in ICS.

One 9 month faculty will be hired Aug 15, 2011 with credentials as noted above.

Other adjunct faculty may be contracted as necessary dependent upon enrollment and content expertise.

9. DESCRIPTION OF RESOURCES

Current library resources in the field
Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)
New resources required, including costs and acquisition plan
Because the College of Nursing and Health Professions’ School of Nursing and Department of Social Work, the College of the Humanities and Social Sciences’ Departments of Criminology, Political Science, and Sociology as well as the College of Communications’ Department of Radio/TV have been sponsors of the minor in Homeland Security and Emergency Management, multiple resources for this degree program already exist on the ASU Jonesboro campus.

The College of Nursing and Health Professions has sufficient classroom space to support these new programs. With the addition of Smith Hall (90 and 45 seat classroom) and the new Donald W Reynolds Center for Health Sciences (5 new classrooms) to the existing CNHP building (9 classrooms), scheduling state of the art classrooms for these program will not be a problem. The college also supports two computer labs in addition to complementary labs as noted below. Student study rooms are also available for these students.

Equipment and supplies routinely utilized by the Regional Center to offer the Disaster Life Support courses will compliment and supplement this new program. These include: Purified Air Respirators, Level B HAZMAT suits, pairs of steel toed boots and other level C boots, quantities of chemical tape, auto-injectors for nerve agents, smallpox needles, full face masks, high-fidelity mannequins, triage tarps, bull horns and other radio communications, triage mannequins and a many other supplies unique to disaster response.

Library resources have been developed, including access to the U.S. Naval Digital Database for Homeland Security. Professional simulation exercises have been purchased for high-fidelity mannequins in the clinical learning laboratory in CNHP.

The College of Nursing and Health Professions has a research laboratory in the Arkansas Sciences Bioscience Institute. Students in the master’s program may participate in disaster related research in this facility. Current research there includes studying the allostatic impact of disasters on children’s overall well being by analyzing salivary cortisol, IgA and alpha amylase.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years of program operation

   New administrative costs
   Number of new faculty (full-time and part-time) and costs
   New library resources and costs
   New/renovated facilities and costs
   New instructional equipment and costs
   Distance delivery costs (if applicable)
   Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)
   
   No new costs (Explain)

New costs to the program include two new faculty (157,500) and adjunct faculty (4,950). Faculty costs – One new 12 month FTE lines to support additional coursework at all levels (90,000). One 9 month faculty line (67,500). Adjunct faculty costs are estimated at (4,950). The remainder of the program will be supported by existing faculty. Total cost: $162,450

Library Resources are sufficient. – Because of the minor in homeland security and emergency management, the library resources are already in progress. Resources will be added through annual purchases established by the library.
New Instructional equipment will be minimal and purchased by the college with infrastructure and other funds. Because of the teaching activities of the Regional Center for Disaster Preparedness, specialized equipment has already been purchased.

Distance Delivery costs – Current distance delivery modalities used in the disaster courses are already taught at ASU. Blackboard, including the use of Tegrity, will be integral to the success of the masters program. Travel costs for practicum experiences are the responsibility of the student.

Disaster Preparedness Learning Center – There will be repurposed space devoted exclusively to disaster preparedness education. It is already in progress as all of the nursing disaster courses are already taught in the same classroom/equipment space (CNHP 504). This space is located in the College of Nursing and Health Professions building. This building is currently undergoing renovation. Proposed renovations for this classroom include current student desks be replaced with tables and chairs that can be moved to form small groups to facilitate tabletop exercises. A reconfiguration of the space also includes storage shelves along the concrete block wall so that the equipment needed for decontamination and other drill exercises is organized and readily available to students. The college has funds for start-up research and funding for faculty who may need enhanced credentials or travel to disseminate research results. There is existing equipment in the college that will be utilized by this program as well as classroom and lab spaces.

11. SOURCES OF FUNDING – Income for the first 3 years of program operation

   - Reallocation from which department, program, etc.
   - Tuition and fees (projected number of students multiplied by tuition/fees)
   - State revenues (projected number of students multiplied by state general revenues)
   - Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

Tuition will be the primary source of income for program operation. Tuition and fee structure is pending discussion with the provost.

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

   Proposed program will be housed in (department/college)

The programs will be housed in the College of Nursing and Health Professions, specifically located in the Regional Center for Disaster Prepared Education.
13. **SPECIALIZED REQUIREMENTS**

Specialized accreditation requirements for program (name of accrediting agency)
Licensure/certification requirements for student entry into the field

**Provide documentation of Agency/Board approvals (education, nursing--initial approval required, health-professions, counseling, etc.)**

There are no accreditation requirements for programs in Disaster Preparedness. However, this program can be accredited under the National Association of Schools of Public Affairs and Administration. The chair of the Political Science Department, Dr. Richard Wang (Dr. Will McLean, summer 2011) have agreed to assist in this process. The self study and accreditation process will begin upon approval of the degree program by Arkansas Dept. of Higher Education.

There is an optional accreditation process for programs in Emergency Management. This program is being designed to be eligible to apply for accreditation in Emergency Management.

There are currently two-levels of certification available for Emergency Management. Graduates from this program should be able to write for the highest certification level as long as they are employed in the field of emergency management. ASU students already licensed as a Registered Nurse and employed as a nurse would be required to maintain their nursing licensure. There are no current certifications in nursing required for this degree. It is essentially a new degree with few certification opportunities. Those may come in time.

14. **BOARD OF TRUSTEES APPROVAL**

Provide the date that the Board approved the proposed program

August/September, 2011

15. **SIMILAR PROGRAMS**
No other university in the state offers a degree in Disaster Preparedness and Emergency Management. Arkansas Technical University (ATU) offers a Bachelor’s degree in Emergency Management (it also has an undergraduate minor in emergency management) and has a Master’s degree in Emergency Management and Homeland Security. Homeland security is a broader concept than disaster preparedness. ASU’s proposed degrees therefore are more specific to disasters and the management of disasters and other emergencies. In addition, many of the courses to be offered at ASU have a healthcare component that is not addressed by ATU.

Conversations between ATU and ASU have occurred regarding the degree proposals. The Interim Head of ATU’s Department of Emergency Management expresses verbal support of this application and noted there is a need for additional academic programs in the field. He indicated ATU has a strong concentration in corporate homeland security. ASU’s emphasis is health care. A copy of the proposed curriculum has been provided to ATU for their comment and input. A verbal agreement was made to continue the conversation and look for areas of collaboration.

The geographic location of ASU also generates interest and need for these degrees in our region. The university is located along the New Madrid fault line; some authorities indicate the probability of a major earthquake in this area is 50% in the next 15 years. In addition, the Federal Emergency Management Agency indicates within the last 10 years there have been over 11 federally declared disasters or emergencies in the counties of Northeast Arkansas.

A copy of the written notification submitted to other institutions is pending.

16. DESEGREGATION

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs (if applicable)

There is no applicable degree program related to these degrees. Using general demographics at the Jonesboro campus, headcount by ethnicity is 17.5% African American, 0.5% American Indian, 0.7% Asian American and 1.1% Hispanic American. The rest of the student population is White American or ethnicity unknown. Nonresident aliens comprise 0.6% of the student body.

Arkansas State University has a robust recruitment and retention plan for minority undergraduate students. Admissions staff travels throughout the Delta region of Arkansas, Tennessee, Mississippi and Missouri for high school and community college visits and college fairs. Additionally they visit with local students from the migrant community through an area cooperative. The Admissions staff meets with junior high and high school students through TRIO programs and the Discover Diversity Leadership Conference. Recruitment has also occurred through the Arkansas State University website and word of mouth to date. Qualified applications have exceeded the number of available positions in degrees programs offered by the College of Nursing and Health Professions. Therefore, these strategies have been successful and the recruitment plan for students from underrepresented groups and disadvantaged backgrounds will incorporate the same strategies.
17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

Formal agreements between clinical agencies and Arkansas State University will be developed prior to placing students with the agency. These agreements are routinely utilized within the College of Nursing and Health Professions (CNHP) for all clinical or practicum experiences. Signed copies of agreements will be maintained by the office of the Dean of CNHP.

18. ADDITIONAL INFORMATION REQUESTED BY ADHE STAFF

APPENDIX I
Existing Faculty Curriculum Vitas
Curriculum Vitae

I: Name
Deborah J. Persell, PhD, RN, APN

II: Credentials
Ph.D. in Nursing with a concentration in Homeland Security at UT, Knoxville
Pediatric Nurse Practitioner (NAPNAP)
APN Licensure in the state of Arkansas ((A01576)
24-Hour HAZMAT Technician (IP04190624TC01)
Hospital Decontamination Certificate (UT042606HOS16)
Basic Disaster Life Support Instructor
Advanced Disaster Life Support Instructor

III: Current Faculty Appointment
Associate Professor of Nursing, tenured

IV: Current and Previous Employment

a. Academic:

Arkansas State University, Associate Professor of Nursing & Director of Regional Training Center for Disaster Life Support, February 2001 to present

University of Michigan, Clinical Faculty in the Pediatric and Family Nurse Practitioner Program, August 1998 – December 2000
Tennessee State University, Assistant Professor of Nursing (FNP program), May 1997 – July 1998


Iowa Methodist School of Nursing, Faculty, 1993-1997

Harford Community College, Clinical Instructor, 1981 - Jan. 1992

Mid-America Nazarene College, Assistant Professor of Nursing, 1980 - 1981

b. Practice:

Private Practice, University of Michigan Health Systems, Brighton Pediatric Practice. Winter 2000

Private Practice, Dr. Stephens. February 1999 – June 2000

United Neighborhood Health Services, Cayce Center – December 1997 – August 1998

Maternal Child Health Projects Pediatric Nurse Practitioner, Summer 1993 - December 1996

Sinai Hospital of Baltimore, MCH Instructor in Staff Development, Jan. 1992- August 1992

Franklin Square Hospital Center, Staff Nurse (PRN Pool), 1990 - Jan. 1992

Department of the Army, Parenting class instructor, 1987-1988

Humana Corporation Staff Nurse (PRN Pool) 1981
Job Description: Direct patient care with occasional charge nurse duties.

Associate of Dr. Pommerenke 1981 Pediatric Nurse Practitioner
Job Description: Functions of a Pediatric Nurse Practitioner in the practice of a Family Practice.


Indian Health Service at Shiprock, Student Nurse Practitioner, New Mexico 1978

Johnson county Health Department, Public Health Nurse 1976 – 1977

Olathe Community Hospital, Graduate Nurse/R/N., 1976

V: Education

University of Tennessee, Knoxville
Ph.D.

University of Missouri at Kansas City
MSN (Pediatrics)
Troost Ave.
Kansas City, Missouri

University of Kansas at Kansas City
BSN
Rainbow Blvd.
VI: Awards and Honors
Alumni Academic Nurse of the Year, University of Missouri-Kansas City, 2010

ASU College and University Faculty Service Award, 2009

Martha E. Rogers Excellence in Scholarship Award from the University of Tennessee, College of Nursing, May 8, 2008.

Outstanding Dissertation Award from Sigma Theta Tau International, Gamma Chi Chapter, Knoxville, TN, 2008.

Who’s Who Among Students In American Universities & Colleges, The University of Tennessee, College of Nursing, 2008.

Research fellowship in Japan at the Radiation Effects Research Foundation & Hiroshima International Council for the Care of the Radiation Exposed Hiroshima, Japan, June 3-29, 2007

Citation for Extraordinary Professional Promise, University of Tennessee, Knoxville, 2007

Research & Scholarship Activity Award, College of Nursing and Health Professions at Arkansas State University, 2006

April 2002 Sigma Theta Tau International, Eta Theta Chapter Excellence in Nursing Scholarship Award

April 2002 College of Nursing and Health Professions Research and Scholarship Award

May 1999 Tennessee State University, Outstanding Faculty Award, MSN Class of 1999 Scholarship

Graduate Scholarships:
Fall 2006 Betty Jo McAfee Greene Scholarship, college of Nursing, University of Tennessee, Knoxville

Summer 2006 Professional Nurse Traineeship, University of Tennessee, Knoxville

Fall 2005 Professional Nurse traineeship, University of Tennessee, Knoxville

August 1978 Grant -- National Health Service Corps/U.S. Public Health Service

August 1978 -- Professional Traineeship -- University of Missouri at Kansas City

August 1978 -- University of Missouri at Kansas City

VII: Publications:
Dissertation
Persell, D. J. (2008). The Experience of Faith-Based Disaster Response; A Qualitative and Quantitative Analysis, March 2008, Knoxville, TN: The University of Tennessee, College of Nursing.
Published Abstracts

**Persell, D.J.** & **Speraw, S.** (2010). Lessons Learned from Faith Based Disaster Response following Hurricane Katrina. Prehospital and Disaster Medicine, Vol 25 (1S): s50.

**Persell, D.J.** & **Speraw, S.** (2010) Impact of Faith-Based Disaster Response on Staff. Prehospital and Disaster Medicine, Vol 25 (1S): s79.

**Journals**


**Books and Chapters**


Films


VIII. Presentation at Learned Forums:


Persell, D. J. (1997) "Biblical Perspectives on Health” October, 1997 Women's Retreat, Goodlettsville Church of the Nazarene at Gatlinburg, TN.

**IX: Grants**

2010 -- Arkansas Department of Health, Disaster Life Support Course Training for Arkansas Medical Reserve Corps, $20,000

2010 -- Arkansas Biosciences Institute, $5,000; School of Nursing, ASU, $2,500; Regional Center for Disaster Preparedness Education $1000 and Office of the Dean, College of Nursing and Health Professions $3000 for a total of $12,000 for Phase 1 (pilot project) of The allostatic impact of socioeconomic status (SES) and environmental disasters on the well being of children in the Mississippi Delta region of Arkansas.

2007-2008 -- Arkansas State University Faculty Research $3450

2007 – 2008 -- Vollman Fund with matching funds from Arkansas State University total $1500

2006 -- $3455 Special Project Award from Academic Affairs, ASU for Disaster course.

2005 -- $5000 Special Project Award from College of Nursing and Health Professions for disaster course development, analysis of data, and report of findings.


2005 -- $10,000 ($8,000 in two technical service contracts and up to $2,000 of mailing lists, travel, etc.) Biopharmaceuticals Utilized in Treating Victims of Biological, Chemical and Nuclear Terrorism: Arkansas’ Social and Economic Readiness. CDC Cooperative Agreement No. U90/CCU616074-05 “Public Health Preparedness and Response for Bioterrorism.” Funded by Arkansas Department of Health.

2004 -- $500. Office of the Dean of the College of Nursing and Health Professions. Concerns and Learning Needs of Nursing Students in Caring for victims of terrorism.
Review of chapters for three new textbooks for Thomson Learning and Pearson Education. The focus of the books was a generic pediatric text, a pediatric case study text, and a disaster nursing text.

**Review of articles for publication in the Journal of Family and Community Health.** Focus of articles was disaster nursing.

**Professional organizations & committees**

H1N1 Incident Commander for Arkansas State University, 2009-2010

NE Arkansas Director of Nazarene Disaster Response, 2008 – present

Work-group member of Craighead County Emergency Management Task Force, 2008 – present

Work-group member of National Disaster Life Support Education Consortium – 2007 – present

Member of National Disaster Life Support Education Consortium

Vice-Chair of the Academic Review Committee – 2009 – present

Member, World Association of Disaster and Emergency Medicine

Member of Nursing Section, Member of Nursing Research Committee – 2008 – present

Member, Craighead County Emergency Management Task Force – 2008 – present

Member, Northeast Arkansas Hospital Preparedness Committee – 2008 – present

President, Eta Theta Chapter of Sigma Theta Tau International 2005 – 2006

President elect, Eta Theta Chapter of Sigma Theta Tau International 2004-2005

Secretary, Eta Theta Chapter of Sigma Theta Tau International 2002-2004

Member Eta Theta & Gamma Phi Chapters of Sigma theta Tau 2002 – present

International Member, National League of Nursing

Member, National Organization of Nurse Practitioner Faculty – 2005 – 2009

Branch Director/Group Leader for the Health & Medical response to disasters at Arkansas State University – 2008 - present

Compassionate Ministries International, Nazarene Disaster Response

January, author and teacher of local church disaster response curriculum 2006 – present

Member of Board of Directors, Our Kids First, Jonesboro AR. 2003-2004
XI. Continued Education:

2010
Tennessee Simulation Conference. November 4-5, Nashville, TN.
Association of Schools of Allied Health Professions 2010 Annual
Conference: Through an Interdisciplinary Looking Glass: Achieving Quality Outcomes Through
International Institute for Qualitative Methodology's 2010 "Qualitative
Health Research" Conference. October 3-5. Vancouver, B.C.
International Preparedness and Emergency Response, January 11-14, Tel
Aviv, Israel.
Self Assessment Examination, Pediatric Nurse Certification Board
CNHP/SON faculty development
Basic and Advanced Disaster Life Support courses

2009
16th World Congress on Disaster and Emergency Medicine. May 12-15,
2009, Victoria, British Columbia, Canada.
14th Qualitative Health Research Conference, October 3-6, 2008, Banff,
Alberta, Canada.
Self Assessment Examination, Pediatric Nurse Certification Board
CNHP/SON faculty development

2007
6th European Conference of the Association of Common European
Nursing Diagnoses, Interventions and Outcomes, April 19-21, Amsterdam, The Netherlands.
The International Council of Nurses International Conference: May 27
June 1, 2007, Yokohama, Japan.
Greensboro Area Health Education Center. The Nurse' Role in Disaster
Self Assessment Examination, Pediatric Nurse Certification Board
CNHP/SON faculty development

2006
17th International Nursing Research Congress Focusing on Evidence-
5th Annual Conference for School Nurses. June 14, 2006, Knoxville
TN.
Knoxville, TN.
CNHP/SON faculty development
Self Assessment Examination, Pediatric Nurse Certification Board

2005
Waikoloa Hawaii.
Eta Theta Chapter Educational Meeting. January 24, 2005 Jonesboro,
AR.
CNHP/SON faculty development
Basic and Advanced Disaster Life Support courses
Self Assessment Examination, Pediatric Nurse Certification Board

X. Other
Numerous television and newspaper interviews
Active local church involvement:
Teach Sunday School
Choir Member
Drama Participant

Revised 9/2010

Bobby Brent Cox
1604 Edgewood Cr
Paragould, AR 72450
870-215-2328
brentcox@paragould.net

Education

Degree:
Associates of Applied Science in Criminal Justice
Associates of Applied Science in General Education
Bachelors of Science in Emergency Administration Management
Masters of Science in Homeland Security and Emergency Management
(enrolled full time)

Relevant Certifications:
Certified Healthcare Emergency Professional...Police Officer
Certification...FEMA Professional Development Series...CPR Instructor...Incident Command
System Curricula Instructor...WMD Standardized Awareness Instructor...Homeland Security
Exercise And Evaluation Program Instructor...Crisis Prevention Intervention Instructor...Basic
Disaster Life Support Instructor...Advanced Disaster Life Support Instructor...Drug Abuse
Resistance Education Instructor...Smart Choices Better Chances Instructor...Hospital Emergency
Response Team Instructor...Haz-Mat Technician...Master Exercise Practioner (April 2011).

See attached documents outlining all certifications.
Completed 1895 hours of training

Work Experience

Arkansas Methodist Medical Center
April 2006 to present
Director of Security and Emergency Management. Responsible
for ensuring personal safety and security of patients, visitors and employees and protection of
property and assets; develop, evaluate, implement, and maintain security, safety and emergency
preparedness programs, policies, and procedures; provides ongoing education and monitor activities
to ensure compliance with all legal requirements; exercises independent judgment in the course of
carrying out overall responsibilities. Coordinates Emergency Preparedness Programs; designs,
implements and monitors security policies; and serves as liaison between AMMC and public law
enforcement, fire, safety, and other appropriate emergency agencies.

Arkansas Methodist Medical Center
January 2003 to April 2006
Security. Oversee all off duty officers working for the
Hospital; set schedules; investigate all crimes that occurred on Hospital property.
August 2001 to April 2006

**Paragould Police**  
*Patrolman.* Patrol the city limits of Paragould, AR; answer emergency and non-emergency calls such as but not limited to, domestic disputes, traffic violations, suicide attempts, burglaries, and medical emergencies; arrest suspects based on probable cause or an issued warrant; collect information and write reports, investigate misdemeanor crimes; control the scene of traffic accidents and other crime scenes; DARE Instructor; Field Training Officer.

December 1997 to August 2001

**Greene County Sheriff’s Department**  
*Criminal Investigator-Juvenile Division.* Investigated all juvenile and sex-related crimes: assisted other investigators with their work load; testified in court; spoke to community groups of all ages about Arkansas State Laws, drugs, and alcohol-related topics; participated in “Lunch Buddy Program” with local Elementary Schools.

*Deputy.* Patrolled Greene County; answered emergency and non emergency calls; arrested subjects based on probable cause or an issued warrant; collected information and wrote reports; controlled the scene of traffic accidents; member of the Greene County Entry Team.

*Dispatcher.* Operated the Arkansas Crime Information Center Terminal; managed emergency 911 calls; wrote reports; filed and located warrants; collected bond and citation payments; directed deputies to proper locations; answered phones.

*Sgt. Detention Officer.* Managed jailers on duty; booked, fingerprinted, and filed inmate paperwork; made decisions regarding the safety of inmates; performed all other responsibilities of jailor.

*Jailor.* Cared for essential needs of inmates, including food, medical attention, and escorting inmates to their designated location; maintained security of inmates and the Greene County Jail premises.

**Honors**  
Recipient of Volunteer Award from Project Head Start…Outstanding Achievement Award in Criminal Justice…Loose Caboose Committee Member and three year president…Greene County Community Fund Board…Sunday School Director…Deacon…Leadership Paragould

**References**  
Available upon request

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**Curriculum Vita**

**NAME:**  
Debbie Shelton

**CREDENTIALS:**

*Advanced Practice Nurse – License #AO1128, AR State Board of Nursing*
*Family Practice Nurse – Board Certified, American Nurses Credentialing Center*
*Registered Nurse – License #R36313, Arkansas State Board of Nursing*
*Controlled Substance Registration, #MS1430331, Drug Enforcement Administration*
*Basic Disaster Life Support – Certificate, ASU Regional Training Center*
*Advanced Disaster Life Support – Certificate, ASU Regional Training Center*
*Disaster Life Support Instructor, Certificate, University of Tennessee, Knoxville*
*CPR/AED, American Heart Association ICS 100, 200, 300, 400, 700, 800*

**CURRENT FACULTY APPOINTMENT:**
Assistant professor

CURRENT AND PREVIOUS:

Academic:
August 2005 – Present
Arkansas State University – Jonesboro, AR
Assistant Professor of Nursing

August 2005 – August 2009
Instruct, advise, and provide clinical supervision to nursing students. Courses taught: Health Assessment NRS3392, Health Assessment Practicum NRSP3991, Chronic Illness and Rehabilitation NRS4312, Nursing Care Systems V NRSP 4336.
Developed new syllabus, content, and teach materials for senior-level BSN course NRS4312.
Developed Clinical Portfolio for clinical students in NRSP 4336.
Serve as academic advisor for 20 BSN students from sophomore through senior level.
Course coordinator for NRSP4336.
Instructor for Basic and Advanced Life Support courses.

August 2009 – August 2010
Instruct, advise, and provide clinical supervision to nursing student. Courses taught: Advanced Health Assessment NURS 6023, FNP Clinical Management I Practicum NURS 6514, FNP Clinical Management II Practicum NURS 6614, FNP Clinical Management III Practicum NURS 6818, FNP Clinical Synthesis NURS 6753, FNP Clinical Management I NURS 6613.
Development of Clinical Evaluation Tool for NURS 6514, NURS 6614, and NURS 6818.
Development of new clinical course syllabi with grading rubrics for NURS 6514, NURS 6614, and NURS 6818.
Development of Preceptor Orientation Handbook for all FNP preceptors.
Interim FNP Course Coordinator.

Practice:

June 2006 – Present
Coast-to-Coast Medical Stop
2201 Horizon Drive, West Memphis, AR 72301
Advanced Practice Nurse, FNP-BC

December 1994 – August 2005
Riverside Clinic
105 Nathan, Marked Tree, AR 72365
Advanced Practice Nurse, FNP-BC

May 1990 – December 1994
St. Jude Children’s Research Hospital
Danny Thomas Lane, Memphis, TN 38101
Staff RN – Bone Marrow Transplant Unit

Administrative:

EDUCATION:

Doctorate in Nursing Practice
University of Tennessee Health Science Center, Memphis – Currently enrolled
Post Graduate FNP Certificate
University of Tennessee, Memphis, May 1996

Master of Science in Nursing
Arkansas State University, Jonesboro, May 1995

Registered Nurse Practitioner
Arkansas State University, Jonesboro, May 1990

Bachelor of Science in Nursing
Arkansas State University, Jonesboro, May 1990

AWARDS AND HONORS:

PUBLICATIONS:

Publication #01 Target: An introduction to emotional intelligence.
Number of Pages – 18
Journal: Journal of Holistic Nursing (submitted)

PRESENTATIONS TO LEARNED FORUMS (ABSTRACTS)

International

Presentation #01
Stories from Vietnam
Shelton, Debbie
Qualitative Health Research
International Institute for Qualitative Methodology
October 2 – 6, 2010
Vancouver, British Columbia, Canada

National

Presentation #01
The Use of Simulation in Disaster Preparedness
Shelton, Debbie; Wiggins, Nonie; Wimberley, Paige; Persell, Deborah
3rd Annual Simulation Conference
Tennessee Simulation Alliance
November 2 – 5, 2010
Nashville, Tennessee

Presentation #02
Target: A Method of Incorporating Emotional Intelligence into Nursing
Shelton, Debbie
Nursing Education Summit 2010
National League of Nursing
September 29 – 30, 2010
Las Vegas, Nevada

Presentation #03
Targeting the Senior Nursing Student: An Exercise in Emotional Intelligence
Shelton, Debbie
Drexel University Nursing Education Institute
Drexel University
June 7 – 10, 2007
Regional

Presentation #01
An Emotional Capstone for Graduating Baccalaureate Students
Shelton, Debbie
Nurse Educator Institute
March 27-31, 2007
Branson, Missouri

State

Presentation #01
Alternative Sites in Advanced practice
Shelton, Debbie
Arkansas State Nurses Convention
Arkansas State Nurses Association
October 12, 2006
Hot Springs, Arkansas

Presentation #02
Target: A Classroom Game in Emotional Intelligence
Shelton, Debbie
Sigma Theta Tau Research Day
Sigma Theta Tau International Honor Society for Nursing
April 5, 2007
Jonesboro, Arkansas

GRANTS:

Dean’s Grant
Summer II 2007
$3000.00
Development of Clinical Portfolio for NRSP 4336, implemented in Fall 2007

Dean’s Grant
Summer II 2009
$5000.00
Development of Clinical Evaluation Tools for NURS 6514, NURS 6614, NURS 6818, implemented Fall 2009

Dean’s Grant
Summer I 2010
$5000.00
Scholarly writing, submitted to Journal of Holistic Nursing, July 2010

Dean’s Grant
Summer II 2010
$5000.00
Development of Preceptor Orientation Handbook, implemented Fall 2010

UNIVERSITY GOVERNANCE (Committee Work for the last three years)
Program BSN
Curriculum Committee Fall 2007 – present
Admission, Progressions & Credit Fall 2007 – present
Ad Hoc Clinical Evaluation Committee Fall 2007 - Fall 2009

Program MSN
Curriculum Committee Fall 2009 – Present
Admission, Progressions & Credit Fall 2009 – Present

School
NLNAC Committee, Standard IV Spring 2010 – Present
Faculty Development Committee Fall 2006 – Fall 2009
Bylaws/Nominating Committee Fall 2008 – Present
Library Committee Fall 2008 – Present
Ad Hoc Goals Committee Fall 2009 – Fall 2010

College
Infection Control Committee Fall 2006 – Fall 2009
Scholarship and Awards Fall 2009 – Fall 2011
Curriculum Committee Fall 2009 – Present
Ethics Committee January 2008

University
Board of Trustee Faculty Achievement Fall 2006
Board of Trustee Faculty Achievement Fall 2010
University Disaster Preparedness Committee 2009 – 2010

PROFESSIONAL AND COMMUNITY SERVICES (MEMBERSHIPS & OFFICES):
2005 – Present National League of Nurses
2005 – Present American Nursing Association
2005 – Present Arkansas Nursing Association
District 6 Treasurer 2006 – 2009
1995 – Present Sigma Theta Tau International Honor Society of Nursing
Eta Theta Chapter President 2008 – Present
2009 – Present Medical Reserve Corp
2006 – Present Regional Training Center for Disaster Preparedness Education
2006 – Present Northeast Arkansas Nurse Practitioner Association
President Elect 2009
2007 – Present Arkansas Hospital Preparedness and Emergency Response Committee

CONTINUED EDUCATION: (Last Five Years)
Basic Disaster Life Support – March 6, 2009 (recertification)
“Improving Blood Pressure Control in the Older Adult”, UAMS Center on Aging (1 contact hour)
January 13, 2009
“Improving Glycemic Control in the Older Adult”, UAMS Center on Aging (1 contact hour) May 12, 2009
“Simple 7 Oral Clinical Evaluation”, ASU CNHP (1.5 contact hours) May 13, 2009
“Healing Health Professionals”, “How Professionals Communicate”, “A Passion for the Art of Healing”,
ASU CNHP (4 contact hours) August 17, 2009
“Triglyceride-Related Residual Risk following Optimal LDL Control”, Indiana University School of Medicine
(2 contact hours) December 8, 2009
“New horizons in breast Cancer surgery that may benefit the elderly”, Suzanne Klimberg, MD. UAMS
“Managing prostate health in the aging male.” Graham F. Greene, MD, UAMS
Faculty Development Seminar on Communication with Suzanne Gaddis. Arkansas State University. August 18, 2008
National Incident Management System courses 100/200/700/800
American Heart Association Healthcare Provider Recertification August 19, 2008
Introduction to Statistics, Arkansas State University, fall 2008, 3 credit hours
“Arkansas BSN Nurse Educator Sharing Day”. University of Arkansas for Medical Sciences. February 09, 2007 (2 contact hours).
"Nurse Educator Institute 2007” University of Arkansas for Medical Sciences. March 27-29, 2007 (12.25 contact hours).
“Faculty Development Seminar on Doctoral Education. Arkansas State University. April 13, 2007 (1 contact hour).
Sigma Theta Tau Tri-Chapter Research Day. Arkansas State University. April 05, 2007 (4.5 contact hours).
"Drexel University Nursing Education Institute 2007”. Miami, Fl June 8-10, 2007 (10 contact hours).
"National Nursing Education Initiatives" Dr. Elizabeth Stokes. Arkansas BSN Nurse Educator Sharing Day. February 10, 2006 (1 contact hour).
"Clinical Simulation Framework: Developing Simulations in Nursing Education" Debra L. Spunt, MS, RN. Arkansas BSN Nurse Educator Sharing Day. February 10, 2006 (1.5 contact hours).
Sigma Theta Tau Tri-Chapter Research Day. Conway Regional Health System. April 13, 2006 (4.2 contact hours).
The Teaching Professor Conference. Magna. May 19 - 21, 2006
"Diabetes Update." ASU College of Nursing and Health Professions. June 15, 2006 (5.25 contact hours).
"Managing & Motivating the Generations: Implications for the Classroom and the Clinic." ASU College of Nursing and Health Professions. August 11, 2006. (5 contact hours).
OTHER:
Development of Clinical Portfolio for NRSP 4336
Development of Clinical Evaluation Tools for NURS 6514, NURS 6614, & NURS 6818
Development of Preceptor Orientation Handbook
Development of NRS 4312 to online course
Research Interests:
Emotional intelligence in the classroom, emotional intelligence in nursing
PTSD among Vietnam Veterans

Revised 9/2010

Curriculum Vita

NAME:
Paige Wimberley
pwimberley@astate.edu
CREDENTIALS:
BSN, MSN, APN, RNP, RN-CS, CNE

Licensed in State of Arkansas as Registered Nurse, since 1982. Expiration date 1/31/2012.


Clinical Specialist in Medical-Surgical Nursing - American Nurses Credentialing Center. Expiration date November 30, 2013. Certification Number 03255573.

Basic/Advanced/Instructor Disaster Life Support, 2006-present

CURRENT FACULTY APPOINTMENT:
Assistant Professor of Nursing
RN-BSN Program Coordinator

EDUCATION:

St. Louis University enrolled since 2007 seeking Ph.D. in Nursing. (Focus of study: Breast Cancer Survivorship)

Arkansas State University, Jonesboro, Arkansas - December 1992
Master of Science in Nursing - (Major focus of study - Adult Health)

Arkansas State University, Jonesboro Arkansas - May 1982 Bachelor of Science in Nursing

CURRENT AND PREVIOUS Positions:

Academic:
Arkansas State University - (August 1996 - present).
Assistant Professor of Nursing. Teaching assignments included Fundamentals, Health Assessment, Junior and Senior BSN Clinicals, Pharmacology, and Nutrition.
Coordinator of the RN-BSN program.

Part-time clinical instructor. Responsible for assisting and directing junior and senior BSN students during a medical surgical rotation.

Practice:
St. Bernard’s Medical Center Staff Support (1999-2004)

Central Arkansas Hospital (May 1996 - September 1998).
Critical Care Unit - Staff RN
Responsible for planning and delivery of care to critically ill patients.

St. Bernard's Regional Medical Center (July 1995 - January 1996).
Cardiac Step Down - Staff RN
Responsible for planning and delivery of care for cardiac patients.

White County Medical Center (June 1991 - July 1995).


Woodruff County Public Health Unit, (August 1985 - July 1986).

Public health nurse. Responsible for the delivery and care of home bound patients, administration of WIC, family planning, and TB clinics.

St. Bernard's Regional Medical Center (March 1980 - June 1985).

Oncology Staff RN.
Responsible for the planning and delivery of direct patient care, including the administration of chemotherapy. (June 1983 - June 1985).

Cardiac Step Down Staff RN.
Responsible for planning and delivery of care to seriously ill patients. (May 1982 - June 1983).

Administrative:
White County Medical Center

Clinical Nurse Manager Post-surgical.
Responsible for scheduling, budgeting, interviewing prospective employees, evaluating staff, and patient care. (October 1994 - May 1995).

Director of Education.
Responsible for designing and delivering in-services for nursing staff, supervision and evaluation of employees, budgeting, preparation for JCAHO and ASHD surveys, designing and implementing computerized documentation of nursing care. (June 1991 – October 1994).

Central Arkansas Hospital

Step Down Unit Charge RN.
Responsible for planning and delivery of care to seriously ill patients, and monthly unit in-services. Also served as chairperson and secretary of hospital policy and procedure committee. (July 1987 - October 1990).
AWARDS AND HONORS:

Arkansas State University, School of Nursing Outstanding Alumni Award, 2008
Arkansas State Nurses Association District 6 Outstanding Educator Award, 2007
Nominated by students for Arkansas State University Advisor of the Year, 2005
College of Nursing and Health Professions Faculty Achievement Award for Teaching 2003.

PUBLICATIONS

Journals:


Contributor:


Reviews:

Books:

Carpenito, L. (2006).*Nursing Care Plans and Documentation* for Lippincott, Williams & Wilkins.


Book chapters:

PRESENTATIONS TO LEARNED FORMUMS:
Podium:
National Presentation #1
Title of Paper: *The Use of Simulation in Disaster Preparedness* (Keynote Address)
Co-authors: Persell, D., Shelton, D., Wiggins, N., Wimberley, P.
Learned Forum: 3rd Annual Simulation Conference
Date and place of meeting: November 4-5, 2010, Nashville, TN

National Presentation #2
Title of Paper: *HIPAA and Nursing Education: Strategies for Success*
Co-authors: Wimberley, P., Wiggins, N., Stacy, A., Isaacson, J., Miller, R. S., & Walden, D.
Learned Forum: AACN Baccalaureate Education Conference
Date and place of meeting: November 17, 2003, San Antonio TX

State Presentation #1
Title of Paper: Can the California Critical Thinking and HESI be used to Predict NCLEX?
Presenter: Wimberley, P.
Learned Forum: Educational Leadership, Curriculum, and Special Education Fall Conference
Date and place of meeting: December 2, 2006, Jonesboro, AR

State Presentation #2
Title of Paper: “Teaching Breast Cancer Detection to African-American Women in the Delta: A Study of Beliefs, Knowledge and Behavior”
Presenters: Wimberley, P., Hall, C., Stacy, A., Pfrimmer, J., Hubbard, L., Hall, J., & Gilbert, J.
Learned Forum: Arkansas State Nurses Association 90th Convention, “Nursing: No Power Shortage”
Date and place of meeting: October 29-31, 2003, Little Rock, AR

Poster:
International Presentation #1
Title of Poster: “Beyond the Pink Ribbon: The Lived Experience of Breast Cancer Survivors”
Presenter: Wimberley, P.
Learned Forum: 16th Qualitative Health Research Conference
Date and place of meeting: October 3-5 2010, Vancouver, British Columbia, Canada

National Presentation #1
Title of Poster: Assisting Students to Develop Appropriate Patient Education Materials
Presenter: Wimberley, P.
Learned Forum: Mosby’s Faculty Development Institute
Date and place of meeting: January 5-6, 2009, Orlando, FL

National Presentation #2
Title of Poster: Teaching Breast Cancer Screening to Hispanic Women: Evaluation of a Multifaceted Approach
Presenters: Hall, C.P., Hall, J.D., Pfriemer, J., & Wimberley, P.
Learned Forum: Nursing 2007 Symposium: The Conference for Clinical Excellence
Date and place of meeting: April 19-22, 2007, Lake Buena Vista, FL

National Presentation #3
Title of Poster: Can the California Critical Thinking and HESI Be Used to Predict NCLEX?
Presenter: Wimberley, P.
Learned Forum: 7th Annual Nurse Educators Institute
Date and place of meeting: March 27-30, 2007, Branson, MO

National Presentation #4
Title of Poster: Designing a Better RN to BSN Clinical Rotation
Presenter: Wimberley, P.
Learned Forum: 7th Annual Nurse Educators Institute
Date and place of meeting: March 27-30, 2007, Branson, MO

National Presentation #5
Title of Poster: Assigning Students to Collaborative Learning Groups"
Presenters: Wimberley, P. & Walden, D.
Learned Forum: Nursing Education: Navigating toward New Horizons. NLN
Date and place of meeting: September 30-October 1, 2005 Baltimore, MD.

National Presentation #6
Title of Poster: Recommendations for Faculty Workload at a State University
Presenters: Persell, D., Hall, C., & Wimberley, P
Learned Forum: AACN Baccalaureate Education Conference
Date and place of meeting: November 11, 2004, Orlando, FL.

National Presentation #7
Title of Poster: Student Perceptions of Skill Retention Following Graded vs. Non-Graded Return Demonstrations
Presenters: Wimberley, P.
Learned Forum: Fifth National Conference on Nursing Skills Laboratories
Date and place of meeting: June 26-28, 2003, San Antonio TX

National Presentation #8
Title of Poster: Teaching Breast Cancer Detection Methods to African-American Women of the Delta
Presenters: Wimberley, P., Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.
Learned Forum: The Susan G. Komen Breast Cancer Foundation National Mission Conference Delivering the Promise
Date and place of meeting: June 8-10, 2003, Washington, D.C.
National Presentation #9
Title of Poster: Faculty Perspective of Instructor Guided NCLEX Preparation Course
Presenters: Wimberley, P.
Date and place of meeting: August 5-8, 2001, San Francisco, CA

National Presentation #10
Title of Poster: Reality Based Senior Clinical Experience
Presenters: Wiggins, N., Wimberley, P., Young, C., Stacy, A., & Isaacson, J.
Learned Forum: Mosby’s Faculty Development Summer Institute 2001: Innovations In Teaching: Strategies for Nurse Educators"
Date and place of meeting: August 5-8. 2001, San Francisco, CA

National Presentation #11
Title of Poster: Senior Culminating Clinical Experience
Learned Forum: “Creative Teaching Workshops”
Date and place of meeting: March 12-14, 2000, Memphis, TN
State Presentation #1
Title of Poster: Breast Cancer Detection Method Utilization Among African-American Women
Presenters: Wimberley, P., Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.
Learned Forum: Sigma Theta Tau International, Tri-Chapter Research Day
Date and place of meeting: April 13, 2001, Jonesboro, AR

State Presentation # 2
Title of Poster: Effectiveness of Instructor-Guided NCLEX Preparation
Presenters: Wimberley, P., Wiggins, N., Young, C., Stacy, A., & Isaacson, J.
Learned Forum: Arkansas State Nurses Association Annual Meeting
Date and place of meeting: October 19, 2001, Hot Springs, AR

State Presentation # 3
Title of Poster: Clinical End-loading
Learned Forum: Arkansas State Nurses Association Annual Meeting
Date and place of meeting: October 13, 2000, Springdale, AR

Local Presentation # 1
Title: A Study on Senior Experience
Presenters: Wimberley, P., & Wiggins, N.
Learned Forum: Department of Nursing Faculty
Date and place of meeting: October 27, 2000, Jonesboro, AR

Other:
Providing Continuing Education:
ADLS: April 4, 2009, November 7-8, 2008; March 28-29, 2008; March 9-10, 2007; November 3-4, 2006

BDLS: February 6, 2009, October 10, 2008; February 23, 2008; January 19, 2007; February 16, 2007, September 15, 2006; October 5, 2006;


ACLS Instructor Course February 9 & 10, 2005.

Health Care Provider CPR: August 19, 2008; January 31, 2007; September 28 & 29, 2006


Basic Arrhythmia Course, St. Bernard’s Medical Center, Jonesboro, AR. Target Audience: Staff nurses; April –May 2002


GRANTS:
Funded
Hall, C. P., Pfriemer, J. & Wimberley, P. “Teaching Breast Cancer Screening to Hispanic
Women in the Arkansas Mississippi River Delta.” (2006) NEA Clinic Charitable Foundation. Funded $2718.76


Professional and Community Service:

Memberships:
- Sigma Theta Tau International Honor Society 1985-present
- Eta Theta Faculty Counselor 1998-2000; 2005-2009
- Eta Theta Eligibility Committee Chairperson 2006-2008
- Eta Theta Nominations Committee Chairperson 2005-2007
- Eta Theta President 2001-2003
- Eta Theta President Elect 2000-2001
- Eta Theta Vice President 2000-2001
- Eta Theta Awards Chairman 1997-1999
- Eta Theta Delegate, Biennial Sigma Theta Tau International Convention 1997; 2001
- Epsilon Omicron Chapter Treasurer 1993-1995

Midwest Nursing Research Society 2007-present

National League for Nursing
- Arkansas State University NLN Ambassador 2006-present

Arkansas Nurses Association 1995-present
- State Board of Directors 2006-2008
- District 6, President 2006-2008
- District 6 Treasurer 1997-1999

DEPARTMENT COMMITTEES:
- BSN Curriculum 1995-present
  - Recorder (1999-present)
- BSN Admissions, Progression, & Credits 1995-present
  - Recorder (1999-present)
- Bylaws/Nominating Committee 2010-2012
- PRT 2009-2012
- Nursing CE Provider Committee 2006-present
- Faculty Search Committee 2003-2004
- NLNAC Standard III and V Committee 2001-2003
- Health Fair 2000 Planning Committee 2000
- Workload Committee 2000-2008
- Pharmacology Committee, co-chair 1999-2001
- Department of Nursing Handbook 1997-1998

COLLEGE COMMITTEES:
Constitution and Bylaws 2009-2012
Faculty Handbook 2008-2010
Admissions and Credits 2002-2007
Scholarship and Awards Committee 2003-2005
Student and Alumni Affairs 2001-2002
Infection Control 2000-2002

UNIVERSITY COMMITTEES:

Grievance and Hearing 2006-2010
Admissions, Progressions, and Credits 2004-2008
Faculty Achievement Awards 2001-2003
Development, Communication and Alumni Committee 2000-2002
Fall Preview Day Committee 2001

Community Service:

American Heart Association, Basic Life Support Instructor 1991-2009
American Heart Association, Basic Life Support Instructor Trainer 1995-2008
American Heart Association, Advanced Life Support Instructor 1995-2008
Gideon’s International Auxiliary 2001-present
St. Bernard’s Medical Center Community Training Center Board 2003-2007
St. Bernard’s Medical Center Community Training Center Faculty 2001-2007

St. Bernard’s Outpatient Diabetes Self-management Training Programs Advisory Board 2002-2006
American Heart Association Regional ACLS Faculty 2003-2005
National Advanced Leadership Camp for Nursing Educators 2003
Wynne Volunteer Firemen Ladies Auxiliary Chaplin, 1999-2000

CONTINUING EDUCATION:

Limited to the previous 5 years.

Maximizing the Effectiveness of Professional Partnerships in the University Setting. 4 Contact Hours. ASU CNHP School of Nursing, Jonesboro, AR. August 16, 2010
Very Low Weight Gain or Weight Loss Not Recommended for Most Obese Pregnant Women. 0.5 Contact Hour. Independent Study.

Diagnosis and Management of H pylori Infection. 0.5 Contact Hour. Independent Study.

Interruptions Linked to Medication Errors by Nurses. 0.5 Contact Hour. Independent Study.

End-of-Life Care in the Setting of Cancer: Withdrawing Nutrition and Hydration. 1.5 Contact Hour. Independent Study.
Walking Protects Women Against Stroke: WHS Long-Term Follow-Up. 0.5 Contact Hour. Independent Study.

Cognitive Decline Increased in Middle-aged Patients with Type 2 Diabetes. 0.5 Contact Hour. Independent Study.

Endometriosis Management Reviewed. 0.5 Contact Hour. Independent Study.


Redesigning Nursing Education: Challenges and Opportunities. 5.5 Contact Hours. St. Louis, MO. March 26, 2010.

Basic Disaster Life Support. 7.5 Contact Hours. Wynne, AR. June 15-16, 2009


Simple 7 Oral Clinical Evaluation. 1.5 Contact hours. CNHP School of Nursing. Jonesboro, AR. May 13, 2009.

SLA. 2 Contact hours. CNHP School of Nursing. Jonesboro, AR. May 13, 2009.

Evaluation of Undergraduate Honors Student Research; Instilling Accountability and Responsibility in Students for Classroom Preparation and Conduct; Understanding and Healing Nurse to Nurse Hostility. 5.75 contact hours. Russellville, AR. February 13, 2009.

Mosby’s Faculty Development Institute, 13.75 contact hours. Orlando, FL, January 5-6, 2009

Livin’, Laughin’, and Learning…through the years. Barb Bancroft, RN, MSN, 2.5 contact hours Jonesboro, AR, August 22, 2007.

Interpretation of Lab Tests. Barb Bancroft, RN, MSN, 2.5 contact hours Jonesboro, AR, August 22, 2007.

Nurse Educator Institute: Educational Strategies for Highly Effective Nurse Educators. 10.25 contact hours. UAMS, Branson, MO., March 27-29, 2007

Nursing: Caring Across Generations. 7.4 contact hours. ARNA, Hot Springs, October 10-12, 2006.

Visual Spatial Abilities and Fall Risk: An Assessment Tool for Individuals with Dementia. 2.5 contact hours. Independent Study.

Strategies to Increase Research-Based Practice: Interplay with Unit Culture. 3 contact hours. CE Group, Lippincott, Williams, & Wilkins. April 3, 2006.
Curriculum Vita

NAME:
Wynona M. (Nonie) Wiggins

CREDENTIALS:
Licensed in State of Arkansas as Registered Nurse since 1983.
Basic Disaster Life Support Instructor – Medical College of Georgia
Advanced Disaster Life Support Instructor – Medical College of Georgia

CURRENT FACULTY APPOINTMENT:
Assistant Professor of Nursing, Arkansas State University

EDUCATION:


2009 EdS           Specialist in Community College Teaching
                   Arkansas State University, Jonesboro

1993 MSN           University of Tennessee, Memphis
                   Major – Critical Care Nursing
                   Minor – Nursing Administration

1983 BSN           Arkansas State University, Jonesboro, Arkansas
                   Major: Nursing

CURRENT AND PREVIOUS POSITIONS:

Academic
1993 - Present     Arkansas State University – Assistant Professor of Nursing

Fall 1991          Arkansas State University - Part-time clinical instructor

Appointed Position
2001 – Present     NCAA Faculty Athletic Representative (appointed by the Chancellor)

Practice
1979 – 1993        St. Bernards Regional Medical Center

Labor and Delivery – Staff RN. Responsible for planning and delivery of care to patients during labor and delivery and through post-partum stay. Also responsible for planning and delivery of care to post-operative gynecological surgical patients. August 1989 – August 1990.


Cardiopulmonary Services – EKG Technician. Responsible for running 12-lead EKGs on patients admitted to the hospital. Also monitored EKGs during codes and placement of temporary pacemakers. Transcribed interpretations of EKGs from physician recordings.

Administrative


Critical Care Unit – Nursing Director. Responsible for scheduling, budgeting, interviewing prospective employees, evaluating staff, and providing direct patient care of an 18 bed combined critical care unit.

June 2006 – present Outpatient Surgical Center, Jonesboro
Part-time staff nurse during summer and breaks. Work primarily preparing patients for surgery and Phase 2 recovery.

PUBLICATIONS:

Publication #02 How to Teach in a Paranoid Heath Care Environment.
Number of Pages – 4
Journal: Nursing Education Volume: 44 Number 11.
Date: November 2005

Publication #01 How Much Do You Know About Anticoagulant Therapy?
Number of Pages – 2
Journal: Nursing Management
Wimberley, P. and Wiggins, W.
Date: February 2004

PRESENTATIONS TO LEARNED FORUMS:
National

Presentation #04
Reducing Subjectivity in Clinical Grading Using a Behavioral Outcomes Rubric
Wiggins, N. and Wimberley, P.
Mosby’s Faculty Development Institute
January 3-5, 2011
Orlando, FL

Presentation #03
Student Engagement = Student Learning
Wiggins, N. and Wimberley, P.
Mosby’s Faculty Development Institute
January 3-5, 2011
Orlando, FL

Presentation #02
Best Practices for NCLEX-RN Success: A Study of BSN Programs in the SREB
Wiggins, W.
2010 Arkansas Nurses Association (ARNA) Annual Convention
October 23, 2010
Little Rock, AR

Presentation #01
Enhancing Student Learning – Addressing Multiple Intelligences in the Classroom
Wiggins, W.
2010 Drexel University Nursing Education Institute
June 22-23, 2010
Myrtle Beach, SC

Regional

Presentation #01

Presentation #02
A Comparison of Cooperative Learning and Direct Instruction on Retention of Cardiovascular Anatomy and Physiology
Wiggins, W.
April 2007
Jonesboro, AR

State
OTHER SCHOLARLY ACTIVITY:


Chapter Reviewer for Pharmacology: Connections to Nursing Practice, 1e. Prentiss Hall (2006).

PROFESSIONAL AND COMMUNITY SERVICES (MEMBERSHIPS & OFFICES):

Professional Organizations

National and International

2008 – Present  Golden Key International Honor Society

1986 – Present  Sigma Theta Tau International Honor Society of Nursing
Region 2 Research Award Committee (1998)

1990 – Present  American Nurses Association
1991- Present  American Association of Critical Care Nurses
1998 – Present  National League of Nursing

State
1993 – Present  Arkansas Nurses Association
ARNA Continuing Education Review Committee (2004-2007)
ARNNA Task Force For White Paper on General Nursing Practice (1994)
Advance Practice Committee Member (1994 – 1998)
1985 – Present  American Heart Association, Arkansas Affiliate

Local
2001 – Present  NCAA Faculty Athletic Representative (FAR) (appointed by the Chancellor). Represent ASU to Sun Belt Conference and the NCAA regarding student-athlete welfare.
Chair – Sun Belt Conference FAR's. 2009 - present.
Sun Belt Conference Executive Committee – 2009-present.
NCAA Academic Cabinet – September 2008-July 2010
NCAA Athletic Personnel and Recruiting Cabinet – September 2010 – present.
1993 – Present  District 6, Arkansas Nurses Association
Secretary (2002 – 2007)
1986 – Present  Eta Theta Chapter of Sigma Theta Tau International Honor Society for Nursing
President (1997-99; 1986-87)
Vice-president (1995-97, 2008-present)
First Counselor (2004-2006)
Program Chair (1995-97)
Nominating Committee Chair (1994)
Bylaws Chair (1998-00)
Fundraising (2000)

Arkansas State University Alumni Board of Directors – 2003-present.
April 2007 – Assisted the Junior Auxiliary of Jonesboro with Growing Healthy and dissections.
Basic and Advanced Disaster Life Support Instructor for multiple courses during the year.
Student Nurse Association Fund Raiser Banquet – invited speaker. “It’s Not Too Early to Think about Heart Disease” (February 2006)
Farm Safety Expo – member of planning committee (2002)
Arkansas State University Alumni Board (2000 – present)
At-large member of executive committee (2002)
NEA Counsel on Family Violence – participated in fund raiser (1999-present)
First Baptist Church – 9th grade girls Sunday School teacher (2001 – 2007)

Clothes Closet Committee – member.
Gathered, organized and distributed gently worn clothes for school aged children in Jonesboro.
Girls Enrichment – member.
Mentored junior high girls from Annie Camp and McArthur Junior High Schools one night each month.
Growing Health – co-chair (spring), chair (fall).
Coordinated with 5th grade teachers in the Jonesboro school district and the Sixth Grade Academic Center the Berkley Health Curriculum to create a healthier lifestyle among the students. Curriculum focuses on basic anatomy of the cardiac and pulmonary systems and ways to keep these systems healthy. Directed the pig lung dissection with the 5th graders and the heart dissections with the 6th graders. Reached approximately 650 students.
Consolidates Youth Services – met and directed activities with girls assigned the CYS program one evening per month. Children are assigned to the CYS because of abuse, truancy, trouble with the law and other reasons. Their stay is usually less than 3 months.

Chapter CF PEO - This is a women’s organization that promotes and supports education for women. Office held: corresponding secretary, treasurer and president.

Sixth Grade Academic Center – PATHS (Parents and Teachers Helping Students) – board member (2002-2003). Chaired the back to school celebration and assisted with the end of year festivities.

AWARDS AND HONORS:


Arkansas State University Board of Trustees Faculty Award for Professional Service 2004-2005.

College of Nursing and Health Professions Professional Service Award 2003. and 2005.

Sigma Theta Tau International, Eta Theta Chapter Award for Nursing Leadership 2003.

CONTINUING EDUCATION:


8/22/07 – “Living”, Laughing: and Learning…through the years.” Barb Bancroft. Jonesboro, AR. 2.5 contact hours.

8/22/07 – “Interpretation of Lab Tests.” Barb Bancroft. Jonesboro, AR. 2.5 contact hours.

4/21/07 Educational Leadership, Curriculum, and Special Education Semi-Annual Conference, Jonesboro, AR.


2/9/07 – BSN Sharing Day, University of Central Arkansas, Conway. 2 v v contact hours.

1/17/07 – “Getting Started with Student Learning Assessment.” A Magna Online Seminar. Sponsored by ASU. 1.5 contact hours.

June 23, 2007 – Disaster Life Support Instructor Training, Savannah, GA.

June 20-22, 2007 – Advanced Disaster Life Support, Savannah, GA

June 19, 2006 – Basic Disaster Life Support, Savannah, GA.

January 2006 – “Insulin Pumps” – Arkansas State University, Jonesboro, AR.

June 2005 – “Wound/Ostomy Seminar” - St. Bernards Medical Clinical Education Institute, Jonesboro, AR.

May 2005 – “Nurse Educator Conference” – UAMS College of Nursing, Little Rock, AR.
New/Special Course Proposal-Bulletin Change Transmittal Form

- Print 1 copy for signatures and save 1 electronic copy.
- Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair</th>
<th>Date</th>
<th>COPE Chair (if applicable)</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Professional Education Head of Unit (If applicable)</td>
<td>Date</td>
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<tr>
<td>Department Chair</td>
<td>Date</td>
<td>General Education Committee Chair (if applicable)</td>
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<tr>
<td>College Curriculum Committee Chair</td>
<td>Date</td>
<td>Undergraduate Curriculum Council Chair</td>
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<td>College Dean</td>
<td>Date</td>
<td>Graduate Curriculum Committee Chair</td>
<td>Date</td>
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<td>Vice Chancellor for Academic Affairs</td>
<td>Date</td>
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</tbody>
</table>

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 5513

2. Course Title – if title is more than 30 character (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).

INCIDENT COMMAND SYSTEM INSTRUCTOR COURSE

Short title: ICS INSTRUCTOR COURSE

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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.)
7. **Brief course description (40 words or less) as it should appear in the bulletin.**

Prepares students to utilize presentation techniques, conduct practical application, and prepare and maintain lesson plans appropriate to Incident Command System (ICS) requirements.

8. **Indicate all prerequisites and 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, they will not be allowed to register).**

   a. Are there any prerequisites? Yes; DPEM 3053 & DPEM 4053
   b. Why?

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

   Fall

10. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)

    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. **Proposed Starting Term/Year**

    Fall 2012

12. **Is this course in support of a new program? If yes, what program?**

    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. **Does this course replace a course being deleted?**

    No

   b. If yes, what course?

   c. Has this course number been used in the past?

14. **Attach Course Deletion Proposal-Bulletin Change Transmittal Form.**

15. **Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.**

    No

16. **Justification should include:**

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

   Graduates from this program will become leaders in the field of disaster preparedness and emergency management. All responders are required to complete training in Incident Command. This course prepares the student to teach the Incident Command courses.

   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.**

   This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

   Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of
disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

C. Student population served.
This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management.

D. Rationale for the level of the course (lower, upper, or graduate).
This advanced course prepares students to teach the incident command system to other professionals. This is a leadership function in disaster preparedness and emergency management. Previous learning, regardless of the discipline, will be applied to the education process. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness have additional academic work to meet the required rigor/contact hours for the determined credit hours.

PREPARATION
Assigned Reading
Pre-Test

CENTER FOR DOMESTIC PREPAREDNESS – 32 contact hours

DAY ONE
Welcome & Introductions
ICS Training Challenges and Strategies
ICS 100 Assignment
ICS 100 Team Presentations
ICS 100 Exam and Feedback
ICS 200 Review

DAY TWO
ICS 200 Review continued
ICS 200 Exam and Feedback
ICS 300 Introduction

ICS 300 Unit 2: Review

ICS 300 Unit 3: Unified Command (UC)

ICS 300 Unit 4: Assessment

DAY THREE
DISCUSSION

PRACTICUM

EVALUATION/ANALYSIS PAPER

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
   Preparation – 5%
   Presentation of course certification to faculty of record – 70%
   Practicum – 15%
   Evaluation/Analysis Paper – 10%

18. Special features (e.g. labs, exhibits, site visitations, etc.)
   Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will work with an expert in the field of Incident Command to plan, implement and evaluate the course requirement and delivery in a setting of their choosing. Then the student will do an evaluation analysis paper and present it to the mentor, faculty and peers.

19. Required reading
   Student Manual provided by the CDP; assigned reading by ASU faculty; student discovered literature related to paper and abstract

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
   This class is on-line. Students must have minimum computer capabilities identified by ASU.

21. What is the primary goal of this course?
   To prepare students to teach the suite of Incident Command courses

22. If this proposal is for a general education course, please check the primary goal this course addresses:
   This is not a general education course
   □ Communicating effectively
   □ Using mathematics
   □ Understanding global issues
   □ Developing a life-long appreciation of the arts and humanities
   □ Using science to accomplish common goals
   □ Thinking Critically
   □ Using Technology
   □ Understanding interdependence
   □ Developing a strong foundation in the social sciences
   □ Providing foundations necessary to achieve health and wellness
23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Describe the intent of NIMS.
2. Analyze the key concepts and principles underlying NIMS.
3. Explore the purpose of the NIMS Components including: Preparedness, Communications and Information Management, Resource Management, and Command and Management.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
PROGRAM

Course Number
And Title: DPEM 5513: INCIDENT COMMAND SYSTEM INSTRUCTOR COURSE
Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

Schedule: (TBA)
Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:
The Center for Domestic Preparedness, Anniston, Alabama
Web supported component at Arkansas State University

Placement: Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management

Faculty: Deborah Persell, PhD, RN, APN
Associate Professor
Office: Room 312, CNHP Bldg.
Address: Box 910
State University, AR 72467-0910
(UPS) 104 N. Caraway
Jonesboro, AR 72401
Telephone: 870-972-3318; Fax: 870-972-2954
E-mail: dpersell@astate.edu

Course Description: Prepares students to utilize presentation techniques, conduct practical application, and prepare and maintain lesson plans appropriate to Incident Command System (ICS) requirements. Prerequisites: DPEM 1101, DPEM 1111, DPEM 3053 & 4053 (Fall)

Course Outcomes: At the completion of this course, the student will:
1. Describe the intent of NIMS.
2. Analyze the key concepts and principles underlying NIMS.
3. Explore the purpose of the NIMS Components including: Preparedness, Communications and Information Management, Resource Management, and Command and Management.
4. Describe the purpose of the National Integration Center.
5. Demonstrate basic knowledge of the Incident Command System (ICS).
6. Be prepared to coordinate with response partners from all levels of government and the private sector.

Teaching/Learning Strategies:
Discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentation or teaching project, and testing/evaluation. The CDP portion of the course occurs as a facilitated seminar in a classroom environment. Students will be expected to participate as a trainer for one or more of the ICS courses. An evaluation/analysis paper of the practicum portion of this course is expected.

Evaluation Strategies:
Preparation – 5%
Presentation of course certification to faculty of record – 70%
Practicum – 15%
Evaluation/Analysis Paper – 10%

Grading Scale:  
93-100 = A  
83-92.99 = B  
75-82.99 = C*  
63-74.99 = D  
62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

Evaluation Strategies at the CDP
Kirkpatrick’s four-level model for evaluation of training objectives includes two levels applicable to the evaluation strategy for the WMD LEPM TtT course.

Level 1: Reaction
To evaluate responders' perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and instructors through end-of-course critiques and Department of Homeland Security (DHS) Level 1 Evaluation form. The end-of-course critiques and course evaluations are completed at the end of instruction. The instructors also gather information and input from the responders for the After Action Report (AAR).

**Level 2: Learning**

Knowledge and skills acquired or improved due to training provided at the CDP are measured through testing. Responders are administered pre- and post-tests including questions from lecture material in order to assess the knowledge level of responders both prior to and following the course, thus providing an additional measure of learning. Responders must pass the post-test with a score of 80% or better to successfully complete the course and receive a certificate of completion. If a responder does not pass the post-test on the first attempt, a retest will be offered. If the responder does not pass the retest with a score of 80%, a certificate of attendance is issued.

**Required Textbooks:**
Student Manual provided by the CDP

**Required Reading:**
As Assigned

**Additional requirements:** Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6th edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

**Course Policies:**

**Honor Code:** The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

**ACADEMIC INTEGRITY:**
All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file.

Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

**APA Format:**
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA).*
**E-mail Policy:** All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

**Discussion**
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

**Participation**
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.
COURSE SCHEDULE

PREPARATION
Assigned Reading
Pre-Test

CENTER FOR DOMESTIC PREPAREDNESS – 32 contact hours

DAY ONE
Welcome & Introductions
ICS Training Challenges and Strategies
ICS 100 Assignment
ICS 100 Team Presentations
ICS 100 Exam and Feedback
ICS 200 Review

DAY TWO
ICS 200 Review continued
ICS 200 Exam and Feedback
ICS 300 Introduction

ICS 300 Unit 2: Review
ICS 300 Unit 3: Unified Command (UC)
ICS 300 Unit 4: Assessment

DAY THREE
ICS 300 Unit 4 (Continued)
ICS 300 Unit 5: Planning
ICS 300 Unit 6: Resource Management
ICS 300 Unit 7: Demobilization

DAY FOUR
ICS 300 Exam and Feedback
ICS 400 Introduction
ICS 400 Unit 2: Review
ICS 400 Unit 3: Complex Incident
ICS 400 Unit 4: Area Command
ICS 400 Unit 5: MAC
Review ICS 400 Test Items

DISCUSSION

PRACTICUM

EVALUATION/ANALYSIS PAPER
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 5523

2. Course Title – if title is more than 30 character (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).

LAW ENFORCEMENT PROTECTION INSTRUCTOR COURSE

Short title: PROTECTION INSTRUCTOR COURSE

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Provides students, future law enforcement supervisors and trainers, with the ability to train law enforcement responders in Chemical, Biological, Radiological, Nuclear and Explosive (CBRNE) -specific skills, reinforcing
their ability to identify suspicious activity and respond to a CBRNE event.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? Yes; DPEM 3053 & DPEM 4053
   b. Why? The prerequisites contain foundational information upon which this course builds

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
    Fall 2012

12. Is this course in support of a new program? If yes, what program?
    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?
    No
    b. If yes, what course?
    c. Has this course number been used in the past?

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    No

15. Justification should include:
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Graduates from this program will become leaders in the field of disaster preparedness and emergency management. Students who will be entering the field of law enforcement must be able to identify and employ protective measures for themselves and the public related to CBRNE events.
   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.
   This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

   Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

   C. Student population served.
   This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management.
This advanced course provides students an opportunity to teach law enforcement professionals how to protect themselves at chemical, biological, radiological, nuclear and explosive incidents. Previous learning, regardless of the discipline, will be applied. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness have additional academic work to meet the required rigor/contact hours for the determined credit hours.

Preparation: Assigned Reading
Pre-test

CENTER FOR DOMESTIC PREPAREDNESS – 19.75 contact hours
DAY ONE
Admin 0.1 Administrative Overview 0.25 hour None
Admin 0.2 Pretest 0.50 hour None
Module 1 Terrorist Threat 3.0 hours 3.0 hours
Module 2 Targets 3.0 hours 3.0 hours
Admin 0.3
Lunch 0.75 hour None
Module 3 Prevention and Deterrence Activities 2.0 hours 2.0 hours

DAY TWO
Module 3 Prevention and Deterrence Activities 1.0 hours 1.0 hours
Module 4 CBRNE Hazards 4.0 hours 4.0 hours Admin 0.4 Lunch 0.75 hour None Module 5 Incident Command and Law Enforcement Response Actions 3.0 hours 3.0 hours
Admin 0.5 Post-test 1.0 hour None
Admin 0.6 Graduation and After Training Review 0.50 hour None Total Contact Hours 19.75 hours 16.0 hours

Discussion Board

Teaching Project

Comparative Analysis Paper

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Assigned Readings and Pre-test 10%
Successful completion of the CDP portion of the course (awarded completion certificate) 50%
Discussion Board after CDP experience 10%
Teaching Project 10%
Comparative Analysis Paper 20%

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will participate in a training event as a trainer. Then the student will do a comparative analysis paper on the training strategies and content followed by a presentation to
the mentor, faculty and peers.

### 19. Required reading
Student Manual provided by the CDP; assigned reading by ASU faculty; student discovered literature related to paper and abstract

### 20. Department staffing and classroom/lab resources
(Will this require additional faculty, supplies, etc.?)
This class is on-line. Students must have minimum computer capabilities identified by ASU.

### 21. What is the primary goal of this course?
To prepare students to teach CBRNE protective measures to law enforcement professionals

### 22. If this proposal is for a general education course, please check the primary goal this course addresses:
This is not a general education course

- [ ] Communicating effectively
- [ ] Using mathematics
- [ ] Understanding global issues
- [ ] Developing a life-long appreciation of the arts and humanities
- [ ] Using science to accomplish common goals
- [ ] Thinking Critically
- [ ] Using Technology
- [ ] Understanding interdependence
- [ ] Developing a strong foundation in the social sciences
- [ ] Providing foundations necessary to achieve health and wellness

### 23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Evaluate techniques and activities that aid in the prevention of terrorist activities
2. Analyze CBRNE hazards
3. Implement appropriate response actions

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### ARKANSAS STATE UNIVERSITY
**COLLEGE OF NURSING AND HEALTH PROFESSIONS**
**THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION**
**MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT PROGRAM**

### Course Number And Title:
DPEM 5523: LAW ENFORCEMENT PROTECTION INSTRUCTOR COURSE

### Credit Hours
3 semester hours This class is on-line but represents three hours (3) credit hours; Students should be engaged in course-related work for a minimum of 9 hours per week (three hours of preparation time for each credit hour + class time).

#### Class Schedule: (TBA)
Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

#### Location:
The Center for Domestic Preparedness, Anniston, Alabama
Web supported component at Arkansas State University
Placement: Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management

Faculty: Deborah Persell, PhD, RN, APN
Associate Professor
Office: Room 312, CNHP Bldg.
Address: Box 910
State University, AR 72467-0910
(UPS) 104 N. Caraway
Jonesboro, AR 72401
Telephone: 870-972-3318; Fax: 870-972-2954
E-mail: dpersell@astate.edu

Center for Domestic Preparedness Faculty

Course Description: Provides students, future law enforcement supervisors and trainers, with the ability to train law enforcement responders in CBRNE-specific skills, reinforcing their ability to identify suspicious activity and respond to a CBRNE event. Prerequisites: DPEM 1101, DPEM 1111, DPEM 3053 & DPEM 4053 Be currently serving in a supervisory position with a law enforcement agency or department; Be a certified/authorized trainer within a law enforcement agency or department. (Spring)

Course Outcomes: At the conclusion of this course, the law enforcement supervisors and trainers will be able to provide training to law enforcement responders so they can:
1. Describe the terrorist threat and indicators of suspicious activities
2. Analyze potential terrorist targets
3. Evaluate techniques and activities that aid in the prevention of terrorist activities
4. Analyze CBRNE hazards
5. Implement the Incident Command System
6. Execute appropriate response actions

Teaching/Learning Strategies: The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. The lectures include radiological concepts, agencies and regulations, IAP development, and instrumentation selection. The course culminates with an extended practical exercise. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report/presentation and discussion of the CDP experience will be expected. Students will participate as a trainer for the content of one model with a selected target audience. Students will evaluate a current CBRNE program offered in their jurisdiction as compared to the content of this course. They will write a paper on the comparative analysis.

Evaluation Strategies:
Assigned Readings and Pre-test 10%
Successful completion of the CDP portion of the course (awarded completion certificate) 50%
Discussion Board after CDP experience 10%
Teaching Project 10%
Comparative Analysis Paper 20%

**Grading Scale:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<td>D</td>
</tr>
<tr>
<td>62 and Below</td>
<td>F</td>
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</tbody>
</table>

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

**Evaluation Criteria for the CDP portion of the course:**

Kirkpatrick's four-level model for evaluation of training objectives includes two levels applicable to the evaluation strategy for the WMD LEPM TtT course. **Level 1: Reaction**

To evaluate responders’ perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and instructors through end-of-course critiques and Department of Homeland Security (DHS) Level 1 Evaluation form. The end-of-course critiques and course evaluations are completed at the end of instruction. The instructors also gather information and input from the responders for the After Action Report (AAR)

**Level 2: Learning**

Knowledge and skills acquired or improved due to training provided at the CDP are measured through testing. Responders are administered pre- and post-tests including questions from lecture material in order to assess the knowledge level of responders both prior to and following the course, thus providing an additional measure of learning. Responders must pass the post-test with a score of 80% or better to successfully complete the course and receive a certificate of completion. If a responder does not pass the post-test on the first attempt, a retest will be offered. If the responder does not pass the retest with a score of 80%, a certificate of attendance is issued.

**Required Textbooks:**

Student Manuals provided by the Center for Domestic Preparedness

**Required Reading:**

As specified by date under course documents in Blackboard or by the CDP.

**Course Policies:**

The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student. This will be coordinated through the CDP.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. **Late assignments may be assessed 5 points per day at the discretion of the faculty.** Specific guidelines for
assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.

APA Format:
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association* (APA).

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

COURSE SCHEDULE

**Preparation:**
- Assigned Reading
- Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 19.75 contact hours**

**DAY ONE**
- Admin 0.1 Administrative Overview 0.25 hour None
- Admin 0.2 Pretest 0.50 hour None
- Module 1 Terrorist Threat 3.0 hours 3.0 hours
- Module 2 Targets 3.0 hours 3.0 hours
- Admin 0.3
- Lunch 0.75 hour None
- Module 3 Prevention and Deterrence Activities 2.0 hours 2.0 hours
DAY TWO
Module 3 Prevention and Deterrence Activities 1.0 hours 1.0 hours
Module 4 CBRNE Hazards 4.0 hours 4.0 hours Admin 0.4 Lunch 0.75 hour None Module 5 Incident Command and Law Enforcement Response Actions 3.0 hours 3.0 hours Admin 0.5 Post-test 1.0 hour None Admin 0.6 Graduation and After Training Review 0.50 hour None Total Contact Hours 19.75 hours 16.0 hours

Discussion Board

Teaching Project

Comparative Analysis Paper
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair</th>
<th>Date</th>
<th>COPE Chair (if applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Professional Education Head of Unit (If applicable)</td>
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<td></td>
<td>General Education Committee Chair (If applicable)</td>
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<td></td>
<td>Undergraduate Curriculum Council Chair</td>
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<td>College Curriculum Committee Chair</td>
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<td>College Dean</td>
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<td>Graduate Curriculum Committee Chair</td>
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<tr>
<td></td>
<td></td>
<td>Vice Chancellor for Academic Affairs</td>
<td>Date</td>
</tr>
</tbody>
</table>

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 5533

2. Course Title – if title is more than 30 character (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).

ALL HAZARDS AWARENESS INSTRUCTOR COURSE

Short title: ALL HAZARDS AWARENESS INSTRUCTOR

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Provides instruction and guidance on educational methodologies to train others in Awareness Level Weapons of
8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? Yes; DPEM 3053 & DPEM 4053
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

<table>
<thead>
<tr>
<th>Summer</th>
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</table>

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year

Fall 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

b. If yes, what course?

Has this course number been used in the past?

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

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

Graduates from this program will become leaders in the field of disaster preparedness and emergency management. Everyone in disaster response and emergency management must be aware of weapons of mass destruction. Awareness courses are often taught face-to-face. Therefore, students in this course will gain experience in training others at the awareness level.

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.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management.
D. **Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students an opportunity to provide professional education at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**Preparation:**
- Assigned Reading
- Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 12 contact hours**

**INTRODUCTION AND PRE-TESTING**
**PREVENTION AND DETERRENCE**
RAIN: (R) Recognize, (A) Avoid, (I) Isolate, and (N) Notify.
**CHEMICAL AGENTS Module**
**BIOLOGICAL AGENTS Module**
**RADIOLOGICAL MATERIALS AND NUCLEAR WEAPONS Module:**
**EXPLOSIVE DEVICES Module**
**ADMINISTRATION AND POST-TESTING**

**Discussion Board**

**Teaching Project**

17. **Course requirements** *(e.g. research papers, projects, interviews, tests, etc.)*

- Assigned Readings and Pre-test 10%
- Successful completion of the CDP portion of the course (awarded completion certificate) 50%
- Discussion Board after CDP experience 10%
- Teaching Project 10%
- Comparative Analysis Paper 20%

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

Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will participate in a training event as a trainer. Then the student will do a comparative analysis paper on the training strategies and content followed by a presentation to the mentor, faculty and peers.

19. **Required reading**

- Student Manual provided by the CDP; assigned reading by ASU faculty; student discovered literature related to paper and abstract

20. **Department staffing and classroom/lab resources** *(Will this require additional faculty, supplies, etc.?)*

This class is on-line. Students must have minimum computer capabilities identified by ASU.

21. **What is the primary goal of this course?**

To prepare students to train others to be aware of weapons of mass destruction

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course
23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Analyze definitions of terrorism and WMD, indicators of potential terrorist acts and targets using the RAIN concept
2. Examine the signs and symptoms of chemical, biological, radiological and nuclear agents along with toxic industrial chemicals using the RAIN method; and the advantages and disadvantages of using chemical agents as a WMD
3. Explore the characteristics of explosives, and the effects of a detonated explosive device
Center for Domestic Preparedness Faculty

**Course Description:** Provides instruction and guidance on educational methodologies to train others in Awareness Level Weapons of Mass Destruction. Students will participate in and/or develop training opportunities for response professionals. Prerequisites: DPEM 1101, DPEM 1111, DPEM 3053 & DPEM 4053 Trainer status in local jurisdiction. (Summer)

**Course Outcomes:** At the conclusion of this course, the responder will be able to:

1. Analyze definitions of terrorism and WMD, indicators of potential terrorist acts and targets using the RAIN concept
2. Examine the signs and symptoms of chemical agents and toxic industrial chemicals using the RAIN method; and the advantages and disadvantages of using chemical agents as a WMD
3. Consider the signs and symptoms of biological agents using the RAIN method; and the advantages and disadvantages of using biological agents as a WMD
4. Utilize the signs and symptoms of radiation and radiological material using the RAIN method; and the advantages and disadvantages of using radiological material as a WMD
5. Explore the characteristics of explosives, and the effects of a detonated explosive device

**Teaching/Learning Strategies:** The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. The lectures include radiological concepts, agencies and regulations, IAP development, and instrumentation selection. The course culminates with an extended practical exercise. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report/presentation and discussion of the CDP experience will be expected. Students will participate as a trainer for the content of one model with a selected target audience, analyze the training according to the principles taught in the class and then write a comparative analysis paper.

**Evaluation Strategies:**
- Assigned Readings and Pre-test 10%
- Successful completion of the CDP portion of the course (awarded completion certificate) 50%
- Discussion Board after CDP experience 15%
- Comparative Analysis Paper 25%

**Grading Scale:**
- 93-100 = A
- 83-92.99 = B
- 75-82.99 = C*
63-74.99 = D
62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

**Evaluation Criteria for the CDP portion of the course:**
At the conclusion of this module, the student will score 80% or better to be certified as trainers for this material.

**Required Textbooks:**
Student Manuals provided by the Center for Domestic Preparedness

**Required Reading:**
As specified by date under course documents in Blackboard or by the CDP.

**Course Policies:**
The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student. This will be coordinated through the CDP.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. *Late assignments may be assessed 5 points per day at the discretion of the faculty.* Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.

**APA Format:**
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association* (APA).

**E-mail Policy:** All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

**Discussion**
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

**Participation**
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

COURSE SCHEDULE

Preparation: Assigned Reading
             Pre-test

CENTER FOR DOMESTIC PREPAREDNESS – 12 contact hours

INTRODUCTION AND PRE-TESTING
PREVENTION AND DETERRENCE
RAIN: (R) Recognize, (A) Avoid, (I) Isolate, and (N) Notify.
CHEMICAL AGENTS Module
BIOLOGICAL AGENTS Module
RADIOLOGICAL MATERIALS AND NUCLEAR WEAPONS Module:
EXPLOSIVE DEVICES Module
ADMINISTRATION AND POST-TESTING

Discussion Board

Teaching Project
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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<td>Vice Chancellor for Academic Affairs</td>
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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 5543

2. Course Title – if title is more than 30 character (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).

TEACHING EMERGENCY RESPONSE

Short title: TEACHING EMERGENCY RESPONSE

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Provides students, future emergency responders, with the knowledge and skills to create and deliver Chemical,
Biological, Radiological, Nuclear, and Explosives (CBRNE) instruction to the adult learning audience.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? Yes; CBRNE training course
   b. Why? In order to train others in CBRNE one must already have a baseline knowledge.

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Summer

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
    Fall 2012

12. Is this course in support of a new program? If yes, what program?
    Yes; Master of Science in Disaster Preparedness & Emergency Management

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

    b. If yes, what course?

    c. Has this course number been used in the past?

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    No

15. Justification should include:
    A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
    Graduates from this program will become leaders in the field of disaster preparedness and emergency management. Chemical, biological, radiological, nuclear and explosive events trained responders. Much of that training is face-to-face and is best accomplished when the trainer has acquired strategies for teaching an adult learner and is familiar with the content.

    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.
    This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

    Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

    C. Student population served.
    This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s
degree in Disaster Preparedness and Emergency Management

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

This advanced course provides students an opportunity to provide professional education from an advanced leadership perspective. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**PREPARATION:**
- Assigned Reading
- Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 40 hours**

#### DAY ONE
- Admin 0.1 Administration 0.25 hour 0.25 hour
- Test 1 Pretest 0.5 hour 0.5 hour
- Module FP-1 Adult Learning 1.0 hour 1.0 hour
- Module FP-2 Instructor Competencies 1.25 hours 1.25 hours
- Module FP-3 Needs and Task Analyses 1.5 hours 1.5 hours
- Admin 0.2
- Lunch 0.75 hour None
- Module FP-4 Risk Management 1.75 hours 1.75 hours
- Module FP-5 Learning Objectives and Lesson Plans 1.75 hours 1.75 hours

#### DAY TWO
- Module FP-6 Assessment Plans 2.0 hours 2.0 hours
- Admin 0.3 Administrative Overview/Applied Principles 1.5 hours 1.5 hours
- Admin 0.4 Lunch 0.75 hour None
- Module AP-1 Teaching and Delivery Strategies and Learning Resources 2.5 hours 2.5 hours
- Module AP-2 Multimedia Tools 2.0 hours 2.0 hours

#### DAY THREE
- Module AP-3 Communication Skills 1.0 hour 1.0 hour
- Module AP-4 Learning Environment Management 1.0 hour 1.0 hour
- Module AP-5 Development and Delivery of Presentation One 2.0 hours 2.0 hours
- Admin 0.5 Lunch 0.75 hour None
- Module AP-5 (continued) Development and Delivery of Presentation One 1.5 hours 1.5 hours
- Module AP-6 Development, Delivery, and Evaluation of Presentation Two 2.5 hours 2.5 hours
DAY FOUR
Module AP-6 (continued) Development, Delivery, and Evaluation of Presentation Two 4.5 hours 4.5 hours
Admin 0.6 Lunch 0.75 hour None
Module AP-6 (continued) Development, Delivery, and Evaluation of Presentation Two 1.0 hours 1.0 hours
Module AP-7 Development and Delivery of Presentation Three 2.5 hours 2.5 hours

DAY FIVE
Test 4 Post-Test 0.75 hour 0.75 hour
Module AP-7 (continued) Development and Delivery of Presentation Three 3.5 hours 3.5 hours
Admin 0.7
Lunch 0.75 hour None
Module AP-7 (continued) Development and Delivery of Presentation Three 3.25 hours 3.25 hours
Admin 0.9 Graduation and After Action Review 0.5 hour 0.5 hour

DISCUSSION BOARD

TEACHING PROJECT

JOURNAL ARTICLE

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)
Assigned Readings and Pre-test 5%
Successful completion of the CDP portion of the course (awarded completion certificate) 70%
Discussion Board after CDP experience 5%
Teaching Project 10%
Journal article 10%

18. **Special features** (e.g. labs, exhibits, site visitations, etc.)
Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will participate in a training event as a trainer. Then the student will do write and submit a journal article on the experience.

19. **Required reading**
Student Manual provided by the CDP; assigned reading by ASU faculty; student discovered literature related to paper and abstract

20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)
This class is on-line. Students must have minimum computer capabilities identified by ASU.

21. **What is the primary goal of this course?**
To prepare students to train others on topics associated with CBRNE.

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**
This is not a general education course

☐ Communicating effectively ☐ Thinking Critically
☐ Using mathematics ☐ Using Technology
☐ Understanding global issues ☐ Understanding interdependence
☐ Developing a life-long appreciation of the arts and humanities ☐ Developing a strong foundation in the social sciences
Using science to accomplish common goals

Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Consider the cognitive, affective, and psychomotor domains of learning as applied in CBRNE training environments
2. Demonstrate instructor competencies within the adult learning environment
3. Analyze the process for designing a viable training program based on needs assessment and task analysis, including identification of critical tasks

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT PROGRAM

Course Number And Title: DPEM 5543: TEACHING EMERGENCY RESPONSE

Credit Hours: 3 semester hours This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

Class Schedule: (TBA) Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location: The Center for Domestic Preparedness, Anniston, Alabama Web supported component at Arkansas State University

Placement: Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management

Faculty: Deborah Persell, PhD, RN, APN Associate Professor Office: Room 312, CNHP Bldg. Address: Box 910 State University, AR 72467-0910 (UPS) 104 N. Caraway Jonesboro, AR 72401 Telephone: 870-972-3318; Fax: 870-972-2954 E-mail: dpersell@astate.edu

Center for Domestic Preparedness Faculty
**Course Description:** Provides students, future emergency responders, with the knowledge and skills to create and deliver Chemical, Biological, Radiological, Nuclear, and Explosives (CBRNE) instruction to the adult learning audience. Prerequisites: CBRNE training course. (Spring)

**Course Outcomes:** At the completion of this course, the student will:
1. Consider the cognitive, affective, and psychomotor domains of learning as applied in CBRNE training environments
2. Demonstrate instructor competencies within the adult learning environment
3. Analyze the process for designing a viable training program based on needs assessment and task analysis, including identification of critical tasks
4. Explain the steps required to produce a risk management plan to ensure a safe training environment
5. Formulate learning objectives and a lesson plan to teach those objectives
6. Formulate the components of an assessment plan
7. Demonstrate various teaching and delivery strategies and identify learning resources as applied to a CBRNE training environment
8. Demonstrate how to utilize multimedia tools to enhance training delivery
9. Discuss effective communication techniques for an adult learning audience
10. Demonstrate the ability to manage the learning environment effectively, considering the needs of a diverse audience

**Teaching/Learning Strategies:** The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report and discussion of the CDP experience will be expected. Upon completion of the CDP course, the student will develop and provide training related to a CBRNE event to a specified target audience. Students will prepare and submit a journal article.

**Evaluation Strategies:**
Assigned Readings and Pre-test 10%
Successful completion of the CDP portion of the course (awarded completion certificate) 75%
Discussion Board after CDP experience 15%

**Grading Scale:**
- 93-100 = A
- 83-92.99 = B
- 75-82.99 = C*
- 63-74.99 = D
- 62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

**Evaluation Strategies by the CDP:**
Kirkpatrick's four-level model for evaluation of training includes two levels that are applicable to the evaluation strategy for the ITC Course.

**Level 1: Reaction**
To evaluate responders' perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and instructors through end-of-course critiques and DHS Level 1 Evaluation forms. The end-of-course critiques and evaluation forms are completed at the end of the fifth day of instruction/practical exercises. The instructors also gather information and input from the responders for the AAR.

**Level 2: Learning**
Knowledge and skills acquired or improved due to training provided by the CDP both the Fundamental Principles (FP) and Applied Principles (AP) are measured through testing and performance checklists. ITC focuses on performance-based training; instructors use performance evaluation checklists for all hands-on practical exercises to ensure that responders are gaining the expertise necessary to teach the skills required for response to a CBRNE incident. Responders are administered both a pretest and post-test for the course. Responders must pass the post-test with a score of 80% or better, and efficiently complete the items on the performance checklists to finish the course and receive a certificate of completion. If a responder does not pass the post-test on the first attempt, the responder will be retrained on the deficient objective(s) and a retest will be administered. If the actions on the performance checklist are not successfully completed on the first try, the responder is given a second opportunity. If the responder does not pass the retest with a score of 80% or better or complete all items on the performance checklist, a letter of attendance is then issued. If the responder does not pass the teacher's evaluation of his/her presentations, a letter of attendance is issued.

**Required Textbooks:**
Student manual supplied by the CDP

**Required Reading:**
As specified by date under course documents in Blackboard.

**Course Policies:**
The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

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**APA Format:**
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA).*
E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

COURSE SCHEDULE

PREPARATION:
Assigned Reading
Pre-test

CENTER FOR DOMESTIC PREPAREDNESS – 40 hours

DAY ONE
Admin 0.1 Administration 0.25 hour 0.25 hour
Test 1 Pretest 0.5 hour 0.5 hour
Module FP-1 Adult Learning 1.0 hour 1.0 hour
Module FP-2 Instructor Competencies 1.25 hours 1.25 hours
Module FP-3
Needs and Task Analyses 1.5 hours 1.5 hours
Admin 0.2
Lunch 0.75 hour None
Module FP-4 Risk Management 1.75 hours 1.75 hours
Module FP-5 Learning Objectives and Lesson Plans 1.75 hours 1.75 hours

DAY TWO
Module FP-6 Assessment Plans 2.0 hours 2.0 hours
Admin 0.3 Administrative Overview/Applied Principles 1.5 hours 1.5 hours
Admin 0.4 Lunch 0.75 hour None
Module AP-1 Teaching and Delivery Strategies and Learning Resources 2.5 hours 2.5 hours
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DAY THREE
Module AP-3 Communication Skills 1.0 hour 1.0 hour
Module AP-4 Learning Environment Management 1.0 hour 1.0 hour  Module AP-5 Development and Delivery of Presentation One 2.0 hours 2.0 hours
Admin 0.5 Lunch 0.75 hour None
Module AP-5 (continued) Development and Delivery of Presentation One 1.5 hours 1.5 hours
Module AP-6 Development, Delivery, and Evaluation of Presentation Two 2.5 hours 2.5 hours

DAY FOUR
Module AP-6 (continued) Development, Delivery, and Evaluation of Presentation Two 4.5 hours 4.5 hours
Admin 0.6 Lunch 0.75 hour None
Module AP-6 (continued) Development, Delivery, and Evaluation of Presentation Two 1.0 hours 1.0 hours
Module AP-7 Development and Delivery of Presentation Three 2.5 hours 2.5 hours

DAY FIVE  Test 4 Post-Test  0.75 hour 0.75 hour
Module AP-7 (continued) Development and Delivery of Presentation Three 3.5 hours 3.5 hours
Admin 0.7
Lunch 0.75 hour None
Module AP-7 (continued) Development and Delivery of Presentation Three 3.25 hours 3.25 hours
Admin 0.9 Graduation and After Action Review 0.5 hour 0.5 hour

DISCUSSION BOARD

TEACHING PROJECT

JOURNAL ARTICLE
New/Special Course Proposal-Bulletin Change Transmittal Form

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☒ New Course  or ☐ Special Course  (Check one box)

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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 5613

2. Course Title – if title is more than 30 character (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).

RADILOGICAL EMERGENCIES

Short title: RADILOGICAL EMERGENCIES

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Students review, discuss information, and practice skills necessary to effectively respond to a radiological incident. Topics include Radiological Concepts, Radiological Response Team Operations, Commercial Nuclear Power Facilities, Plume Modeling, Radiological Instrumentation, and Personal Protective Equipment (PPE) and Decontamination.

8. Indicate all prerequisites and 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, they will not be allowed to register).

   a. Are there any prerequisites? No
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

   Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year

    Fall 2012

12. Is this course in support of a new program? If yes, what program?

    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

    No

    b. If yes, what course?

    c. Has this course number been used in the past?

    Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

    No

15. Justification should include:

   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Graduates from this program will become leaders in the field of disaster preparedness and emergency management. Radiological emergencies/disasters are among those for which students need to prepare. The hands on training available in this course will give students experience in a controlled environment before having to respond to a real world event.

   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.

    This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.
Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

C. **Student population served.**
This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness (CDP) who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management

D. **Rationale for the level of the course (lower, upper, or graduate).**
This course prepares students to respond to radiological emergencies from an advanced leadership perspective. Previous learning, regardless of the discipline, will be applied. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

---

16. **Outline** *(The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)*
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**PREPARATION:**
- Assigned Reading
- Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 40 contact hours**

**DAY ONE**
- Module 0 Introduction and Overview 0.50 hour
- Test 1 Pretest 0.50 hour
- Module 1 Radiological Concepts 2.00 hours
- Admin 1
- Lunch 0.75 hour
- Module 2 Radiological Response Team Operations 2.50 hour
- Module 3 Commercial Nuclear Power Facilities 2.50 hours

**DAY TWO**
- Admin 2 Knowledge Check 0.25 hour
- Admin 3 Homework Review 0.25 hour
- Module 4 Plume Modeling 2.25 hour
- Admin 4 Lunch 0.75 hour
- Module 5 Radiological Instrumentation 3.50 hours
- Module 6 Surveying and Monitoring 1.75 hour

**DAY THREE**
- Admin 5 Knowledge Check 0.25 hour
- Module 7 Personal Protective Equipment and Decontamination 3.75
hours
Admin 6
Lunch 0.75 hour
Module 8 Team Exercises 4.00 hours

DAY FOUR
Admin 7 Knowledge Check 0.25 hour
Module 8 Team Exercises (cont.) 3.50 hours
Admin 8
Lunch 0.75 hour
Module 8 Team Exercises (cont.) 3.50 hours
Test 2 Post-test 0.75 hour

DAY FIVE
Module 8 Team Exercises (cont.) 3.25 hours
Admin 9 Lunch 0.75 hour
Module 9 Final Exercise 4.00 hours
Module 10 After Action Review 0.50 hour
Admin 10
Graduation 0.25 hour

DISCUSSION BOARD

PAPER

PRESENTATION OR ARTICLE

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Assigned Readings and Pre-test 5%
Successful completion of the CDP portion of the course (awarded completion certificate) 70%
Discussion Board after CDP experience 5%
Paper 10%
Abstract 10%

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP
expenses are paid for travel, food and lodging. Students will research a potential radiological threat or past
radiological event and do a paper with a comparative analysis between the threat/event and what they
learned in this course.

19. Required reading
Student Manual provided by the CDP; assigned reading by ASU faculty; student discovered literature
related to paper and abstract

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional
faculty added as needed according to business plan submitted with new program proposal.

21. What is the primary goal of this course?
To prepare students to respond to a radiological emergency
22. If this proposal is for a general education course, please check the primary goal this course addresses:

☐ Communicating effectively
☐ Using mathematics
☐ Understanding global issues
☐ Developing a life-long appreciation of the arts and humanities
☐ Using science to accomplish common goals
☐ Thinking Critically
☐ Using Technology
☐ Understanding interdependence
☐ Developing a strong foundation in the social sciences
☐ Providing foundations necessary to achieve health and wellness

This is not a general education course

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Analyze the dynamics and operations of a Radiological Response Team (RRT) as it relates to the Incident Command System.
2. Explain the workings of a commercial nuclear power facility including the nuclear fuel cycle.
3. Create a plume map overlay using plume-modeling software, a tool used to assist in response decision making, during an incident involving radiological materials.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT PROGRAM

Course Number And Title: DPEM 5613: RADIOLOGICAL EMERGENCIES

Credit Hours: 3 semester hours

Class Schedule: (TBA)
Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:
The Center for Domestic Preparedness, Anniston, Alabama
Web supported component at Arkansas State University

Placement: Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management

Faculty: Deborah Persell, PhD, RN, APN
Associate Professor
Office: Room 312, CNHP Bldg.
Course Description: Students review, discuss information, and practice skills necessary to effectively respond to a radiological incident. Topics include Radiological Concepts, Radiological Response Team Operations, Commercial Nuclear Power Facilities, Plume Modeling, Radiological Instrumentation, and Personal Protective Equipment (PPE) and Decontamination. Prerequisites: DPEM 1101, DPEM 1111, DPEM 1121 (Fall)

Course Outcomes: At the completion of this course, the student will:
1. Analyze the dynamics and operations of a Radiological Response Team (RRT) as it relates to the ICS.
2. Explain the workings of a commercial nuclear power facility including the nuclear fuel cycle.
3. Create a plume map overlay using plume-modeling software, a tool used to assist in response decision making, during an incident involving radiological materials.
4. Explain the purpose of each piece of equipment used for surveying and monitoring a radiological incident site.
5. Properly survey and monitor for radiation, collect samples for analysis, and complete the associated forms during a response to an emergency incident involving radiation.
6. Properly don and doff Personal Protective Equipment (PPE) to demonstrate the proper decontamination methods used during the response to a radiological incident.
7. Implement the four phases of response to a radiological incident.
8. Respond to a radiological emergency incident.

Teaching/Learning Strategies: The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. or a similar agency with expertise in radiological emergencies. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report and discussion of the CDP experience will be expected. A paper of significance on radiological emergencies will be required. Students will submit an abstract to present at a professional conference or submit the paper to a peer-reviewed journal.

Evaluation Strategies:
Assigned Readings and Pre-test 5%
Successful completion of the CDP portion of the course (awarded completion certificate) 70%
Discussion Board after CDP experience 5%
Grading Scale: 

93-100 = A  
83-92.99 = B  
75-82.99 = C*  
63-74.99 = D  
62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

Evaluation at the CDP: 
Performance checklists consist of a list of identified critical skills and tasks pertinent to this course. Learners use performance checklists to self-assess while practicing these critical skills and tasks. In addition, learners practice in pairs to validate performance of the critical skills and tasks. This practice provides learners the opportunity to participate in peer-to-peer assessment. Instructors use the performance checklists to confirm that learners are properly performing the critical skills and tasks necessary for passing this course. Practicing these critical skills and tasks allows learners to gain confidence in their abilities before being evaluated by instructors.

Required Textbooks: 
Student manual provided by the CDP

Required Reading: 
As specified by date under course documents in Blackboard.

Course Policies: 
The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. **Late assignments may be assessed 5 points per day at the discretion of the faculty.** Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.
APA Format:
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.
COURSE SCHEDULE

PREPARATION: Assigned Reading
Pre-test

CENTER FOR DOMESTIC PREPAREDNESS – 40 contact hours

DAY ONE
Module 0 Introduction and Overview 0.50 hour
Test 1 Pretest 0.50 hour
Module 1 Radiological Concepts 2.00 hours
Admin1
Lunch 0.75 hour
Module 2 Radiological Response Team Operations 2.50 hour
Module 3 Commercial Nuclear Power Facilities 2.50 hours

DAY TWO
Admin 2 Knowledge Check 0.25 hour
Admin 3 Homework Review 0.25 hour
Module 4 Plume Modeling 2.25 hour
Admin 4 Lunch 0.75 hour
Module 5 Radiological Instrumentation 3.50 hours
Module 6 Surveying and Monitoring 1.75 hour

DAY THREE
Admin 5 Knowledge Check 0.25 hour
Module 7 Personal Protective Equipment and Decontamination 3.75 hours
Admin 6
Lunch 0.75 hour
Module 8 Team Exercises 4.00 hours

DAY FOUR
Admin 7 Knowledge Check 0.25 hour
Module 8 Team Exercises (cont.) 3.50 hours
Admin 8
Lunch 0.75 hour
Module 8 Team Exercises (cont.) 3.50 hours
Test 2 Post-test 0.75 hour

DAY FIVE
Module 8 Team Exercises (cont.) 3.25 hours
Admin 9 Lunch 0.75 hour
Module 9 Final Exercise 4.00 hours
Module 10 After Action Review 0.50 hour
Admin 10
Graduation 0.25 hour

DISCUSSION BOARD

PAPER
New/Special Course Proposal-Bulletin Change Transmittal Form

- **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
- **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

**New Course or Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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<td>Department Curriculum Committee Chair</td>
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<td>Department Chair</td>
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<td>College Curriculum Committee Chair</td>
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<td>College Dean</td>
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<td>General Education Committee Chair (if applicable)</td>
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<td>Graduate Curriculum Committee Chair</td>
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<td>Vice Chancellor for Academic Affairs</td>
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1. **Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**

DPEM 6103

2. **Course Title** – if title is more than 30 character (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).

**HEALTH CARE ISSUES AND POLICIES RELATED TO DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT**

**Short title:** HEALTHCARE POLICIES IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Experiential learning**

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

**Standard Letter**

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

No

6. 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

7. **Brief course description (40 words or less) as it should appear in the bulletin.**
Evaluates existing governmental and institutional policies related to disaster preparedness and emergency management (DPEM). Formulation, implementation and evaluation of policy will be discussed. Students will propose and develop one new policy related to DPEM.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? No
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No
   b. If yes, what course?
   c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
   Graduates from this program will become leaders in the field of disaster preparedness and emergency management. This course is foundational for those who wish to affect public policy in the field.

   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.
   This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

   Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

   C. Student population served.
   This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s
degree in Disaster Preparedness and Emergency Management

D. Rationale for the level of the course (lower, upper, or graduate).
This advanced course provides students an opportunity to examine and propose policy from an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

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<th>Week 1</th>
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<td>Nature of Policy &amp; Institutions</td>
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<td>Core concepts and terms</td>
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<td>Traditions and trends in policy analysis</td>
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<td>Policy styles and the political environment</td>
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<td>Emergencies and disasters as policy and institutional problems</td>
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<td>Reconciling policy with emergencies and disaster</td>
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<td>Policy and emergency risk management</td>
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<td>Policy and institutional analysis</td>
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<td>International policy in disaster response and emergency management</td>
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<th>Weeks 5</th>
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<td>Theories and models of policy change</td>
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<td>Aviation Security Disasters</td>
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<th>Week 7</th>
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<td>Presentations</td>
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17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Assigned Readings and Pre-test 10%
Successful completion of the CDP portion of the course (awarded completion certificate) 50%
Discussion Board after CDP experience 10%
Presentation 10%
Comparative Analysis Paper 20%

18. **Special features** (e.g. labs, exhibits, site visitations, etc.)
Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will research a potential radiological threat or past radiological event and do a paper with a comparative analysis between the threat/event and what they learned in this course.

19. **Required reading**

20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)
This class is on-line. Students must have minimum computer capabilities identified by ASU.

21. **What is the primary goal of this course?**
To prepare leaders to participate in, lead and develop public policy regarding disaster preparedness and emergency management.

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**
This is not a general education course

   - [ ] Communicating effectively
   - [ ] Using mathematics
   - [ ] Understanding global issues
   - [ ] Developing a life-long appreciation of the arts and humanities
   - [ ] Using science to accomplish common goals
   - [ ] Thinking Critically
   - [ ] Using Technology
   - [ ] Understanding interdependence
   - [ ] Developing a strong foundation in the social sciences
   - [ ] Providing foundations necessary to achieve health and wellness

23. **Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**
   1. Analyze the impact of disasters and emergencies on policies and institutions.
   2. Apply selected policy models and frameworks to disaster preparedness and emergency management.
   3. Evaluate the effectiveness of select federal/state policies related to disaster preparedness and emergency management.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SCHOOL OF NURSING
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
MODULE VI

Course Number and Title: DPEM 6103 Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management
Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time). On-line course.

Placement: Core course

Faculty: Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
dpersell@astate.edu  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Evaluates existing governmental and institutional policies related to disaster preparedness and emergency management (DPEM). Formulation, implementation and evaluation of policy will be discussed. Students will propose and develop one new policy related to DPEM. Prerequisites: None (Fall)

Student Learning Outcomes: The student will:
1. Analyze the impact of disasters and emergencies on policies and institutions.
2. Apply selected policy models and frameworks to disaster preparedness and emergency management.
3. Evaluate the effectiveness of select federal/state policies related to disaster preparedness and emergency management.
4. Determine gaps in current disaster preparedness and emergency management policies.
5. Propose and develop one new policy related to disaster preparedness and emergency management.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Apply research to the analysis of public and institutional policies related to disaster preparedness and emergency management.

Teaching Strategies:  
Discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation, policy paper.

Evaluation Strategies:  
Discussion group participation, 10%; presentation and critique of policy, 35%; final comprehensive examination, 20%; policy paper, 35%.

A: 90 – 100  
B: 80 – 89  
C: 70 – 79  
D: 60 – 69  
F: 0 - 59

Textbooks:  
Required:
Revised 4/13/10


Supplemental:

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions). Students should adhere to style and citation guidelines in the current edition (6th edition) of the Publication manual of the American Psychological Association. Purchase of the manual is highly recommended.

Course Policies:
Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:
All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

APA Format:
All citations should follow the guidelines in the most recent edition of Publication Manual of the American Psychological Association (APA).

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week. The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
  1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues.
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
Nature of Policy & Institutions
   Core concepts and terms
   Traditions and trends in policy analysis
   Policy styles and the political environment
   Emergencies and disasters as policy and institutional problems
   Reconciling policy with emergencies and disaster

Week 2
Policy and Institutional Framework for Emergencies and Disasters
   Policy and emergency risk management
   Policy and institutional analysis
   Policy and politics
   Policy categories in the homeland security domain

Week 3
Policy formulation and Implementation
   Policy evaluation

Week 4
   International policy in disaster response and emergency management

Weeks 5
   Theories and models of policy change

Week 6
   Case Studies
      September 11
      Aviation Security Disasters
      Earthquakes
      Hurricanes

Week 7
   Presentations
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course  or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
   DPEM 6113

2. Course Title – if title is more than 30 character (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).

   THEORY DEVELOPMENT IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

   Short title: THEORY DEVELOPMENT IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

   Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

   Standard Letter

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

   No

6. 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

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

   Incorporates the process of theory development in disaster preparedness and emergency management to
facilitate formation of a conceptual basis for advanced knowledge and practice. Includes the analysis of various models and case studies.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   
   Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
   
   Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
   
   Fall, 2012

12. Is this course in support of a new program? If yes, what program?
   
   Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?
   
   No
   
   b. If yes, what course?
   
   c. Has this course number been used in the past?

   Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
   
   No

15. Justification should include:
   
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
   
   Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Theory development is necessary for the field to progress and elevate emergency response across the country/world.

   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.

   This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

   Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

   C. Student population served.

   This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s
degree in Disaster Preparedness and Emergency Management

D. **Rationale for the level of the course (lower, upper, or graduate).**
This advanced course prepares students to utilize and develop theory related to disaster preparedness and emergency management. Previous learning, regardless of the discipline, will be applied. The level of this course meets requirements consistent with academic rigor for graduate education.

<table>
<thead>
<tr>
<th>16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)</th>
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</thead>
<tbody>
<tr>
<td>Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.</td>
</tr>
</tbody>
</table>

**Week 1**
- Introduction to theory development and utilization
- Introduction to concept analysis

**Week 2**
- Concepts in Disaster Preparedness and Emergency Management
  - Examples: Preparedness, Planning, Mitigation, Response, Recovery, Hazard, Risk, Vulnerability, Vulnerable Population, Disaster, Emergency, Leader, Manage, Crisis Communication

**Week 3**
- Theories with Multi-Disciplinary Application
  - Examples: Critical Social Theory, Systems Theory, Middle Range Theories of Nursing, Theory of Political Control of Bureaucracy, Theories of Bureaucratic Politics, Public Institution Theory, Theories of Public Management, Postmodern Theory, Decision Theory, Rational Choice Theory, Theories of Governance

**Week 4**
- Critiquing theory

**Weeks 5 & 6**
Application of theory and case study to disaster preparedness and emergency management

Examples:
- Duffryn Chemical Fire
- Three Mile Island – Chernobyl
- Plague Outbreak in India
- Rail Disaster in South London
- Hanshin-Awaji Earthquake in Japan
- Union Carbide in Bhopal India
- BP & Exxon Valdeze
- Hurricanes Katrina/Rita
- Refugee Crisis
- Haiti Earthquake
- Indonesian Tsunami

Week 7
Presentation of Concept Analysis

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
   Discussion group participation, 10%
   Presentation and critique of theorist, 35%
   Final comprehensive examination, 20%
   Concept analysis paper, 35%.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
   Students will complete a concept analysis paper.

19. Required reading


20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
   This class is on-line. Students must have minimum computer capabilities identified by ASU.

21. What is the primary goal of this course?
   To prepare leaders to develop new theory and expand on existing theory regarding disaster preparedness and emergency management.

22. If this proposal is for a general education course, please check the primary goal this course addresses:
   This is not a general education course
   □ Communicating effectively □ Thinking Critically
23. Considering the indicated primary goal, provide *up to three outcomes* that you expect of students after completion of this course. For example, what will students who meet this goal *know or be able to do* as a result of this course?

1. Analyze concepts and theories using designated criteria.
2. Analyze multi-disciplinary theories for application in research, education and practice.
3. Synthesize multi-disciplinary conceptual information to contribute to the development of a body of knowledge in disaster preparedness and emergency management.

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**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY**  
**COLLEGE OF NURSING AND HEALTH PROFESSIONS**  
**SCHOOL OF NURSING**  
**MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT**  
**MODULE I**

**Course Number and Title:** DPEM 6113 Theory Development in Disaster Preparedness and Emergency Management

**Credit Hours:** 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time). On-line course.

**Placement:** Core course

**Faculty:** Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
dperssell@astate.edu  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

**Course Description:** Incorporates the process of theory development in disaster preparedness and emergency management to facilitate formation of a conceptual basis for advanced knowledge and practice. Includes the analysis of various models and case studies. Prerequisites: None (Fall)

**Student Learning Outcomes:** The student will

1. Synthesize basic elements of theory and processes of theory development.
2. Analyze concepts and theories using designate criteria.
3. Evaluate selected models and frameworks.
5. Synthesize multi-disciplinary conceptual information to contribute to the development of a body of knowledge in disaster preparedness and emergency management.

6. Demonstrate cooperation and collaboration with students from multiple disciplines.

7. Analyze theories and conceptual models used in research.

**Teaching Strategies:** discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

**Evaluation Strategies:**
Discussion group participation, 10%; presentation and critique of theorist, 35%; final comprehensive examination, 20%; concept analysis paper, 35%.

A: 90 – 100
B: 80 – 89
C: 70 – 79
D: 60 – 69
F: 0 – 59

**Textbooks:**

**Required:**


**Additional requirements:** Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

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Discussion
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Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
Introduction to theory development and utilization
Introduction to concept analysis

Week 2
Concepts in Disaster Preparedness and Emergency Management
Examples: Preparedness
Planning
Mitigation
Response
Recovery
Hazard
Risk
Vulnerability
Vulnerable Population
Disaster
Emergency
Leader
Manage
Crisis Communication

Week 3
Theories with Multi-Disciplinary Application
Examples: Critical Social Theory
Systems Theory
Middle Range Theories of Nursing
Theory of Political Control of Bureaucracy
Theories of Bureaucratic Politics
Public Institution Theory
Theories of Public Management
Postmodern Theory
Decision Theory
Rational Choice Theory
Theories of Governance

Week 4
Critiquing theory

Weeks 5 & 6
Application of theory and case study to disaster preparedness and emergency management
Examples: Duffryn Chemical Fire
Three Mile Island – Chernobyl
Plague Outbreak in India
Rail Disaster in South London
Hanshin-Awaji Earthquake in Japan
Union Carbide in Bophal India
BP & Exxon Valdeze
Hurricanes Katrina/Rita
Refugee Crisis
Haiti Earthquake
Indonesian Tsunami

Week 7
Presentation of Concept Analysis
New/Special Course Proposal-Bulletin Change Transmittal Form

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☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course or ☐ Special Course (Check one box)
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 6123

2. Course Title – if title is more than 30 character (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 DESIGN AND METHODOLOGIES IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Short title: RESEARCH DESIGN IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Considers quantitative and qualitative research methods in disaster preparedness and emergency management
Review of current research in the field will be conducted. The course culminates in a research proposal in DPEM.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
    Fall, 2012

12. Is this course in support of a new program? If yes, what program?
    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?
    No
    b. If yes, what course?
    c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    No

15. Justification should include:
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Research is critical to advancing the field as a profession and mounting effective responses to disasters and other emergencies.
   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. This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.
   Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.
   C. Student population served. This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s
degree in Disaster Preparedness and Emergency Management

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

This advanced course provides students the capability to develop research skills in disaster preparedness and emergency management. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1
- Research Ethics
  - IRB
  - Human Research – complete NIH course
- Research Methods -- Quantitative
  - Non-Experimental
  - Experimental

Week 2
- Research Methods – Qualitative
  - Case Study
  - Ethnography
  - Phenomenology

Week 3
- Review of Literature
- Critiquing Research
- Use of Theory
- Selecting the Design
- Writing Strategies

Week 4
- Developing the Research Proposal
  - Purpose Statement
  - Research Question(s)
  - Hypotheses
  - Methods
  - Procedures

Weeks 5
- Research Funding
  - Funding Sources
  - Request For Proposals (RFPs)
  - Where to find information
  - Developing a Project Team

Week 6
- Research Topics in Disaster Preparedness & Emergency Management
  - Discussion & Critique
  - Relating research to the pillars of emergency management
  - Prevention, Preparedness, Mitigation, Response & Recovery
### Week 7
Presentation and critique of Research Proposal

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)
   - Discussion group participation, 30%; Critique of research articles, 20%; Literature Review, 20%; Development of proposal, 25%; NIH Human Research Course, 5%.

18. **Special features** (e.g. labs, exhibits, site visitations, etc.)
   - Students will develop a research proposal and complete the human subjects research course of NIH.

19. **Required reading**

20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)
   - This class is on-line. Students must have minimum computer capabilities identified by ASU.

21. **What is the primary goal of this course?**
   - To prepare leaders in disaster preparedness and emergency management to review, utilize and conduct research.

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**
   - This is not a general education course

   - Communicating effectively
   - Thinking Critically
   - Using mathematics
   - Using Technology
   - Understanding global issues
   - Understanding interdependence
   - Developing a life-long appreciation of the arts and humanities
   - Developing a strong foundation in the social sciences
   - Using science to accomplish common goals
   - Providing foundations necessary to achieve health and wellness

23. **Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**
   1. Evaluate the utility of quantitative and qualitative research methods for disaster preparedness and emergency management.
   2. Critique current and historical research in disaster preparedness and emergency management.
   3. Develop a research proposal.

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*From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.*
Course Number and Title: DPEM 6123  Research Design and Methodologies in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

Placement:  Core course

Faculty:  Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
dpersell@astate.edu  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description:  Considers quantitative and qualitative research methods in disaster preparedness and emergency management (DPEM). Review of current research in the field will be conducted. The course culminates in a research proposal in DPEM. Prerequisites: None. (Spring)

Student Learning Outcomes: The student will:
1. Compare and contrast quantitative and qualitative research methods.
2. Determine the best research method to answer the research question.
3. Evaluate the utility of each research method for disaster preparedness and emergency management.
4. Critique current and historical research in disaster preparedness and emergency management.
5. Ascertain research needs in the field of disaster preparedness and emergency management.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Develop a research proposal.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

Evaluation Strategies:  
Discussion group participation, 30%; Critique of research articles, 20%; Literature Review, 20%; Development of proposal, 25%; NIH Human Research Course, 5%.

Grading Scale:
A:  90 – 100  
B:  80 – 89  
C:  70 – 79
Textbooks:
Required:


Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions). Students should adhere to style and citation guidelines in the current edition (6th edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

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2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
Research Ethics
IRB
Human Research – complete NIH course
Research Methods -- Quantitative
Non-Experimental
Experimental

Week 2
Research Methods – Qualitative
Case Study
Ethnography
Phenomenology

Week 3
Review of Literature
Critiquing Research
Use of Theory
Selecting the Design
Writing Strategies

Week 4
Developing the Research Proposal
Purpose Statement
Research Question(s)
Hypotheses
Methods
Procedures
Weeks 5
Research Funding
Funding Sources
Request For Proposals (RFPs)
Where to find information
Developing a Project Team

Week 6
Research Topics in Disaster Preparedness & Emergency Management
Discussion & Critique
Relating research to the pillars of emergency management
Prevention, Preparedness, Mitigation, Response & Recovery

Week 7
Presentation and critique of Research Proposal
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course  or  ☐ Special Course (Check one box)
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 6133

2. Course Title – if title is more than 30 character (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).

ETHICS AND LEGAL CONSIDERATIONS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Short title: ETHICS AND LAW IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

7. Brief course description (40 words or less) as it should appear in the bulletin.
Probes national and international ethical and legal frameworks of disaster preparedness and emergency management. Course content includes human rights and injustices associated with disasters and other emergencies and codes of ethics in emergency management.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   Summer

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
    Fall, 2012

12. Is this course in support of a new program? If yes, what program?
    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?
    No
    b. If yes, what course?
    c. Has this course number been used in the past?

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    No

15. Justification should include:
    A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
    Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Understanding ethical and legal dilemmas are all too common in disaster response. Understanding these issues are critical to the field and will assist the student (future responder) in staying within their legal and ethical scope of practice.

    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.
    This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

    Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

    C. Student population served.
    This course targets all students at Arkansas State University and degree seeking students at the Center for
Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management.

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

This advanced course prepares students to consider ethical and legal aspects of disaster response from an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1
   Ethics of Disaster Planning
   Value of human life
   Human rights

Week 2
   Political influences on disaster ethics
      Social contract
      Public policy
      Vulnerable populations
   Disasters as a function of injustice
      Examples:
      Race
      Class
      Gender
      Age
      Immigrant status

Week 3
   Code of Ethics in Disaster
      Multiple disciplines
   Compensating victims
   Reconstruction

Week 4
   Legal Framework of Disaster Law
      Constitution
      Use of Domestic Troops
      Congress & Federal Agencies

Weeks 5
   Law of Public Health Emergencies
      Federal Public Health Law
      State Public Health Law
      Health Emergency Laws
   Role of Private Sector
Week 6

The Stafford Act
Powers of State and Local Governments
Searches, seizures and Evacuations
Sovereign Immunity & Government Liability
Liability Issues for Individuals

Week 7

Case Studies
Presentations

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)
   Discussion group participation, 10%
   Presentation and critique of public health emergency law, 35%
   Final comprehensive examination, 20%;
   Concept paper, 35%.

18. **Special features** (e.g. labs, exhibits, site visitations, etc.)
    Students will present and critique public health emergency laws and complete a concept paper related to the same.

19. **Required reading**

   Burlington, MA: Elsevier.


20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

   This class is on-line. Students must have minimum computer capabilities identified by ASU.

21. **What is the primary goal of this course?**

   To prepare leaders to understand and observe ethical and legal practice in disaster preparedness and emergency management

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**

   This is not a general education course

   □ Communicating effectively
   □ Using mathematics
   □ Understanding global issues
   □ Developing a life-long appreciation of the arts and humanities
   □ Using science to accomplish common goals
   □ Thinking Critically
   □ Using Technology
   □ Understanding interdependence
   □ Developing a strong foundation in the social sciences
   □ Providing foundations necessary to achieve health and wellness

23. **Considering the indicated primary goal, provide up to three outcomes** that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

   1. Analyze basic ethical issues related to disaster preparedness and emergency management.
   2. Evaluate the utility of selected ethical/legal models and frameworks for disaster preparedness and emergency management.
3. Synthesize multi-disciplinary ethical and legal conceptual information to contribute to the development of a body of knowledge in disaster preparedness and emergency management.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SCHOOL OF NURSING
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
MODULE V

Course Number and Title: DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time). On-line course.

Placement: Core course

Faculty: Deborah J Persell, PhD, RN, APN
Associate Professor
Office: CNHP 312
Phone: 870-972-3318; Fax: 870-972-2954
dpersell@astate.edu
Addresses: Department of Nursing, Box 910, State University, AR 72467 (UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Probes national and international ethical and legal frameworks of disaster preparedness and emergency management. Course content includes human rights and injustices associated with disasters and other emergencies and codes of ethics in emergency management. Prerequisites: None. (Summer)

Student Learning Outcomes: The student will
1. Analyze basic ethical issues related to disaster preparedness and emergency management.
2. Evaluate the utility of selected ethical/legal models and frameworks for disaster preparedness and emergency management.
3. Synthesize multi-disciplinary ethical and legal conceptual information to contribute to the development of a body of knowledge in disaster preparedness and emergency management.
4. Apply appropriate disaster law to a variety of scenarios.
5. Apply disaster codes of ethics to a variety of scenarios.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Analyze research related to ethics and legal aspects of disasters.

Teaching Strategies:
Discussion, assigned readings, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation, concept paper.

**Evaluation Strategies:**
Discussion group participation, 10%; presentation and critique of public health emergency law, 35%; final comprehensive examination, 20%; concept paper, 35%.

- A: 90 – 100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: 0 - 59

**Textbooks:**
**Required:**


**Supplemental:**


**Additional requirements:** Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions). Students should adhere to style and citation guidelines in the current edition (6th edition) of the Publication manual of the American Psychological Association. Purchase of the manual is highly recommended.

**Course Policies:**
**Honor Code:** The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

**ACADEMIC INTEGRITY:**
All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student
Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

APA Format:
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association* (APA).

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week. The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
Ethics of Disaster Planning
Value of human life
Human rights

Week 2
Political influences on disaster ethics
Social contract
Public policy
Vulnerable populations
Disasters as a function of injustice
Examples:
- Race
- Class
- Gender
- Age
- Immigrant status

Week 3
- Code of Ethics in Disaster
- Multiple disciplines
- Compensating victims
- Reconstruction

Week 4
- Legal Framework of Disaster Law
- Constitution
- Use of Domestic Troops
- Congress & Federal Agencies

Weeks 5
- Law of Public Health Emergencies
  - Federal Public Health Law
  - State Public Health Law
  - Health Emergency Laws
- Role of Private Sector

Week 6
- The Stafford Act
- Powers of State and Local Governments
- Searches, seizures and Evacuations
- Sovereign Immunity & Government Liability
- Liability Issues for Individuals

Week 7
- Case Studies
- Presentations
New/Special Course Proposal-Bulletin Change Transmittal Form

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DPEM 6143

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Global Perspectives in Disaster Preparedness in Disaster Preparedness and Emergency Management

Short Title: Global Preparedness in DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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
7. Brief course description (40 words or less) as it should appear in the bulletin.

Evaluates disaster preparedness around the world including the economic, health, political, psychosocial, cultural and religious impact of current and major historical disasters.

8. Indicate all prerequisites and 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, they will not be allowed to register).

a. Are there any prerequisites? None

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Summer

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

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

This course will immerse students in global health issues for the purpose of understanding the impact of disasters around the world. It will provide a forum to examine national and international policy related to disaster preparedness and 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.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the
areas where students live. Students completing this course will have been provided with the opportunity to
develop skills to promote life-long learning.

C. **Student population served.**
This course targets all students at Arkansas State University and degree seeking students at the Center for
Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s
degree in Disaster Preparedness and Emergency Management

D. **Rationale for the level of the course (lower, upper, or graduate).**
This advanced course provides students an opportunity to explore global considerations within disaster
preparedness and emergency management from an advanced leadership perspective. Previous learning,
regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the
level of this course meets requirements consistent with academic rigor for graduate education.

16. **Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two
modules per semester.

Week 1:  Introduction to International Concepts of Disaster Preparedness
Disasters around the world

Week 2:  Characteristics of local, regional, national and/or global disasters

Week 3:  Economic and Political implications of global disasters

Week 4:  Disasters resulting from terrorism around the world

Week 5:  Impact of disasters on human rights
Government, non-government and international humanitarian aid organizations

Week 6:  International Law and Disasters
United Nations Program for Humanitarian and Disaster Relief

Week 7:  Presentations/Final

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)
Class Participation, analysis of global disaster, a presentation, 20 hours of service learning

18. **Special features** (e.g. labs, exhibits, site visitations, etc.)
Twenty hours of service learning is an integral part of this course. Students will work/volunteer with a
disaster response professional in communities where they live or that have been identified by the course
instructor, including other countries. Hours devoted to a specific disaster response will also be counted as
service learning.

The presentation is another special feature of this course. The presentation will be based on the student’s
analysis of a disaster with global implications.

19. **Required reading**
20. **Department staffing and classroom/lab resources** *(Will this require additional faculty, supplies, etc.?)*

This class is on-line. Students must have minimum computer capabilities identified by ASU.

21. **What is the primary goal of this course?**

To prepare students to be involved in global issues related to disaster response and emergency management.

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- [ ] Communicating effectively
- [ ] Using mathematics
- [ ] Understanding global issues
- [ ] Developing a life-long appreciation of the arts and humanities
- [ ] Using science to accomplish common goals
- [ ] Thinking Critically
- [ ] Using Technology
- [ ] Understanding interdependence
- [ ] Developing a strong foundation in the social sciences
- [ ] Providing foundations necessary to achieve health and wellness

23. **Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course.**

For example, what will students who meet this goal **know or be able to do** as a result of this course?

1. Distinguish the defining characteristics of local, regional, national and global disasters.
2. Analyze the synergy of government, non-government and international humanitarian aid organizations.
3. Compare/contrast relevant international law to humanitarian aid and/or disaster relief.

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**ARKANSAS STATE UNIVERSITY**

**COLLEGE OF NURSING AND HEALTH PROFESSIONS**

**THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION**

**MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT PROGRAM**

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<td>GLOBAL PERSPECTIVES IN DISASTER PREPAREDNESS</td>
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On-line

**Class Schedule:** (TBA)
College of Nursing and Health Professions Room

**Placement:**
Core requirement course for the Master of Science in Disaster Preparedness and Emergency Management

**Faculty:**
Deborah Persell, PhD, RN, APN
Associate Professor
Office: Room 312, CNHP Bldg.
Address: Box 910
Course Description: Evaluates global disaster preparedness around the world including the economic, health, political, psychosocial, cultural and religious impact of current and major historical disasters.
Prerequisites: None (Summer)

Course Outcomes: At the completion of this course, the student will:
1. Distinguish the defining characteristics of local, regional, national and global disasters.
2. Analyze the synergy of government, non-government and international humanitarian aid organizations.
3. Compare/contrast relevant international law to humanitarian aid and/or disaster relief.

Teaching/Learning Strategies: The student will participate in multiple teaching/learning strategies including: lecture/discussion, daily group and individual activities to reinforce the content, case studies, content exams, table top exercises, agency visits, student led presentations and a comprehensive final exam. Students will critically analyze disasters around the world, including resources for the geographic location of the disaster and the disaster’s global impact. Then students will propose strategies to mitigate the effects of the disaster and/or prevent similar occurrences in the future. Finally, students will present their findings to faculty and peers.

Evaluation Strategies:

Grading Scale:  
93-100 = A  
83-92.99 = B  
75-82.99 = C*  
63-74.99 = D  
62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

Required Textbooks:  

Required Reading:  
As specified by date under course documents in Blackboard.

Suggested Textbooks: 
Course Policies:
The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. **Late assignments may be assessed 5 points per day at the discretion of the faculty.** Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed.

Students should review the class schedule daily to ensure preparation for the activities and content of the day.
COURSE SCHEDULE

Week 1: Introduction to International Concepts of Disaster Preparedness
        Disasters around the world

Week 2: Characteristics of local, regional, national and/or global disasters

Week 3: Economic and Political implications of global disasters

Week 4: Disasters resulting from terrorism around the world

Week 5: Impact of disasters on human rights
        Government, non-government and international humanitarian aid organizations

Week 6: International Law and Disasters
        United Nations Program for Humanitarian and Disaster Relief

Week 7: Presentations/Final
New/Special Course Proposal-Bulletin Change Transmittal Form

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☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
DPEM 6153

2. Course Title – if title is more than 30 character (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).
CRISIS COMMUNICATION IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Short title: CRISIS COMMUNICATION IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
Standard Letter

5. Is this course dual listed (undergraduate/graduate)?
No

6. 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

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

Analyzes the private and public exchange of information before, during and after a disaster. Multiple
communication strategies will be explored, including the use of social media.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
    Fall, 2012

12. Is this course in support of a new program? If yes, what program?
    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?
    No
    b. If yes, what course?
    c. Has this course number been used in the past?

    Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    No

15. Justification should include:
    A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
    Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Crisis communication skills are required to protect the public during times of emergency.

    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.
    This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

    Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

    C. Student population served.
    This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management.
D. **Rationale for the level of the course (lower, upper, or graduate).**

This advanced course encourages students to analyze the exchange of information during disasters and other emergencies from an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

---

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

**Week 1**
- Status of Crisis Communication in the 21st Century
- Theories of Crisis Communication

**Week 2**
- Disaster Specific Crisis Communication
  - Examples:
    - Natural Disasters
    - Technological Disasters
    - Terrorism
    - Environmental Disasters
    - Transportation Disasters

**Week 3**
- Developing Crisis Communications Plans
  - Examples:
    - Community at Large
    - Students
    - Cultural Diversity
    - Employees
    - Consumers
    - In the presence of death and injury

**Week 4**
- Media Platforms and Crisis Communication during Disaster
  - Examples
    - Television
    - Newspaper
    - Social Media
    - Radio
    - Emergency Alert Systems

**Week 5**
- Application of Crisis Communication to the Pillars of Emergency Management
  - Role of the Public Information Officer in the Incident Command Structure

**Week 6**
- Communication Skills
  - Examples:
    - Transparency
    - Accuracy
Week 7
Practicum Experience in Crisis Communication
Examples:
Service Learning with a media outlet
Preceptorship with Emergency Planner/Manager
Internship with Public Relations Firm
Preceptorship with Public Information Officer

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
   Discussion group participation, 30%
   Assignments, 15%
   Practicum 30%
   Presentation of practicum 10%
   Final comprehensive examination, 15%.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
   This course has a practicum experience with a public information officer. Students will be expected to research and present in depth one media outlet utilized during emergencies.

19. Required reading

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.)
   This class is on-line. Students must have minimum computer capabilities identified by ASU.

21. What is the primary goal of this course?
   To prepare leaders to craft and deliver information to the public during times of emergency.

22. If this proposal is for a general education course, please check the primary goal this course addresses:
   This is not a general education course

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?
   1. Apply principles of crisis communication to disasters.
   2. Compare and contrast the communication needs of various constituencies during disaster.
   3. Create pre-disaster messages for multiple segments of the population.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.
Course Number and Title: DPEM 6153 Crisis Communication in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

Placement: Core Course

Faculty: Deborah J Persell, PhD, RN, APN (or Dr. Osa?)
Associate Professor
Office: CNHP 312
Phone: 870-972-3318; Fax: 870-972-2954
dpersell@astate.edu
Addresses: Department of Nursing, Box 910, State University, AR 72467
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Analyzes the private and public exchange of information before, during and after a disaster. Multiple communication strategies will be explored, including the use of social media.

Prerequisites: None. (Fall)

Student Learning Outcomes: The student will
1. Apply principles of crisis communication to disasters.
2. Compare and contrast the communication needs of various constituencies during disaster.
3. Create pre-disaster messages for multiple segments of the population.
4. Utilize principles of crisis communication to multiple media outlets.
5. Analyze diverse theoretical frameworks as they apply to crisis communication during disasters.
6. Formulate plans for disaster response that incorporate potential contingencies during a disaster.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

Evaluation Strategies:
Discussion group participation, 30%; Assignments, 15%; practicum 30%; presentation of practicum 10%; final comprehensive examination, 15%.

A: 90 – 100
B: 80 – 89
C: 70–79
D: 60-69
Textbooks:
Required:


Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Course Policies:
Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:
All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

APA Format:
All citations should follow the guidelines in the most recent edition of Publication Manual of the American Psychological Association (APA).

e-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week. The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.
Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
Status of Crisis Communication in the 21st Century
Theories of Crisis Communication

Week 2
Disaster Specific Crisis Communication
Examples:
- Natural Disasters
- Technological Disasters
- Terrorism
- Environmental Disasters
- Transportation Disasters

Week 3
Developing Crisis Communications Plans
Examples:
- Community at Large
- Students
- Cultural Diversity
- Employees
- Consumers
- In the presence of death and injury

Week 4
Media Platforms and Crisis Communication during Disaster
Examples
- Television
- Newspaper
- Social Media
- Radio
- Emergency Alert Systems

Week 5
Application of Crisis Communication to the Pillars of Emergency Management
Role of the Public Information Officer in the Incident Command Structure
Week 6
Communication Skills
Examples:
Transparency
Accuracy
Relevance
Accessibility

Week 7
Practicum Experience in Crisis Communication
Examples:
Service Learning with a media outlet
Preceptorship with Emergency Planner/Manager
Internship with Public Relations Firm
Preceptorship with Public Information Officer
New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

- New Course or Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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<th>Department Curriculum Committee Chair</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
<td>Professional Education Head of Unit (If applicable)</td>
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<tr>
<td>College Curriculum Committee Chair</td>
<td>Date</td>
<td>General Education Committee Chair (if applicable)</td>
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<tr>
<td>College Dean</td>
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<td>Undergraduate Curriculum Council Chair</td>
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<td>College Dean</td>
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<td>Graduate Curriculum Committee Chair</td>
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<td>Vice Chancellor for Academic Affairs</td>
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</table>

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 6163

2. Course Title – if title is more than 30 character (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).

MANAGING INCIDENTS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Short title: MANAGING INCIDENTS IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Concentrates on the management of disasters. Emphasis will be placed on the National Incident Management System and the five pillars of emergency management: prevention, preparedness, mitigation, response and
Revised 4/13/10

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
    Fall, 2012

12. Is this course in support of a new program? If yes, what program?
    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?
    No
    b. If yes, what course?
    c. Has this course number been used in the past?

    Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    No

15. Justification should include:
    A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
    Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Graduates of a Masters program will be hired into leadership positions in which the management of emergencies is expected.

    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.
    This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

    Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

    C. Student population served.
    This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management.
D. **Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students the opportunity to acquire management skills as an advanced leader in disasters and other emergencies. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

**Week 1**
- Historical context of emergency management
- National Incident Management System
- Risk Assessment

**Week 2**
- Mitigation
- 5 hours practicum

**Week 3**
- Preparedness
- 5 hours practicum

**Week 4**
- Communication
- 5 hours practicum

**Week 5**
- Response
- 5 hours practicum

**Week 6**
- Recovery
- 5 hours practicum

**Week 7**
- International emergency management

---

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

- Discussion group participation, 30%
- Assignments, 10%
- Concept paper (NIMS, pillars, etc.) 15%
- Presentation of concept paper, 15%
- Peer review/critique of presentations 10%
- Practicum, 20%.

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

This course has a practicum experience with an emergency manager. Students will be expected to research and present in depth a concept paper utilizing the pillars of emergency management.
19. **Required reading**


20. **Department staffing and classroom/lab resources** *(Will this require additional faculty, supplies, etc.?)*

This class is on-line. Students must have minimum computer capabilities identified by ASU.

21. **What is the primary goal of this course?**

To prepare leaders to manage emergencies.

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

☐ Communicating effectively  ☐ Thinking Critically
☐ Using mathematics  ☐ Using Technology
☐ Understanding global issues  ☐ Understanding interdependence
☐ Developing a life-long appreciation of the arts and humanities  ☐ Developing a strong foundation in the social sciences
☐ Using science to accomplish common goals  ☐ Providing foundations necessary to achieve health and wellness

23. **Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Describe the National Incident Management System.
2. Apply the pillars of emergency management to specific types of disaster.
3. Evaluate multi-disciplinary utilization of NIMS.

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**ARKANSAS STATE UNIVERSITY**

**COLLEGE OF NURSING AND HEALTH PROFESSIONS**

**SCHOOL OF NURSING**

**MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT**

**MODULE III**

**Course Number and Title:** DPEM 6163 Managing Incidents in Disaster Preparedness and Emergency Management

**Credit Hours:** 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time). On-line course.

**Placement:** Core Course

**Faculty:** Deborah J Persell, PhD, RN, APN (GIS faculty)
Associate Professor
Office: CNHP 312
Course Description: Concentrates on the management of disasters. Emphasis will be placed on the National Incident Management System and the five pillars of emergency management: prevention, preparedness, mitigation, response and recovery. A practicum experience is included. Prerequisites: None. (Spring)

Student Learning Outcomes: The student will
1. Describe the National Incident Management System.
2. Apply the pillars of emergency management to specific types of disaster.
3. Evaluate models and frameworks for emergency management and their application/utility to NIMS.
4. Evaluate multi-disciplinary utilization of NIMS.
5. Analyze international models of emergency management.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Analyze theory and research related to emergency management.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation and 25 hours practicum experience with an emergency manager.

Evaluation Strategies:
Discussion group participation, 30%; Assignments, 10%; concept paper (NIMS, pillars, etc.) 15%; presentation of concept paper, 15%; peer review/critique of presentations 10%, Practicum, 20%.

A: 90 – 100
B: 80 – 89
C: 70-79
D: 60-69
F: 0 - 59

Textbooks:
Required:


Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).
Students should adhere to style and citation guidelines in the current edition (6th edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:
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E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.

Discussion
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Participation
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3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
Historical context of emergency management
National Incident Management System
Risk Assessment
Week 2
  Mitigation
  5 hours practicum

Week 3
  Preparedness
  5 hours practicum

Week 4
  Communication
  5 hours practicum

Week 5
  Response
  5 hours practicum

Week 6
  Recovery
  5 hours practicum

Week 7
  International emergency management
New/Special Course Proposal-Bulletin Change Transmittal Form

- Print 1 copy for signatures and save 1 electronic copy.
- Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

**New Course or Special Course** (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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<td>Professional Education Head of Unit (If applicable)</td>
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<td>College Curriculum Committee Chair</td>
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1. **Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**

   DPEM 6213

2. **Course Title** – if title is more than 30 character (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).

   INFORMATICS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

   **Short title:** INFORMATICS IN DPEM

3. **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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)?** Please choose one.

   Experiential learning

4. **What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?**

   Standard Letter

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

   No

6. **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

7. **Brief course description (40 words or less) as it should appear in the bulletin.**

   Incorporates the use of telecommunications and technology to support response efforts during and after a disaster. Public health biosurveillance will be examined. Legal and ethical considerations in information
technology will be analyzed.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
    Fall, 2012

12. Is this course in support of a new program? If yes, what program?
    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?
    No
    b. If yes, what course?
    c. Has this course number been used in the past?

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14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    No

15. Justification should include:
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Great strides have been made in information technology and the application to disaster preparedness. Today’s graduate will be expected to be minimally proficient in Information Technology systems utilized to plan for, mitigate, and manage disasters and other emergencies.
   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. This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management. Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.
   C. Student population served. This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s
degree in Disaster Preparedness and Emergency Management

D. Rationale for the level of the course (lower, upper, or graduate).
This advanced course provides students an opportunity to utilize information technology in the management of disasters and other emergencies. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

16. Outline
(The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1
- Historical perspective on use of Information Technology
- Use of Information Technology During Disasters
- Disaster Specific Influences on Utilization of Information Technology

Week 2
- Ethical Use of Information Technology
  - Fair Information Practice Principles
  - Proprietary Information
  - Individually Identifiable Information
- Legal Use of Information Technology
  - Laws
  - Regulations
  - Managing Sensitive Information

Week 3
- Basics of Information Technology
  - Data communication networks
  - Connectivity Options
  - Network management
  - Videoconferencing
  - Wireless communications

Week 4
- Telemedicine during disasters
  - General Advanced Low Cost Trans-European Network Over Satellites
  - Medical Assistance for Ships
  - Euro-Mediterranean Internet-Satellite Platform for Health, Medical Education and Research
  - Disaster Emergency Logistic Telemedicine Advanced Satellites System

Week 5
- Public Health Surveillance & Information Technology Infrastructure
  - Policy
  - Analytic Requirements

Week 6
- Using Information Technology
  - Project Development with “hands-on” use of information technology systems for a simulated disaster. This will be done in a laboratory setting.
Week 7

Using Information Technology continued -- Concluding and presenting project

- Description of project
- Significance of project (real-world application)
- Step-by-step use of technology
- Evaluation/Analysis of project
- Recommendations for future use

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
   - Discussion group participation, 30%
   - Assignments, 15%
   - IT project, 30%
   - Presentation & critique of projects, 10%
   - IT strategy paper, 15%.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
   This course requires a project related to information technology and emergency management. Students will critique each other’s project as well as put forth a paper designed to offer new strategies for incorporating IT into disaster preparedness and emergency management.

19. Required reading

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
   This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added as needed according to the business plan contained in the program proposal.

21. What is the primary goal of this course?
   To prepare leaders to utilize information technology in all pillars of emergency management.

22. If this proposal is for a general education course, please check the primary goal this course addresses:
   This is not a general education course
   - Communicating effectively
   - Thinking Critically
   - Using mathematics
   - Using Technology
   - Understanding global issues
   - Understanding interdependence
   - Developing a life-long appreciation of the arts and humanities
   - Developing a strong foundation in the social sciences
   - Using science to accomplish common goals
   - Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?
   1. Compare and contrast current and proposed information technology networks for telemedicine used during emergencies and disaster
   2. Evaluate disaster specific information technology needs and strategies.
   3. Propose current and future research implications for utilization/development of information technology in disaster preparedness and emergency management.
ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SCHOOL OF NURSING
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
MODULE II

Course Number and Title: DPEM 6213 Informatics in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

Placement: Core Course

Faculty: Deborah J Persell, PhD, RN, APN (Informatics faculty)
Associate Professor
Office: CNHP 312
Phone: 870-972-3318; Fax: 870-972-2954
dpersell@astate.edu
Addresses: Department of Nursing, Box 910, State University, AR 72467
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Incorporates the use of telecommunications and technology to support response efforts during and after a disaster. Public health biosurveillance will be examined. Legal and ethical considerations in information technology will be analyzed.
Prerequisites: None. (Fall)

Student Learning Outcomes: The student will
1. Apply historical perspectives in information technology to disasters.
2. Compare and contrast current and proposed information technology networks for telemedicine used during emergencies and disaster
3. Evaluate disaster specific information technology needs and strategies.
4. Utilize principles of crisis communication to multiple media outlets.
5. Analyze legal and ethical use of information technology in disaster response and emergency management.
6. Propose current and future research implications for utilization/development of information technology in disaster preparedness and emergency management.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation, information technology project.

Evaluation Strategies:
Discussion group participation, 30%; Assignments, 15%; IT project, 30%; Presentation & critique of projects, 10%; IT strategy paper, 15%.

A: 90 – 100
B: 80 – 89
C: 70-79
D: 60-69
F: 0 - 59

Textbooks:
Required:

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions). Students should adhere to style and citation guidelines in the current edition (6th edition) of the Publication manual of the American Psychological Association. Purchase of the manual is highly recommended.

Course Policies:
Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:
All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

APA Format:
All citations should follow the guidelines in the most recent edition of Publication Manual of the American Psychological Association (APA).

e-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.
The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
- Historical perspective on use of Information Technology
- Use of Information Technology During Disasters
- Disaster Specific Influences on Utilization of Information Technology

Week 2
- Ethical Use of Information Technology
  - Fair Information Practice Principles
  - Proprietary Information
  - Individually Identifiable Information
- Legal Use of Information Technology
  - Laws
  - Regulations
  - Managing Sensitive Information

Week 3
- Basics of Information Technology
  - Data communication networks
  - Connectivity Options
  - Network management
  - Videoconferencing
  - Wireless communications

Week 4
- Telemedicine during disasters
  - General Advanced Low Cost Trans-European Network Over Satellites
  - Medical Assistance for Ships
  - Euro-Mediterranean Internet-Satellite Platform for Health, Medical Education and Research
  - Disaster Emergency Logistic Telemedicine Advanced Satellites System

Week 5
- Public Health Surveillance & Information Technology Infrastructure
Policy
Analytic Requirements

Week 6
Using Information Technology
  Project Development with “hands-on” use of information technology systems for a
  simulated disaster. This will be done in a laboratory setting.

Week 7
Using Information Technology continued -- Concluding and presenting project
  Description of project
  Significance of project (real-world application)
  Step-by-step use of technology
  Evaluation/Analysis of project
  Recommendations for future use
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 6223

2. Course Title – if title is more than 30 character (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).

EPIDEMIOLOGY OF DISASTERS

Short title: EPIDEMIOLOGY OF DISASTERS

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Measurement of adverse health effects of natural and human disasters as well as factors contributing to those effects. Assesses needs of disaster-affected populations and then matches resources to prevent further adverse
health effects. Evaluates program effectiveness and plans for contingencies.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

   Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year

   Fall, 2012

12. Is this course in support of a new program? If yes, what program?

   Yes; Master of Science in Disaster Preparedness & Emergency Management and Graduate Certificate in Disaster Health

13. Does this course replace a course being deleted?

   No
   b. If yes, what course?
   c. Has this course number been used in the past?

   Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

   No

15. Justification should include:
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

   Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Understanding how disasters occur, the adverse effect they have on populations, probabilities of adverse effects and which resources mitigate those effects is necessary to be an effective professional in the field.

   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.

   This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

   Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

   C. Student population served.

   This course targets all students at Arkansas State University and degree seeking students at the Center for
Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management

D. Rationale for the level of the course (lower, upper, or graduate).
This advanced course provides students to acquire professional education at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>Principles of Epidemiology</td>
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<td>Surveillance</td>
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<th>Week 2</th>
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<td>Public Health Consequences of Disaster</td>
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<th>Week 3</th>
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<tr>
<td>Field Investigations: Local, State, National &amp; International</td>
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<tr>
<td>Choose and begin individual epidemiology investigation of a disaster</td>
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<th>Week 4</th>
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<tr>
<td>Natural Disasters (including earthquake)</td>
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<th>Week 5</th>
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<tr>
<td>Bioterrorism &amp; Public Health Emergencies (including pandemic)</td>
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<th>Week 6</th>
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<tr>
<td>Statistical methods in epidemiology</td>
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<th>Week 7</th>
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<tr>
<td>Epidemiology of disaster mental health</td>
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<td>Presentation of Investigation</td>
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17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
- Discussion group participation, 30%
- Problem sets, 15%
- Epidemiology of disaster investigation, 25%
- Presentation 15%
- Final comprehensive examination, 15%.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
This course requires an epidemiological investigation into a current or historical disaster or emergency. Problem sets in epidemiology will be utilized. Students will present the results of their investigation.

19. Required reading


20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)
   
   This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added as needed according to the business plan submitted with the program proposal.

21. **What is the primary goal of this course?**
   
   To prepare leaders to utilize epidemiological investigations to understand the evolution and impact of disasters to effect mitigation.

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**

   This is not a general education course

   - [ ] Communicating effectively
   - [ ] Using mathematics
   - [ ] Understanding global issues
   - [ ] Developing a life-long appreciation of the arts and humanities
   - [ ] Using science to accomplish common goals
   - [ ] Thinking Critically
   - [ ] Using Technology
   - [ ] Understanding interdependence
   - [ ] Developing a strong foundation in the social sciences
   - [ ] Providing foundations necessary to achieve health and wellness

23. **Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course.** For example, what will students who meet this goal know or be able to do as a result of this course?

   1. Apply principles of public health epidemiology to disasters.
   2. Compare and contrast the needs of disaster-affected populations as they related to population and geography affected.
   3. Create plans to reduce the adverse health effects of multiple types of disasters.

---

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SCHOOL OF NURSING
Course Number and Title: DPEM 6223 Epidemiology of Disasters

Credit and Clock Hours: 3 semester hours. This class is on-line but represents three (3) clock hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time). On-line course.

Placement: Emphasis Course in the Master of Science Required Course in the Graduate Certificate

Faculty: Deborah J Persell, PhD, RN, APN Associate Professor Office: CNHP 312 Phone: 870-972-3318; Fax: 870-972-2954 dpersell@astate.edu Addresses: Department of Nursing, Box 910, State University, AR 72467 (UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Measurement of adverse health effects of natural and human disasters as well as factors contributing to those effects. Assesses needs of disaster-affected populations and then matches resources to prevent further adverse health effects. Evaluates program effectiveness and plans for contingencies. Prerequisites: None. (Fall)

Student Learning Outcomes: The student will
1. Apply principles of public health epidemiology to disasters.
2. Compare and contrast the needs of disaster-affected populations as they related to population and geography affected.
3. Create plans to reduce the adverse health effects of multiple types of disasters.
4. Identify resources to prevent adverse health effects during disaster.
5. Utilize diverse theoretical frameworks to evaluate the effectiveness of disaster response.
6. Formulate plans for disaster response that incorporate potential contingencies during a disaster.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

Evaluation Strategies: Discussion group participation, 30%; Problem sets, 15%; epidemiology of disaster investigation, 25%, presentation 15%, final comprehensive examination, 15%.

A: 90 – 100
B: 80 – 89
C: 70-79
D: 60-69
F: 0 - 59
Textbooks:

Required:


Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions). Students should adhere to style and citation guidelines in the current edition (6th edition) of the Publication manual of the American Psychological Association. Purchase of the manual is highly recommended.

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Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.
Week 1
   Principles of Epidemiology
   Surveillance

Week 2
New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or Special Course (Check one box)
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair</th>
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<th>COPE Chair (if applicable)</th>
<th>Date</th>
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<tr>
<td>Department Chair</td>
<td>Date</td>
<td>Professional Education Head of Unit (If applicable)</td>
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<tr>
<td>College Curriculum Committee Chair</td>
<td>Date</td>
<td>General Education Committee Chair (if applicable)</td>
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<tr>
<td>College Dean</td>
<td>Date</td>
<td>Undergraduate Curriculum Council Chair</td>
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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 6253

2. Course Title – if title is more than 30 character (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).

MULTI-AGENCY RESPONSE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Short title: MULTI-AGENCY RESPONSE IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Examines multi-agency response to disasters and other emergencies to include government agencies, non-government organizations and the private sector. Cooperation and collaboration among the agencies will be
analyzed. Pre and post-disaster planning and mobilization of resources will be emphasized.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No
   b. If yes, what course?
   c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
      Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. No agency responds to disasters or other emergencies in isolation. This course will assist students in identifying agencies expected to respond and how to work with them and coordinate a multiagency response.
   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.
      This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.
      Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.
   C. Student population served.
      This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s
degree in Disaster Preparedness and Emergency Management

D. **Rationale for the level of the course (lower, upper, or graduate).**
This advanced course prepares students to manage multi-agency response to disasters and other emergencies. This skill requires advanced leadership. Previous learning, regardless of the discipline, will be applied. The level of this course meets requirements consistent with academic rigor for graduate education.

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1  
- Theoretical frameworks for multi-agency response  
  - Social capital  
  - Network theory  
  - Organizational collaboration

Week 2  
- U.S. Government Organizations  
  - Examples:  
    - Department of Homeland Security  
    - Federal Emergency Management Agency  
    - National Guard  
    - Federal Bureau of Investigation  
    - Environmental Protection Agency  
    - Department of Defense  
    - Health and Human Services  
    - Department of Transportation

Week 3  
- Non-government Organizations  
  - Examples:  
    - Red Cross  
    - Red Crescent  
    - Salvation Army  
    - Faith-Based Organizations

Week 4  
- Private Sector Organizations  
  - Examples:  
    - Wal-Mart  
    - Soft drink bottling companies  
    - Security  
    - Transportation

Weeks 5  
- Logistics  
  - Organizing resources  
  - Distributing resources  
  - Pre-disaster preparation  
  - Post-disaster preparation
Week 6
   International humanitarian response

Week 7
   Case studies
   Presentations

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)
   - Discussion group participation, 20%
   - Presentation and critique of one government, non-government or private sector agency, 15%
   - Multi-agency response analysis paper, 35%
   - Practicum experience with one agency 30%.

18. **Special features** (e.g. labs, exhibits, site visitations, etc.)
   - This course requires students develop an in-depth knowledge and experience with one agency responding to disasters. They will complete an analysis paper and do a practicum experience with the agency.

19. **Required reading**

20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.)
   - This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added as needed according to the business plan submitted in the program proposal.

21. **What is the primary goal of this course?**
   - To prepare leaders to understand multiple agencies’ role in disaster response and emergency management

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**
   - This is not a general education course

   - □ Communicating effectively
   - □ Using mathematics
   - □ Using technology
   - □ Understanding global issues
   - □ Understanding interdependence
   - □ Developing a life-long appreciation of the arts and humanities
   - □ Developing a strong foundation in the social sciences
   - □ Using science to accomplish common goals
   - □ Providing foundations necessary to achieve health and wellness

23. **Considering the indicated primary goal, provide up to three outcomes** that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?
   1. Analyze theoretical frameworks to multi-agency response during disasters and emergencies.
   2. Evaluate government, non-governmental and private sector response to disasters and other emergencies.
   3. Analyze current issues in multi-agency response to disasters and other emergencies.
Course Number and Title: DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time). On-line course.

Placement: Emphasis course in Master of Science Required course in Graduate Certificate

Faculty: Deborah J Persell, PhD, RN, APN
Associate Professor
Office: CNHP 312
Phone: 870-972-3318; Fax: 870-972-2954
dpersell@astate.edu
Addresses: Department of Nursing, Box 910, State University, AR 72467 (UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Examines multi-agency response to disasters and other emergencies to include government agencies, non-government organizations and the private sector. Cooperation and collaboration among the agencies will be analyzed. Pre and post-disaster planning and mobilization of resources will be emphasized. Prerequisites: None. (Fall)

Student Learning Outcomes: The student will
1. Analyze theoretical frameworks to multi-agency response during disasters and emergencies.
2. Evaluate government, non-governmental and private sector response to disasters and other emergencies.
3. Determine which agency(s) are needed to respond to selected disasters and other emergencies.
4. Analyze current issues in multi-agency response to disasters and other emergencies.
5. Ascertain, by practicum experience, the response capacity of one disaster response/emergency management agency.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Apply research to the analysis of multi-agency response in disasters and other emergencies.

Teaching Strategies:
Discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation, paper and practicum experience.

Evaluation Strategies:
Discussion group participation, 20%; presentation and critique of one government, non-government or private sector agency, 15%; multi-agency response analysis paper, 35%, practicum experience with one agency 30%.

A: 90 – 100
B: 80 – 89
C: 70 – 79
D: 60 – 69
F: 0 - 59

Textbooks:
Required:


Supplemental:


Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions). Students should adhere to style and citation guidelines in the current edition (6th edition) of the Publication manual of the American Psychological Association. Purchase of the manual is highly recommended.

Course Policies:
Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:
All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

APA Format:
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

**E-mail Policy:** All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

**Discussion**
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

**Participation**
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

**Course Schedule**

**Week 1**
- Theoretical frameworks for multi-agency response
  - Social capital
  - Network theory
  - Organizational collaboration

**Week 2**
- U.S. Government Organizations
  - Examples:
    - Department of Homeland Security
    - Federal Emergency Management Agency
    - National Guard
    - Federal Bureau of Investigation
    - Environmental Protection Agency
    - Department of Defense
    - Health and Human Services
    - Department of Transportation

**Week 3**
- Non-government Organizations
  - Examples:
Red Cross
Red Crescent
Salvation Army
Faith-Based Organizations

Week 4
Private Sector Organizations
Examples:
Wal-Mart
Soft drink bottling companies
Security
Transportation

Weeks 5
Logistics
Organizing resources
Distributing resources
Pre-disaster preparation
Post-disaster preparation

Week 6
International humanitarian response

Week 7
Case studies
Presentations
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☐ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☐ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
   DPEM 6263

2. Course Title – if title is more than 30 character (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).
   GEOGRAPHICAL INFORMATION SYSTEMS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
   Short title: GIS IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
   Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
   Standard Letter

5. Is this course dual listed (undergraduate/graduate)?
   No

6. 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

7. Brief course description (40 words or less) as it should appear in the bulletin.
   Utilizes geographic information systems (GIS) to support planning, response and recovery efforts during and
after a disaster. Includes a laboratory experience in GIS.

8. Indicate all prerequisites and 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, they will not be allowed to register).

   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

   Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year

    Fall, 2012

12. Is this course in support of a new program? If yes, what program?

    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

    No

    b. If yes, what course?

    c. Has this course number been used in the past?

    Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

    No

15. Justification should include:

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

    Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Geographic information systems are increasingly playing a critical role in planning, preparedness, mitigation, response and recovery.

    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.

    This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

    Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

    C. Student population served.

    This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s
This advanced course provides students opportunity to utilize geographic information systems in an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**Outline**

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Technology as a Tool</th>
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<tbody>
<tr>
<td></td>
<td>Maps and Geographic Information Systems</td>
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<td>Operational Problems and Technology</td>
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<tr>
<th>Week 2</th>
<th>Conceptual Approaches to GIS and Emergency Management</th>
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<td>Hazard Vulnerability Assessment</td>
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<td>Surveillance</td>
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<td>Logistical Support</td>
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<th>Week 3</th>
<th>Applying GIS to the Management of Disasters</th>
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<tr>
<td></td>
<td>Identifying Alternative Care Sites</td>
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<td>Evacuation and Sheltering</td>
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<tr>
<th>Week 4</th>
<th>Applying GIS to the Management of Disasters continued</th>
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<td>Vulnerable Populations</td>
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<td>Natural Disasters</td>
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<th>Week 5</th>
<th>Applying GIS to the Management of Disasters continued</th>
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<tr>
<td></td>
<td>Mass Casualty Incident Planning</td>
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<td>Common Operating Procedures for Multi-disciplinary Response</td>
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<tr>
<th>Week 6</th>
<th>Individualized Use of GIS in the Laboratory</th>
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<td></td>
<td>Geographic location of student</td>
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<td>Must complete their own hazard vulnerability assessment</td>
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<td></td>
<td>Identify response and recovery challenges</td>
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<td>Recommendations for mitigation</td>
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</tbody>
</table>

| Week 7 | Presentations and critique of Laboratory project |

**Course requirements**

(e.g. research papers, projects, interviews, tests, etc.)

- Discussion group participation, 30%
- Laboratory participation 30%
Presentation 30%
- Peer review of presentations 10%.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
- This course requires includes extensive laboratory experience with geographic information systems.

19. Required reading

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.)
- This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added as necessary according to the business plan in the program proposal.

21. What is the primary goal of this course?
- To prepare students to utilize geographic information systems in disaster preparedness and emergency management.

22. If this proposal is for a general education course, please check the primary goal this course addresses:
- This is not a general education course.

- □ Communicating effectively
- □ Using mathematics
- □ Understanding global issues
- □ Developing a life-long appreciation of the arts and humanities
- □ Using science to accomplish common goals
- □ Thinking Critically
- □ Using Technology
- □ Understanding interdependence
- □ Developing a strong foundation in the social sciences
- □ Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?
- 1. Analyze GIS applications to the planning for, response to and recovery from disasters.
- 2. Apply GIS to the management of simulated disasters.
- 3. Evaluate the use of GIS in hazard vulnerability assessments, including surveillance and modeling the frequency and scope of disasters.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SCHOOL OF NURSING
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
MODULE III

Course Number and Title: DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management
Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

Placement: Emphasis Course

Faculty: Deborah J Persell, PhD, RN, APN (GIS faculty)
Associate Professor
Office: CNHP 312
Phone: 870-972-3318; Fax: 870-972-2954
dpersell@astate.edu
Addresses: Department of Nursing, Box 910, State University, AR 72467
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Utilizes geographic information systems (GIS) to support planning, response and recovery efforts during and after a disaster. Includes a laboratory experience in GIS. Prerequisites: None. (Spring)

Student Learning Outcomes: The student will
1. Analyze GIS applications to the planning for, response to and recovery from disasters.
2. Apply GIS to the management of simulated disasters.
3. Determine disaster specific GIS strategies.
4. Evaluate the use of GIS in hazard vulnerability assessments, including surveillance and modeling the frequency and scope of disasters.
5. Relate the use of GIS to the pillars of emergency management.
6. Propose current and future research implications for utilization/development of GIS in disaster preparedness and emergency management.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

Evaluation Strategies:
Discussion group participation, 30%; Laboratory participation 30%; presentation 30%, peer review of presentations 10%.

A: 90 – 100
B: 80 – 89
C: 70-79
D: 60-69
F: 0 - 59

Textbooks:
Required:

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions). Students should adhere to style and citation guidelines in the current edition (6th edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY: All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

APA Format: All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association* (APA).

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week. The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
Technology as a Tool
Maps and Geographic Information Systems
Operational Problems and Technology

Week 2
Conceptual Approaches to GIS and Emergency Management
Hazard Vulnerability Assessment
Surveillance
Logistical Support

Week 3
Applying GIS to the Management of Disasters
Identifying Alternative Care Sites
Evacuation and Sheltering

Week 4
Applying GIS to the Management of Disasters continued
Vulnerable Populations
Natural Disasters

Week 5
Applying GIS to the Management of Disasters continued
Mass Casualty Incident Planning
Common Operating Procedures for Multi-disciplinary Response

Week 6
Individualized Use of GIS in the Laboratory
Geographic location of student
Must complete their own hazard vulnerability assessment
Identify response and recovery challenges
Recommendations for mitigation

Week 7
Presentations and critique of Laboratory project
**New/Special Course Proposal-Bulletin Change Transmittal Form**

- Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

[☑] New Course or [☐] Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair</th>
<th>Date</th>
<th>COPE Chair (if applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
<td>Professional Education Head of Unit (If applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>College Curriculum Committee Chair</td>
<td>Date</td>
<td>General Education Committee Chair (if applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
<td>Undergraduate Curriculum Council Chair</td>
<td>Date</td>
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<tr>
<td>College Dean</td>
<td>Date</td>
<td>Graduate Curriculum Committee Chair</td>
<td>Date</td>
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<td></td>
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<td>Vice Chancellor for Academic Affairs</td>
<td>Date</td>
</tr>
</tbody>
</table>

1. **Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**

DPEM 6273

2. **Course Title** – if title is more than 30 character (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).

**VULNERABLE POPULATIONS IN DISASTERS**

**Short title:** VULNERABLE POPULATIONS IN DPEM

3. **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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)?** Please choose one.

Experiential learning

4. **What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?**

Standard Letter

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

No

6. **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

7. **Brief course description (40 words or less) as it should appear in the bulletin.**

Analyzes the effects of disaster on vulnerable populations. Conceptual frameworks and characteristics of vulnerable population will be utilized to determine preparedness, planning, mitigation, response and recovery
during disasters for these groups of people.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
    Fall, 2012

12. Is this course in support of a new program? If yes, what program?
    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?
    No
    b. If yes, what course?
    c. Has this course number been used in the past?
    Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    No

15. Justification should include:
    A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
    Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Those populations with vulnerabilities are particularly impacted by disasters and require additional skills to preserve life.
    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.
    This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.
    Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.
    C. Student population served.
    This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s
degree in Disaster Preparedness and Emergency Management

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

This advanced course prepares students to consider vulnerable populations when planning for and responding to disasters and other emergencies. This requires complex skills and advanced leadership capability. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1
- Conceptual Framework to Study Vulnerable Populations
- Community Determinants and Mechanisms of Vulnerability

Week 2
- Influence of Individual Risk Factors
- Influence of Multiple Risk Factors

Week 3
- Developing a disaster plan for vulnerable populations
- Practicum 5 hours

Week 4
- Persons with disabilities
  - Mobility
  - Visual
  - Hearing
  - Cognitive
  - Other
- Practicum 5 hours

Weeks 5
- Women
- Children
- Elderly
- Pregnant
- Practicum 5 hours

Week 6
- Mentally Ill
- Disenfranchised
  - Homeless
  - Pet Owners
  - Gay/Lesbian
  - Prisoners
  - Those in Poverty
- Practicum 5 hours
### Week 7

Presentation

<table>
<thead>
<tr>
<th>17. <strong>Course requirements</strong> (e.g. research papers, projects, interviews, tests, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion group participation, 30%</td>
</tr>
<tr>
<td>20 hour Practicum with vulnerable population 30%</td>
</tr>
<tr>
<td>Individual/family disaster plan for one vulnerable population, 30%</td>
</tr>
<tr>
<td>Presentation of practicum/plan, 10%.</td>
</tr>
</tbody>
</table>

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

This course requires includes a 20 hour practicum working with leaders of a vulnerable population. Students will assist in developing a template for an individual or family disaster plan for this population. They will then present their work to their mentor and peers.

<table>
<thead>
<tr>
<th>19. <strong>Required reading</strong></th>
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<table>
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<tr>
<th>20. <strong>Department staffing and classroom/lab resources</strong> (Will this require additional faculty, supplies, etc.?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added as necessary according to the business plan in the program proposal.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>21. <strong>What is the primary goal of this course?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare leaders to plan for and with vulnerable populations affected by disasters and other emergencies</td>
</tr>
</tbody>
</table>

If this proposal is for a general education course, please check the primary goal this course addresses:

- [ ] Communicating effectively
- [ ] Using mathematics
- [ ] Understanding global issues
- [ ] Developing a life-long appreciation of the arts and humanities
- [ ] Using science to accomplish common goals
- [ ] Thinking Critically
- [ ] Using Technology
- [ ] Understanding interdependence
- [ ] Developing a strong foundation in the social sciences
- [ ] Providing foundations necessary to achieve health and wellness

<table>
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<tr>
<th>23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?</th>
</tr>
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<tbody>
<tr>
<td>1. Analyze characteristics (individual and community) and mechanisms that contribute to vulnerable population designation.</td>
</tr>
<tr>
<td>2. Consider unique components/requirements for disaster plans for vulnerable populations.</td>
</tr>
<tr>
<td>3. Create a personal/family disaster plan template for multiple vulnerable populations.</td>
</tr>
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</table>

*From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.*

**ARKANSAS STATE UNIVERSITY**  
**COLLEGE OF NURSING AND HEALTH PROFESSIONS**  
**SCHOOL OF NURSING**  
**MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT AND GRADUATE CERTIFICATE IN DISASTER HEALTH**
Course Number and Title: DPEM 6273 Vulnerable Populations in Disasters

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time). On-line course.

Placement: Emphasis Course in Master of Science
Required Course in Graduate Certificate

Faculty: Deborah J Persell, PhD, RN, APN
Associate Professor
Office: CNHP 312
Phone: 870-972-3318; Fax: 870-972-2954
dpersell@astate.edu
Addresses: Department of Nursing, Box 910, State University, AR 72467 (UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Analyzes the effects of disaster on vulnerable populations. Conceptual frameworks and characteristics of vulnerable population will be utilized to determine preparedness, planning, mitigation, response and recovery during disasters for these groups of people.
Prerequisites: None. (Spring)

Student Learning Outcomes: The student will:
1. Apply conceptual frameworks to the study of disaster effects on vulnerable populations.
2. Describe characteristics (individual and community) and mechanisms that contribute to vulnerable population designation.
3. Determine unique components/requirements for disaster plans for vulnerable populations.
4. Evaluate disaster specific considerations for vulnerable populations.
5. Analyze historical disaster response in relation to vulnerable populations.
6. Create a personal/family disaster plan template for multiple vulnerable populations.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

Evaluation Strategies:
Discussion group participation, 30%; 20 hour Practicum with vulnerable population 30%; Individual/family disaster plan for one vulnerable population, 30%; Presentation of practicum/plan, 10%.

Grading Scale:
A: 90 – 100
B: 80 – 89
C: 70 – 79
D: 60 – 69
F: 0 – 59

Textbooks:
Required:


Recommended:


Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions). Students should adhere to style and citation guidelines in the current edition (6th edition) of the Publication manual of the American Psychological Association. Purchase of the manual is highly recommended.

Course Policies:
Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:
All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

APA Format:
All citations should follow the guidelines in the most recent edition of Publication Manual of the American Psychological Association (APA).

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.
The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
Conceptual Framework to Study Vulnerable Populations
Community Determinants and Mechanisms of Vulnerability

Week 2
Influence of Individual Risk Factors
Influence of Multiple Risk Factors

Week 3
Developing a disaster plan for vulnerable populations
Practicum 5 hours

Week 4
Persons with disabilities
   Mobility
   Visual
   Hearing
   Cognitive
   Other
   Practicum 5 hours

Weeks 5
Women
Children
Elderly
Pregnant
Practicum 5 hours
Week 6
  Mentally Ill
  Disenfranchised
  Homeless
  Pet Owners
  Gay/Lesbian
  Prisoners
  Those in Poverty
  Practicum 5 hours

Week 7
  Presentation
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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<td>Professional Education Head of Unit (If applicable)</td>
<td>Date</td>
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<td>Date</td>
<td>General Education Committee Chair (if applicable)</td>
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<tr>
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<td>Date</td>
<td>Undergraduate Curriculum Council Chair</td>
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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 6543

2. Course Title – if title is more than 30 character (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).

PANDEMIC PLANNING

Short title: PANDEMIC PLANNING

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Promotes knowledge and skills to effectively plan and prepare for a pandemic, culminating in a practical exercise. Steps for developing an effective planning and preparedness program and development of a pandemic annex are included.
8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

   Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

   Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year

   Fall, 2011

12. Is this course in support of a new program? If yes, what program?

   Yes; Master of Science in Disaster Preparedness & Emergency Management and Graduate Certificate in Disaster Health.

13. Does this course replace a course being deleted?

   No
   b. If yes, what course?
   c. Has this course number been used in the past?

   Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

   No

15. Justification should include:
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

   The Pandemic Planning and Preparedness course provides students with the knowledge and skills to effectively plan and prepare for a pandemic. Successful completion of the course enables the students to understand the steps for developing an effective planning and preparedness program and development of a pandemic annex. The course culminates in the application of this training in a small-group, instructor-facilitated practical exercise.

   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.

   This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

   Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

   C. Student population served.

   This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness (CDP). The course is open to any interested student in or out of the health professions.
D. **Rationale for the level of the course (lower, upper, or graduate).**
An advanced course in which students assume a leadership position and apply technical skills and knowledge to preparedness activities for pandemic emergencies; this content is consistent with graduate division academic rigor.

16. **Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
The lecture portion of this course is presented at the CDP and will be concentrated and offered over a three day period, for a total of 24 contact hours. Additional on-line academic work will complete the 45 contact hours requirement for 3 hours of academic credit.

**Preparation:**
- Assigned Reading
- Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 24 contact hours**

**DAY ONE**
- Admin 0.1 Administrative Overview 0.25 hour
- Test 1.0 Pretest 0.50 hour
- Module 1 Emergency Operations Plan 1.25 hours
- Module 2 Pandemic Threat 1.25 hours
- Admin 0.2
- Lunch 0.75 hour
- Module 3 Types of Influenza 1.25 hours
- Module 4 Clinical Aspects of Pandemic Influenza 1.75 hours
- Module 5 National Strategies for Pandemic Planning 1.25 hours
- National Strategies for Pandemic Planning Exercise 0.50 hour

**DAY TWO**
- Admin 0.3 Knowledge Check 0.25 hour
- Module 6 Continuity of Operations Plan 1.00 hour
- Module 7 Mass Prophylaxis 1.75 hours
- Module 8 Medical Surge 0.75 hour Program of Instruction
- Admin 0.4
- Lunch 0.75 hour
- Module 8 Medical Surge (cont.) 0.50 hour
- Module 9 Community Response to a Pandemic 2.75 hours
- Community Response to a Pandemic Exercises 1.00 hour

**DAY THREE**
- Admin 0.5 Knowledge Check 0.25 hour
- Test 2.0 Post-Test 1.25 hours
- Module 10 Practical Exercise 2.00 hours
- Admin 0.6 Review and Retest 0.25 hour
- Admin 0.7
- Lunch 0.75 hour
- Module 10 Practical Exercise (cont.) 3.25 hours
- After Action Review of Practical Exercise and Pandemic Annex 0.50 hour
- Admin 0.7 After Action Review 0.25 hour
- Admin 0.8 Graduation 0.25 hour

**Discussion Board**
### Planning Practicum

#### Pandemic Plan

#### Presentation

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)
   - Assigned Readings and Pre-test 5%
   - Successful completion of the CDP portion of the course (awarded completion certificate) 40%
   - Discussion Board after CDP experience 5%
   - Practicum 15%
   - Pandemic Plan for Agency, clinical site, workplace or similar venue 25%
   - Presentation to faculty, peers and agency 10%

18. **Special features** (e.g. labs, exhibits, site visitations, etc.)
   - In addition to the preparatory work, Students will travel to the CDP in Anniston, AL. The CDP will provide travel, food and lodging for the intensive experience. Following the CDP experience students will engage in faculty led discussion and develop a presentation related to the same.

19. **Required reading**
   - Preparatory Assigned Reading – journal articles selected by ASU faculty; Student Manual provided by the CDP; student discovered articles related to topic

20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)
   - Faculty from ASU will teach and evaluate preparatory learning, lead the post-CDP experience discussion and evaluate the presentation. In addition ASU faculty will provide administrative oversight related to meeting course requirements. Faculty at the CDP will have the primary instructional responsibility for the course content provided at the CDP.

21. **What is the primary goal of this course?**
   - To provide students with the knowledge and skills to effectively plan and prepare for a pandemic.

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**
   - This is not a general education course

23. Considering the indicated primary goal, provide *up to three outcomes* that you expect of students after completion of this course. For example, what will students who meet this goal *know or be able to do* as a result of this course?
   1. Create the components of an Emergency Operations Plan (EOP) and a pandemic annex based on the guidelines of the Comprehensive Preparedness Guide (CPG) 101
   2. Analyze the factors related to rapidly expanding the capacity and/or capability of an existing healthcare system in order to provide proper triage and medical care during a pandemic.
   3. Evaluate planning aspects necessary for an effective community response to a pandemic.

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*From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.*
Course Number and Title: DPEM 6543: PANDEMIC PLANNING

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

On-line course.

Class Schedule: (TBA)
Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:
The Center for Domestic Preparedness, Anniston, Alabama
Web supported component at Arkansas State University

Placement: Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management
Required course for the Graduate Certificate in Disaster Health

Faculty: Deborah Persell, PhD, RN, APN
Associate Professor
Office: Room 312, CNHP Bldg.
Address: Box 910
State University, AR 72467-0910
(UPS) 104 N. Caraway
Jonesboro, AR 72401
Telephone: 870-972-3318; Fax: 870-972-2954
E-mail: dpersell@astate.edu

Center for Domestic Preparedness Faculty

Course Description: Promotes knowledge and skills to effectively plan and prepare for a pandemic, culminating in a practical exercise. Steps for developing an effective planning and preparedness program and development of a pandemic annex are included. Prerequisites: None (Fall)

Course Outcomes: At the conclusion of this course, students will be able to:
1. Create the components of an Emergency Operations Plan (EOP) and a pandemic annex based on the guidelines of the CPG 101
2. Discuss the threat posed by pandemics, relating the threat to historical occurrences, causative factors, and the current global environment.

3. Analyze the types and characteristics of influenza and the associated implications for public health and communities.

4. Describe clinical aspects of influenza and the stages of a pandemic as well as related preventive measures and treatment options for influenza.

5. Describe federal strategies, assumptions, and preparedness requirements as they apply to response plans and actions for the state, local, and tribal levels.

6. Describe elements of a Continuity of Operations (COOP) plan. Discuss the principles of mass prophylaxis, especially as they apply to vaccination procedures during a pandemic.

7. Analyze the factors related to rapidly expanding the capacity and/or capability of an existing healthcare system in order to provide proper triage and medical care during a pandemic.

8. Evaluate planning aspects necessary for an effective community response to a pandemic.

9. Apply the elements of a pandemic plan.

Teaching/Learning Strategies: The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. Students must become involved in the pandemic planning and preparedness process. They may work with a planner or develop a pandemic plan for their work, school, etc. A report/presentation will be expected.

Evaluation Strategies:
Assigned Readings and Pre-test 5%
Successful completion of the CDP portion of the course (awarded completion certificate) 40%
Discussion Board after CDP experience 5%
Practicum 15%
Pandemic Plan for Agency, clinical site, workplace or similar venue 25%
Presentation to faculty, peers and agency 10%

Grading Scale: 90 -100 = A
80 – 89 = B
70 – 79 = C
60 - 69 = D
59 and Below = F

Evaluation for the CDP portion of the course:
Evaluation Strategy  D. L. Kirkpatrick’s 1998 book, Evaluating Training Programs: The Four Levels (2nd edition) specified a four-level model for evaluation that includes two levels, evaluation and reaction, applicable to the evaluation strategy for the Pandemic Planning and Preparedness course.

Level 1 Evaluation
A Level 1 evaluation is used to measure student’s reaction to training. This evaluation assesses student’s reaction to the following:

- Degree to which course content supports the course learning objectives;
- Relevancy of course content to the students job requirements and expectations;
• Usefulness of exercises to reinforce course learning objectives;
• Value of course materials (guides, visuals, and exercises/training activities) in supporting overall course goals and module objectives;
• Benefits of the training course, including applying course subject matter to on-the-job situations.

**Level 2 Evaluation**

A Level 2 evaluation, which assesses the extent students have advanced in knowledge as a result of training, is accomplished through the use of written tests. Students are also assessed through their ability to apply the course subject matter to course activities such as collaborative and instructor-guided knowledge checks within individual course modules. An interactive evaluation of students’ performance is measured during the practical exercise against benchmarks for performance.

**Pretests and Post-tests:**
- Students will be administered written objective tests to assess the students’ knowledge level.
- Students will be tested both prior to and following the course in order to provide a comparative measure of learning to identify the minimum threshold for student achievement prior to granting a certificate of course completion.
- The comparative measure of pretest-to-post-test scores will provide data on the efficacy of the course to improve students’ knowledge and skills in the course subject matter, which will allow for course program improvement. Course Certificate of Completion
- Students successfully completing the post-test will receive a certificate of completion for the course. If a student does not successfully pass the post-test on the first attempt with a minimum score of 70%, a retest will be offered.
- If a student is unable to pass the written retest with a score of 70% or better, a letter of attendance will be issued.

**Required Textbooks:**
Student Manuals provided by the Center for Domestic Preparedness

**Required Reading:**
As specified by date under course documents in Blackboard or by the CDP.

**Suggested Textbooks:**
None

**Course Policies:**
The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student. This will be coordinated through the CDP.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. **Late assignments may be assessed 5 points per day at the discretion of the faculty.** Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.
APA Format:
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association* (APA).

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

COURSE SCHEDULE

Preparation: Assigned Reading
Pre-test

CENTER FOR DOMESTIC PREPAREDNESS – 24 contact hours

DAY ONE
Test 1.0 Pretest
Module 1 Emergency Operations Plan
Module 2 Pandemic Threat
Module 3 Types of Influenza
Module 4 Clinical Aspects of Pandemic Influenza
Module 5 National Strategies for Pandemic Planning
National Strategies for Pandemic Planning Exercise

DAY TWO
Admin 0.3 Knowledge Check
Module 6 Continuity of Operations Plan 1
Module 7 Mass Prophylaxis
Module 8 Medical Surge
Module 8 Medical Surge (cont.)
Module 9 Community Response to a Pandemic
Community Response to a Pandemic Exercises

DAY THREE
Admin 0.5 Knowledge Check
Test 2.0 Post-Test 1.25 hours
Module 10 Practical Exercise
Admin 0.6 Review and Retest
Module 10 Practical Exercise (cont.)
After Action Review of Practical Exercise and Pandemic Annex
Admin 0.7 After Action Review
Admin 0.8 Graduation

Discussion Board

Practicum

Pandemic Plan

Presentation
# New/Special Course Proposal-Bulletin Change Transmittal Form

- **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
- **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

- **New Course or Special Course** (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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<td>Vice Chancellor for Academic Affairs</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 6553

## 2. Course Title – if title is more than 30 character (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).

**LEADING HOSPITAL RESPONSE TO MASS CASUALTIES**

**Short title:** HOSPITALS AND MASS CASUALTIES

## 3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Experiential learning**

## 4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

**Standard Letter**

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

**No**

## 6. 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**

## 7. Brief course description (40 words or less) as it should appear in the bulletin.

Prepares hospital leadership to utilize the Hospital Incident Command System (HICS). Integrates the community emergency response network with the operation of an Emergency Treatment Area (ETA). Includes...
hospital personnel as first responders during a Mass Casualty Incident involving patient contamination.

<table>
<thead>
<tr>
<th>8.</th>
<th>Indicate all prerequisites and 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, they will not be allowed to register).</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Are there any prerequisites? Yes, DPEM 1101, DPEM 1111 and DPEM 1121</td>
</tr>
<tr>
<td>b.</td>
<td>Why? The prerequisites contain foundational content on Incident Command System upon which this course builds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.</th>
<th>Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing &amp; Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; <a href="mailto:dpersell@astate.edu">dpersell@astate.edu</a>; 870-972-3318</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11.</th>
<th>Proposed Starting Term/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2011</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12.</th>
<th>Is this course in support of a new program? If yes, what program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, the Master of Science in Disaster Preparedness and Emergency Management and the Graduate Certificate in Disaster Health</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13.</th>
<th>Does this course replace a course being deleted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>If yes, what course?</td>
</tr>
<tr>
<td>c.</td>
<td>Has this course number been used in the past?</td>
</tr>
</tbody>
</table>

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

<table>
<thead>
<tr>
<th>14.</th>
<th>Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15.</th>
<th>Justification should include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</td>
</tr>
<tr>
<td>This course prepares healthcare responders to utilize the Hospital Incident Command System (HICS) integrating into the community emergency response network while operating an Emergency Treatment Area (ETA) as hospital first responders during a Mass Casualty Incident (MCI) involving patient contamination. The healthcare responders will determine and use appropriate Personal Protective Equipment (PPE), and conduct triage followed by decontamination of ambulatory and nonambulatory patients as members of a Hospital Emergency Response Team (HERT). This course helps prepare facilities and agencies to conduct a safe and effective emergency medical response to an MCI. This is a hands-on course, and participants must be physically and psychologically fit to wear Personal Protective Equipment during training. HERT culminates with the application of this training in small- and large-group, facilitated practical exercises.</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>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.</td>
</tr>
<tr>
<td>This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.</td>
<td></td>
</tr>
</tbody>
</table>

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of
disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

C. **Student population served.**
This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness (CDP) who have completed the AAS core in Disaster Preparedness and Emergency Management.

D. **Rationale for the level of the course (lower, upper, or graduate).**
This graduate level course provides students the opportunity to apply technical skills and knowledge associated with disaster preparedness and emergency management by utilizing hospital emergency response teams to manage mass casualties. This requires advanced leadership skills; thus, the level of this course meets requirements consistent with graduate academic rigor.

16. **Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
The content presented at the CDP will be concentrated and offered over a three day period, for a total of 24 contact hours. Additional on-line academic work will complete the 45 contact hours requirement for 3 hours of academic credit.

**Preparation:**
- Assigned Reading
- Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 24 contact hours**

DAY ONE
- Admin 0.1 Administrative Overview .50 hour
- Test 1.0 Pretest .50 hour
- Module 1 National Emergency Response and the Hospital Emergency Response Team 1.0 hour
- Module 2 Hospital Incident Command System 1.5 hours
- Admin 0.2
- Lunch 0.75 hour
- Module 3 Health Effects of CBRNE 1.5 hours
- Module 4 Personal Protective Equipment 3.0 hours
  - Safety Briefing .25 hour
  - Premedical Screening .25 hour
  - Personal Protective Equipment 2.25 hour
  - Postmedical Screening .25 hour

DAY TWO
- Module 5 Emergency Treatment Area 1.0 hour
- Module 6 Hospital Emergency Response Team Exercise 1.0 hour
- Module 7 Hospital Decontamination Procedures 1.0 hour
- Module 8 Triage 1.0 hour Admin 0.3 Lunch 0.75 hour
- Module 9 Lanes Training 4.0 hours
  - Safety Briefing .25 hour
  - Premedical Screening .25 hour
  - Lanes Training 3.25 hours
  - Postmedical Screening .25 hour

DAY THREE
- Test 2.0 Post-Test .75 hour
- Module 10 Final Exercise 6.75 hours
- Review ETA, PPE, and Decon 0.50 hour
Safety Briefing 0.25 hour
Admin 0.4
Lunch 0.75 hour
Premedical Screening 0.25 hour
Final Exercise 5.25 hours
Postmedical Screening 0.25 hour
Exercise Debrief 0.25 hour
Admin 0.5
Course Evaluation .25 hour
Admin 0.6 Graduation .25 hour

Discussion Board
Practicum
Develop or Evaluate a Hospital Emergency Response Team
Presentation to faculty, peers and hospital

17. **Course requirements** (e.g., research papers, projects, interviews, tests, etc.)
   Assigned Readings and Pre-test 5%
   Successful completion of the CDP portion of the course (awarded completion certificate) 40%
   Discussion Board after CDP experience 5%
   Practicum 10%
   Development or Evaluation of hospital emergency response team 30%
   Presentation 10%

18. **Special features** (e.g., labs, exhibits, site visitations, etc.)
In addition to the preparatory work, Students will travel to the CDP in Anniston, AL. The CDP will provide travel, food and lodging for the intensive experience. Following the CDP experience students will engage in faculty led discussion and develop a presentation related to the same.

19. **Required reading**
   Preparatory Assigned Reading – journal articles selected by ASU faculty; Student Manual provided by the CDP

20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)
   Faculty from ASU will teach and evaluate preparatory learning, lead the post-CDP experience discussion and evaluate the presentation. In addition ASU faculty will provide administrative oversight related to meeting course requirements. Faculty at the CDP will have the primary instructional responsibility for the course content provided at the CDP.

21. **What is the primary goal of this course?**
   To develop healthcare leaders who are able to make critical decisions related to disaster response and emergency management.

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**
   This is not a general education course
   - Communicating effectively
   - Using mathematics
   - Understanding global issues
   - Developing a life-long appreciation of the arts and humanities
   - Using science to accomplish common goals
   - Thinking Critically
   - Using Technology
   - Understanding interdependence
   - Developing a strong foundation in the social sciences
   - Providing foundations necessary to achieve health and wellness

23. **Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course.** For example, what will students who meet this goal know or be able to do as a result of this course?
   1. Analyze the need, composition, and use of a Hospital Emergency Response Team (HERT) during an emergency, Mass Casualty Incident (MCI), or disaster situation
   2. Structure the healthcare facility Emergency Treatment Area to support medical operations in
response to an MCI
3. Establish a HERT that meets all safety requirements, provides security to the hospital, and efficiently manages patients for processing into the hospital facility for follow-up treatment.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
PROGRAM AND GRADUATE CERTIFICATE IN DISASTER HEALTH

Course Number And Title:  DPEM 6553: LEADING HOSPITAL RESPONSE TO MASS CASUALTIES

Credit Hours:  3 semester hours. This class is on-line but represents three (3) Credit hours; Students should be engaged in course-related work for a minimum of 8 hours per week (three hours of preparation time for each credit hour + class time).

On-line course.

Class Schedule: (TBA)
Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:
The Center for Domestic Preparedness, Anniston, Alabama
Web supported component at Arkansas State University

Placement:  Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management
Required course for the Graduate Certificate in Disaster Health

Faculty:  Deborah Persell, PhD, RN, APN
Associate Professor
Office:  Room 312, CNHP Bldg.
Address:  Box 910
State University, AR 72467-0910
(UPS) 104 N. Caraway
Jonesboro, AR 72401
Telephone: 870-972-3318; Fax: 870-972-2954
E-mail: dpersell@astate.edu

Center for Domestic Preparedness Faculty
Course Description: Prepares hospital leadership to utilize the Hospital Incident Command System (HICS). Integrates the community emergency response network with the operation of an Emergency Treatment Area (ETA). Includes hospital personnel as first responders during a Mass Casualty Incident involving patient contamination. Prerequisites: None (Spring)

Course Outcomes: At the conclusion of this course, the healthcare responder will be able to:
1. Analyze the need, composition, and use of a Hospital Emergency Response Team (HERT) during an emergency, Mass Casualty Incident (MCI), or disaster situation
2. Summarize the organization and operation of HICS as it integrates with the Incident Command System (ICS) during response to an MCI
3. Differentiate the medical responses to a variety of illnesses and injuries that may result from an MCI
4. Select and use the appropriate level of Personal Protective Equipment (PPE) as hospital first receivers in response to a disaster involving patient contamination POI-2
5. Structure the healthcare facility ETA to support medical operations in response to an MCI
6. Establish a HERT that meets all safety requirements, provides security to the hospital, and efficiently manages patients for processing into the hospital facility for follow-up treatment
7. Compare decontamination methods and procedures
8. Perform Simple Triage and Rapid Treatment© (START) and JumpSTART procedures within the ETA during a hospital response to an MCI involving contamination
9. Conduct operations in an ETA while wearing appropriate PPE in response to an MCI involving contamination
10. Conduct an effective medical response to an MCI using the HERT approach

Teaching/Learning Strategies: The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. The lectures include radiological concepts, agencies and regulations, IAP development, and instrumentation selection. The course culminates with an extended practical exercise. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A discussion of the CDP experience will be expected. The student will be expected to apply their knowledge to development or analysis of a Hospital Emergency Response Team in their geographic location. This analysis must be presented via a PowerPoint presentation.

Evaluation Strategies:
Assigned Readings and Pre-test 5%
Successful completion of the CDP portion of the course (awarded completion certificate) 40%
Discussion Board after CDP experience 5%
Practicum 10%
Development or Evaluation of hospital emergency response team 30%
Presentation 10%

Grading Scale:  
90-100 = A  
80 - 89 = B  
70 – 79 = C  
60 - 69 = D
Evaluation for the CDP portion of the course:
Kirkpatrick’s four-level model for evaluation of training includes two levels applicable to the evaluation strategy for the HERT course.

**Level 1: Reaction**
To evaluate responder’s perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and instructors through Department of Homeland Security (DHS) Level 1 Evaluations. The DHS Level 1 Evaluations are completed at the end of the third day of instruction/practical exercises. Instructors also gather information and input from responders for the After Action Review (AAR).

**Level 2: Learning**
Knowledge and skills acquired or improved due to training provided at the CDP are measured through testing and performance checklists. Responders are administered pre- and post-tests, including questions primarily from lecture material, to assess the knowledge level of responders both prior to and following the course, thus providing an additional measure of learning. If a responder does not pass the post-test on the first attempt, a retest will be offered. If the responder does not pass the retest with a score of 70% or better and complete all items on the performance checklist, a certificate of attendance is issued.

**Required Textbooks:**
Student Manuals provided by the Center for Domestic Preparedness

**Required Reading:**
As specified by date under course documents in Blackboard or by the CDP.

**Course Policies:**
The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student. This will be coordinated through the CDP.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. **Late assignments may be assessed 5 points per day at the discretion of the faculty.** Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.

**APA Format:**
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association* (APA).

**E-mail Policy:** All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.
Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

COURSE SCHEDULE

Preparation: Assigned Reading
Pre-test

CENTER FOR DOMESTIC PREPAREDNESS – 24 contact hours

DAY ONE
Admin 0.1 Administrative Overview .50 hour
Test 1.0 Pretest .50 hour
Module 1 National Emergency Response and the Hospital Emergency Response Team 1.0 hour
Module 2 Hospital Incident Command System 1.5 hours
Admin 0.2
Lunch 0.75 hour
Module 3 Health Effects of CBRNE 1.5 hours
Module 4 Personal Protective Equipment 3.0 hours
Safety Briefing .25 hour
Premedical Screening .25 hour
Personal Protective Equipment 2.25 hour
Postmedical Screening .25 hour

DAY TWO
Module 5 Emergency Treatment Area 1.0 hour
Module 6 Hospital Emergency Response Team Exercise 1.0 hour
Module 7 Hospital Decontamination Procedures 1.0 hour
Module 8 Triage  1.0 hour Admin 0.3 Lunch  0.75 hour
Module 9 Lanes Training  4.0 hours
   Safety Briefing .25 hour
   Premedical Screening .25 hour
   Lanes Training 3.25 hours
   Postmedical Screening .25 hour

DAY THREE   Test 2.0 Post-Test .75 hour
Module 10 Final Exercise  6.75 hours
   Review ETA, PPE, and Decon 0.50 hour
   Safety Briefing 0.25 hour
   Admin 0.4
   Lunch  0.75 hour
   Premedical Screening 0.25 hour
   Final Exercise 5.25 hours
   Postmedical Screening 0.25 hour
   Exercise Debrief 0.25 hour
   Admin 0.5
   Course Evaluation .25 hour
   Admin 0.6 Graduation .25 hour

Discussion Board

Practicum

Develop or Evaluate a Hospital Emergency Response Team

Presentation
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course  or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair</th>
<th>Date</th>
<th>COPE Chair (if applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
<td>Professional Education Head of Unit (If applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>College Curriculum Committee Chair</td>
<td>Date</td>
<td>General Education Committee Chair (if applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
<td>Undergraduate Curriculum Council Chair</td>
<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
<td>Graduate Curriculum Committee Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

Vice Chancellor for Academic Affairs Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 6563

2. Course Title – if title is more than 30 character (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).

LEADING HOSPITAL RESPONSE TO MASS CASUALTIES INSTRUCTOR COURSE

Short title: Hospital Response Instructor

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Provides students with instructional presentation guidance specific to Hospital Emergency Response Training (HERT) course materials. Upon completion students may serve as trainers for a hospital emergency response team.
8. Indicate all prerequisites and 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, they will not be allowed to register).

   a. Are there any prerequisites? Yes, DPEM 6553
   b. Why? The prerequisite contains foundational content on hospital emergency response teams. This is necessary knowledge acquisition prior to training someone else.

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.  
   Summer

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year

    Fall, 2012

12. Is this course in support of a new program? If yes, what program?

    Yes; Master of Science in Disaster Preparedness & Emergency Management.

13. Does this course replace a course being deleted?

    No

    b. If yes, what course?

    c. Has this course number been used in the past?

    Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

    No

15. Justification should include:

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

    The course assists students in understanding presentation techniques, conducting practical application, and preparing and maintaining lesson plans appropriate to HERT requirements. It provides the healthcare responder with an understanding of HERT course material that will be presented: team assignments and functions, proper wear and removal of Personal Protective Equipment (PPE), decontamination procedures, Emergency Treatment Area (ETA) location selection and operation, and victim triage.

    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.

    This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

    Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

    C. Student population served.
This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management.

### D. Rationale for the level of the course (lower, upper, or graduate).
This advanced course propels students to train hospital health care professionals to manage mass casualties. This requires advanced leadership capability. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

### 16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness (CDP) have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**Preparation:**
- Assigned Reading
- Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 8 contact hours**

**DAY ONE**
- Admin 0.1 Administrative Overview 0.25 hour
- Module 1 Lesson Plan Preparation 0.75 hour
- Module 2 Presentation Techniques 0.75 hour
- Module 3 Facilitating a Practical Exercise 0.75 hour
- Admin 0.2
- Lunch 1.0 hour
- Module 4 Hospital Emergency Response Team-Home Training (HERT-HT) 2.25 hours
- Module 5 Teach Back Exercise 2.0 hours
  - Test 1.0 Post test 0.75 hour
  - Admin 0.2 After
  - Action Review (AAR) 0.25 hour
  - Admin 0.3
  - Graduation 0.25 hour

**Discussion Board**

**Presentation or Participation as Trainer**

### 17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
- Assigned Readings and Pre-test 5%
- Successful completion of the CDP portion of the course (awarded completion certificate) 65%
- Discussion Board after CDP experience 5%
- Participation as a trainer in hospital emergency response 10%
- Presentation 10%

### 18. Special features (e.g. labs, exhibits, site visitations, etc.)
In addition to the preparatory work, students will travel to the CDP in Anniston, AL. The CDP will provide travel, food and lodging for the intensive experience. Following the CDP experience students will engage in faculty led discussion and develop a presentation related to the same as well as write a paper that discusses issues, concerns, strategies or evaluation of training other in hospital emergency response.
19. Required reading
Preparatory Assigned Reading – journal articles selected by ASU faculty; Student Manual provided by the CDP; student discovered literature related to the topic

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Faculty from ASU will teach and evaluate preparatory learning, lead the post-CDP experience discussion as well as evaluate the presentation and paper. In addition ASU faculty will provide administrative oversight related to meeting course requirements. Faculty at the CDP will have the primary instructional responsibility for the course content provided at the CDP.

21. What is the primary goal of this course?
To provide students, future disaster responders and emergency managers, with skills necessary to train others in hospital emergency response teams

22. If this proposal is for a general education course, please check the primary goal this course addresses:
This is not a general education course

☐ Communicating effectively
☐ Using mathematics
☐ Understanding global issues
☐ Developing a life-long appreciation of the arts and humanities
☐ Using science to accomplish common goals
☐ Thinking Critically
☐ Using Technology
☐ Understanding interdependence
☐ Developing a strong foundation in the social sciences
☐ Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?
1. Create a lesson plan used to instruct HERT members in their specific actions and job functions in preparation for response to a Mass Casualty Incident (MCI).
2. Analyze presentation techniques that may be used to instruct members of a HERT.
3. Distinguish relevant information from Hospital Emergency Response Team-Home Training (HERT-HT) modules to train HERT members to respond to a MCI.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SCHOOL OF NURSING
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Course Number and Title: DPEM 6563: LEADING HOSPITAL RESPONSE TO MASS CASUALTIES INSTRUCTOR COURSE

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

On-line course.

Placement: Emphasis Course

Faculty: Deborah J Persell, PhD, RN, APN (GIS faculty)
Associate Professor
Office: CNHP 312
Phone: 870-972-3318; Fax: 870-972-2954
dpersell@astate.edu
Course Description: Provides students with instructional presentation guidance specific to Hospital Emergency Response Training (HERT) course materials. Upon completion students may serve as trainers for a hospital emergency response team. Prerequisites: DPEM 4733 or DPEM 6732; (Summer)

Student Learning Outcomes: At the conclusion of this course, the healthcare responder will be able to:

1. Create a lesson plan used to instruct HERT members in their specific actions and job functions in preparation for response to a Mass Casualty Incident (MCI).
2. Analyze presentation techniques that may be used to instruct members of a HERT.
3. Utilize practical application and functional exercises for the HERT.
4. Distinguish relevant information from Hospital Emergency Response Team-Home Training (HERT-HT) modules to train HERT members to respond to a MCI.
5. Conduct a five-minute presentation on a specified HERT subject, including the use of training aids and proper presentation techniques.

Teaching Strategies: The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report/presentation and discussion of the CDP experience will be expected.

Evaluation Strategies:
Assigned Readings and Pre-test 5%
Successful completion of the CDP portion of the course (awarded completion certificate) 65%
Discussion Board after CDP experience 5%
Participation as a trainer in hospital emergency response 10%
Presentation 10%

Grading Scale: 93-100 = A
83-92.99 = B
75-82.99 = C*
63-74.99 = D
62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

Evaluation for the CDP portion of the course:
Kirkpatrick’s four-level model for evaluation includes two levels applicable to the evaluation strategy for the HERTTtT course.
Level 1: Reaction To evaluate healthcare responders’ perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and
instructors through end-of-course evaluations. The end-of-course evaluations are completed at the end of the day of instruction/practical exercises. Instructors also gather information and input from healthcare responders for the After Action Review (AAR).

**Level 2: Learning**
Knowledge and skills acquired or improved by the training provided at the CDP are measured through testing and performance checklists. Healthcare responders are administered post-tests that include questions primarily from lecture material, to assess the knowledge level of responders following the course, thus providing an additional measure of learning. If a healthcare responder does not pass the post-test on the first attempt, a retest will be offered. If the healthcare responder does not pass the retest with a score of 70% or better or complete all items on the performance checklist, a certificate of attendance is issued.

**Textbooks:**
Student Manual provided by the CDP.

**Additional requirements:** Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).
Students should adhere to style and citation guidelines in the current edition (6th edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

**Course Policies:**
**Honor Code:** The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

**ACADEMIC INTEGRITY:**
All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

**APA Format:**
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association* (APA).

**E-mail Policy:** All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.

**Discussion**
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week. The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree
Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Preparation: Assigned Reading
Pre-test

CENTER FOR DOMESTIC PREPAREDNESS – 8 contact hours
  DAY ONE
  Admin 0.1 Administrative Overview 0.25 hour
  Module 1 Lesson Plan Preparation 0.75 hour
  Module 2 Presentation Techniques 0.75 hour
  Module 3 Facilitating a Practical Exercise 0.75 hour
  Admin 0.2
  Lunch 1.0 hour
  Module 4 Hospital Emergency Response Team-Home Training (HERT-HT) 2.25 hours
  Module 5 Teach Back Exercise 2.0 hours
  Test 1.0 Post test 0.75 hour
  Admin 0.2 After
  Action Review (AAR) 0.25 hour
  Admin 0.3
  Graduation 0.25 hour

Discussion Board

Presentation or Participation as Trainer
New/Special Course Proposal - Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
   DPEM 6573

2. Course Title – if title is more than 30 character (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).
   COMPLEX RADIOLOGICAL EMERGENCIES
   Short title: COMPLEX RADIOLOGICAL EMERGENCIES

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
   Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
   Standard Letter

5. Is this course dual listed (undergraduate/graduate)?
   No

6. 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

7. Brief course description (40 words or less) as it should appear in the bulletin.
   Provides students with skills necessary to respond to and manage incidents involving radiological hazards through a practical, performance-oriented, team-response approach. Includes lectures, hands-on training, and
exercises, culminating with an exercise utilizing emergency response skills and training learned.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? Yes, DPEM 1101, DPEM 1201 and DPEM 3013.
   b. Why? The prerequisites are Incident Command and Awareness training that is utilized in providing the content of this course.

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
    Fall, 2012

12. Is this course in support of a new program? If yes, what program?
    Yes; Master of Science in Disaster Preparedness & Emergency Management.

13. Does this course replace a course being deleted?
    No
    b. If yes, what course?
    c. Has this course number been used in the past?

    Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    No

15. Justification should include:
    A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
    Provides students with skills necessary to safely respond to and manage incidents involving radiological hazards through a practical, performance-oriented, team-response approach.
    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.
    This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.
    Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.
    C. Student population served.
    This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management.
### D. Rationale for the level of the course (lower, upper, or graduate).

This advanced course provides students an opportunity to manage simulated complex radiological emergencies at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

### 16. Outline

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness (CDP) have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**Preparation:**
- Assigned Reading
- Pre-test

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**CENTER FOR DOMESTIC PREPAREDNESS – 32 contact hours**

Admin 0.1 Administrative Overview 0.50 hour  
Test 1.0 Pretest 0.50 hour  
Module 1 Advanced Radiological Concepts 2.0 hours  
  *Admin 0.2 Lunch 1.0 hour*  
Module 2 Radiological Terrorism 1.5 hours  
Module 3 Agencies and Regulations 1.5 hours  
Module 4 Selection of Instrumentation 2.0 hours  

Module 5 Plume Modeling 2.0 hours  
Module 6 Incident Action Planning 1.5 hours  
  *Admin 0.3 Lunch 1.0 hour*  
Test 2.0 Post-Test 0.75 hour  
Module 7 Practical Exercise 3.75 hours  
Safety Briefing 0.25 hour  
Exercise 3.5 hours  

Module 7 Practical Exercise (continued) 8.0 hours  
Safety Briefing 0.25 hour  
Exercise 3.75 hours  
  *Admin 0.4 Lunch 1.0 hour*  
Exercise 4.0 hours  

Module 7 Practical Exercise (continued) 7.5 hours  
Safety Briefing 0.25 hour  
Exercise 3.75 hours  
  *Admin 0.5 Lunch 1.0 hour*  
Exercise 3.5 hours  
Admin 0.6 After Action Review (AAR) 0.25 hour  
Admin 0.7 Graduation 0.25 hour

**Discussion Board**  
**Presentation**  
**Comparative Analysis Paper**
17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)
   - Assigned Readings and Pre-test 10%
   - Successful completion of the CDP portion of the course (awarded completion certificate) 50%
   - Discussion Board after CDP experience 10%
   - Presentation 10%
   - Comparative Analysis Paper 20%

18. **Special features** (e.g. labs, exhibits, site visitations, etc.)
   In addition to the preparatory work, students will travel to the CDP in Anniston, AL. The CDP will provide travel, food and lodging for the intensive experience. Following the CDP experience students will engage in faculty led discussion and develop a presentation related to the same as well as write a paper that discusses a potential radiological threat or past radiological event and do a comparative analysis between the threat/event and what they learned in this course.

19. **Required reading**
   - Preparatory Assigned Reading – journal articles selected by ASU faculty; Student Manual provided by the CDP

20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)
   - Faculty from ASU will teach and evaluate preparatory learning, lead the post-CDP experience discussion as well as evaluate the presentation and paper. In addition ASU faculty will provide administrative oversight related to meeting course requirements. Faculty at the CDP will have the primary instructional responsibility for the course content provided at the CDP.

21. **What is the primary goal of this course?**
   - To provide students, future disaster responders and emergency managers, with skills necessary to safely respond to and manage incidents involving radiological hazards

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**
   - This is not a general education course

23. **Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course.** For example, what will students who meet this goal know or be able to do as a result of this course?
   1. Analyze regulations that apply to radiological response
   2. Evaluate instrumentation for radiological incidents
   3. Create an Incident Action Plan (IAP)

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**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**
Course Number And Title: DPEM 6573: COMPLEX RADIOLOGICAL EMERGENCIES

Credit Hours: 3 semester hours This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

Class Schedule: (TBA)
Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:
The Center for Domestic Preparedness, Anniston, Alabama
Web supported component at Arkansas State University

Placement: Support course for the Master of Science in Disaster Preparedness and Emergency Management

Faculty: Deborah Persell, PhD, RN, APN
Associate Professor
Office: Room 312, CNHP Bldg.
Address: Box 910
State University, AR 72467-0910
(UPS) 104 N. Caraway
Jonesboro, AR 72401
Telephone: 870-972-3318; Fax: 870-972-2954
E-mail: dpersell@astate.edu

Center for Domestic Preparedness Faculty

Course Description: Provides students with skills necessary to respond to and manage incidents involving radiological hazards through a practical, performance-oriented, team-response approach. Includes lectures, hands-on training, and exercises, culminating with an exercise utilizing emergency response skills and training learned. Prerequisites: DPEM 3013. (Spring)

Course Outcomes: At the conclusion of this course, the responder will be able to:
1. Recognize advanced radiological concepts
2. Provide radiological terrorism threat examples
3. Analyze regulations that apply to radiological response
4. Evaluate instrumentation for radiological incidents
5. Utilize elements of plume modeling software to gather information that can be used for response actions
6. Create an Incident Action Plan (IAP)
7. Outline teams, activities, and response involved in a radiological incident
8. Utilize ICS in response to a radiological incident

Teaching/Learning Strategies: The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. The lectures include radiological concepts, agencies and regulations, IAP development, and instrumentation selection. The course culminates with an extended practical exercise. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report/presentation and discussion of the CDP experience will be expected. Students will research a potential radiological threat or past radiological event and do a paper with a comparative analysis between the threat/event and what they learned in this course.

Evaluation Strategies:
Assigned Readings and Pre-test 10%
Successful completion of the CDP portion of the course (awarded completion certificate) 50%
Discussion Board after CDP experience 10%
Presentation 10%
Comparative Analysis Paper 20%

Grading Scale: 93-100 = A
83-92.99 = B
75-82.99 = C*
63-74.99 = D
62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

Evaluation Criteria for the CDP portion of the course:
Kirkpatrick’s four-level model for evaluation includes two levels applicable to the evaluation strategy for the APIOHHE course.
Kirkpatrick’s four-level model for evaluation of training objectives includes two levels applicable to the evaluation strategy for the ARIO course.

Level 1: Reaction
To evaluate responders’ perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and instructors through end-of-course critiques and DHS Level 1 Evaluation. The end-of-course critiques and DHS Level 1 Evaluation course evaluations are completed at the end of the final day of instruction/practical exercises. Instructors also gather information and input from responders for the After Action Review (AAR).

Level 2: Learning
Knowledge and skills acquired or improved due to training provided at the CDP are measured through testing and performance checklists. Because the course is performance based training, instructors use performance evaluation checklists for all hands-on practical exercises to ensure that responders are gaining skills necessary for an incident involving radiological hazards. Responders are administered pre- and post-tests, including questions primarily from lecture material, to assess the knowledge level of responders both prior to and following the course, thus providing an additional measure of learning. Responders must pass
the post-test with a score of 70% or better and successfully complete the items on the performance checklists to complete the course and receive a certificate of completion. If a responder does not pass the post-test on the first attempt, a retest will be offered. If the actions on the performance checklist are not successfully completed on the first try, the responder is given a second opportunity. If the responder does not pass the retest with a score of 70% or better or complete all items on the performance checklist, a certificate of attendance is issued.

Required Textbooks:
Student Manuals provided by the Center for Domestic Preparedness

Required Reading:
As specified by date under course documents in Blackboard or by the CDP.

Course Policies:
The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student. This will be coordinated through the CDP.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. Late assignments may be assessed 5 points per day at the discretion of the faculty. Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.

APA Format:
All citations should follow the guidelines in the most recent edition of Publication Manual of the American Psychological Association (APA).

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

COURSE SCHEDULE

Preparation:  Assigned Reading  
Pre-test

CENTER FOR DOMESTIC PREPAREDNESS – 32 contact hours

Admin 0.1 Administrative Overview 0.50 hour  
Test 1.0 Pretest 0.50 hour  
Module 1 Advanced Radiological Concepts 2.0 hours  
Admin 0.2 Lunch 1.0 hour  
Module 2 Radiological Terrorism 1.5 hours  
Module 3 Agencies and Regulations 1.5 hours  
Module 4 Selection of Instrumentation 2.0 hours

Module 5 Plume Modeling 2.0 hours  
Module 6 Incident Action Planning 1.5 hours  
Admin 0.3 Lunch 1.0 hour  
Test 2.0 Post-Test 0.75 hour  
Module 7 Practical Exercise 3.75 hours  
Safety Briefing 0.25 hour  
Exercise 3.5 hours

Module 7 Practical Exercise (continued) 8.0 hours  
Safety Briefing 0.25 hour  
Exercise 3.75 hours  
Admin 0.4 Lunch 1.0 hour  
Exercise 4.0 hours

Module 7 Practical Exercise (continued) 7.5 hours  
Safety Briefing 0.25 hour  
Exercise 3.75 hours  
Admin 0.5 Lunch 1.0 hour  
Exercise 3.5 hours  
Admin 0.6 After Action Review (AAR) 0.25 hour  
Admin 0.7 Graduation 0.25 hour

Discussion Board

Presentation

Comparative Analysis Paper
Students develop, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This will require coordination with the faculty of record prior to submitting abstract to conference planners.

### New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

- **New Course or Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair</th>
<th>Date</th>
<th>COPE Chair (if applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
<td>Professional Education Head of Unit (If applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>College Curriculum Committee Chair</td>
<td>Date</td>
<td>Undergraduate Curriculum Council Chair</td>
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<tr>
<td>College Dean</td>
<td>Date</td>
<td>Graduate Curriculum Committee Chair</td>
<td>Date</td>
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<tr>
<td></td>
<td></td>
<td>Vice Chancellor for Academic Affairs</td>
<td>Date</td>
</tr>
</tbody>
</table>

1. **Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**

   **DPEM 661V (1-3)**

2. **Course Title** – if title is more than 30 character (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).

   **SEMINAR TOPICS IN DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT**

   **Short title:** SEMINAR TOPICS IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

   **Experiential learning**

4. **What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?**

   **Standard Letter**

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

   **No**

6. **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**
7. **Brief course description (40 words or less) as it should appear in the bulletin.**

This course is discussion driven by current events related to disaster preparedness and emergency management. Discussion will focus on analysis of a current event, applicable research, historical events of similar significance and other emergency management issues in the news.

8. **Indicate all prerequisites and 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, they will not be allowed to register).**

   a. Are there any prerequisites? **None**
   b. Why?

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

   Fall, Spring or Summer

10. **Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)**

    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. **Proposed Starting Term/Year**

    Fall, 2012

12. **Is this course in support of a new program? If yes, what program?**

    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. **Does this course replace a course being deleted?**

    No

    b. If yes, what course?

    c. Has this course number been used in the past?

    Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. **Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.**

    No

15. **Justification should include:**

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

    Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. This course will focus on current events to supplement courses students are currently enrolled in.

    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.**

    This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

    Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.
C. **Student population served.**

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management.

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

This advanced course provides students to acquire professional education at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

<table>
<thead>
<tr>
<th>16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)</th>
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</tr>
<tr>
<td>Discussion</td>
</tr>
</tbody>
</table>

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<tr>
<th>17. <strong>Course requirements</strong> (e.g. research papers, projects, interviews, tests, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion group participation, 100%</td>
</tr>
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<tr>
<th>18. <strong>Special features</strong> (e.g. labs, exhibits, site visitations, etc.)</th>
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</thead>
<tbody>
<tr>
<td>This course is student led, faculty facilitated, discussion of current events in disaster preparedness and emergency management</td>
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</tbody>
</table>

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<tr>
<th>19. <strong>Required reading</strong></th>
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<td>Student discovered related to current events; assigned by ASU faculty related to current events</td>
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</table>

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<th>20. <strong>Department staffing and classroom/lab resources</strong> (Will this require additional faculty, supplies, etc.?)</th>
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<tr>
<td>This class is on-line. Students must have minimum computer capabilities identified by ASU.</td>
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</table>

<table>
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<tr>
<th>21. <strong>What is the primary goal of this course?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate the importance of keeping up-to-date on current events and lessons that can be learned and applied to future disasters</td>
</tr>
</tbody>
</table>

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<tr>
<th>22. <strong>If this proposal is for a general education course, please check the primary goal this course addresses:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is not a general education course</td>
</tr>
</tbody>
</table>
23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Critique current events in disaster preparedness and emergency management.
2. Discuss the utility of research to current events in disaster preparedness and emergency management.
3. Analyze policy issues in current events in disaster preparedness and emergency management.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SCHOOL OF NURSING
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Module I – VI

Course Number and Title: DPEM 661V (1-3): Seminar Topics in Disaster Preparedness & Emergency Management

Credit Hours: Students may enroll in this course for 1-3 semester hours. Each semester hour enrolled is on-line but represents one to three (1-3) credit hours; Students should be engaged in course-related work for a minimum of 4 - 12 hours per week (three hours of preparation time for each credit hour)

On-line course.

Placement: Practicum course

Faculty: Deborah J Persell, PhD, RN, APN
Associate Professor
Office: CNHP 312
Phone: 870-972-3318; Fax: 870-972-2954
dpersell@astate.edu
Addresses: Department of Nursing, Box 910, State University, AR 72467
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: This course is discussion driven by current events related to disaster preparedness and emergency management. Discussion will focus on analysis of a current event, applicable research, historical events of similar significance and other emergency management issues in the news. Prerequisites: None. (Fall, Spring or Summer)

Student Learning Outcomes: The student will:

1. Critique current events in disaster preparedness and emergency management.
2. Discuss the utility of research to current events in disaster preparedness and emergency management.
3. Apply theory development and utilization to current events in disaster preparedness and emergency management.
4. Analyze policy issues in current events in disaster preparedness and emergency management.
5. Analyze multi-agency response in current events in disaster preparedness and emergency management.
6. Identify ethical/legal issues in current events in disaster preparedness and emergency management.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings

Evaluation Strategies:
Discussion group participation, 100%

A: 90 – 100
B: 80 – 89
C: 70 – 79
D: 60 – 69
F: 0 – 59

Textbooks:
Required: None

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).


Course Policies:
Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:
All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student’s file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.
APA Format:
All citations should follow the guidelines in the most recent edition of Publication Manual of the American Psychological Association (APA).

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
Discussion

Week 2
Discussion

Week 3
Discussion

Week 4
Discussion

Weeks 5
Discussion
Week 6
  Discussion

Week 7
  Discussion
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 6631

2. Course Title – if title is more than 30 character (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).

DISASTER PREPAREDNESS AND/OR EMERGENCY MANAGEMENT CONFERENCE PRESENTATION

Short title: DPEM CONFERENCE PRESENTATION

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

7. Brief course description (40 words or less) as it should appear in the bulletin.
Students develop, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This will require coordination with the faculty of record prior to submitting abstract to conference planners.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   Fall, Spring or Summer

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
   Fall, 2012

12. Is this course in support of a new program? If yes, what program?
   Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?
   No
   b. If yes, what course?
   c. Has this course number been used in the past?

   Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
   No

15. Justification should include:
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
   Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. As leaders in Disaster Preparedness and Emergency Management they will be expected to attend and disseminate knowledge at scholarly forums. This course provides mentored presentations to encourage independent ones upon graduation.
   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.
   This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

   Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.
C. **Student population served.**

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s degree in Disaster Preparedness and Emergency Management.

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

This advanced course provides students to acquire professional education at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Pre-course work

- Abstract Development & Submission

Week 1-6

- Presentation Development

Week 7

- Conference Attendance

17. **Course requirements** *(e.g. research papers, projects, interviews, tests, etc.)*

Abstract development, 20%; Presentation, 30%; Conference Attendance, 30%, Discussion 20%

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

This course is a faculty facilitated and mentored conference presentation.

19. **Required reading**

Student discovered related to presentation; assigned by ASU faculty related to presentation.

20. **Department staffing and classroom/lab resources** *(Will this require additional faculty, supplies, etc.?)*

This class is on-line. Students must have minimum computer capabilities identified by ASU. No additional faculty are required.

21. **What is the primary goal of this course?**

To generate experience in presenting at conferences.

22. **If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course.

- ■ Communicating effectively
- ■ Using mathematics
- ■ Understanding global issues
- ■ Developing a life-long appreciation of the arts and humanities
- ■ Using science to accomplish common goals
- ■ Thinking Critically
- ■ Using Technology
- ■ Understanding interdependence
- ■ Developing a strong foundation in the social sciences
- ■ Providing foundations necessary to achieve health and wellness

23. **Considering the indicated primary goal, provide up to three outcomes** that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Create, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference.

2. Evaluate and attend sessions for the remainder of the conference.

3. Critique conference presentations based on the core and emphasis courses in the MS degree program of...
disaster preparedness and emergency management.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SCHOOL OF NURSING
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Module I – VI

Course Number and Title: DPEM 6631 Disaster Preparedness and/or Emergency Management
Conference Presentation

Credit Hours: Students must submit and present either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This course is 1 semester hour.

On-line course.

Placement: Practicum course

Faculty: Deborah J Persell, PhD, RN, APN
Associate Professor
Office: CNHP 312
Phone: 870-972-3318; Fax: 870-972-2954
dpersell@astate.edu
Addresses: Department of Nursing, Box 910, State University, AR 72467
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description:
Students develop, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This will require coordination with the faculty of record prior to submitting abstract to conference planners. Prerequisites: None. (Fall, Spring or Summer)

Student Learning Outcomes: The student will:
1. Create, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference.
2. Evaluate and attend sessions for the remainder of the conference.
3. Critique conference presentations based on the core and emphasis courses in the MS degree program of disaster preparedness and emergency management.
4. Analyze the use of research in conference presentations.
5. Determine the use of theory development and utilization in conference presentations.
6. Discuss policy issues associated with conference presentations.
7. Determine the applicability of multi-agency response to appropriate conference presentations.
8. Identify actual or potential ethical/legal issues associated with conference presentations.
9. Initiate and develop a personal network of professionals attending and/or presenting at the conference.

**Teaching Strategies:** Abstract development, submission and subsequent presentation; discussion.

**Evaluation Strategies:**
- Abstract development, 20%; Presentation, 30%; Conference Attendance, 30%, Discussion 20%
  
  A: 90 – 100
  B: 80 – 89
  C: 70 – 79
  D: 60 – 69
  F: 0 – 59

**Textbooks:**
**Required:** None

**Additional requirements:** Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6th edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

**Course Policies:**
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**Discussion**
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.
The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
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1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Pre-course work
  Abstract Development & Submission

Week 1-6
  Presentation Development

Week 7
  Conference Attendance
New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

- New Course or Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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<th>Department Curriculum Committee Chair</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
<td>Professional Education Head of Unit (If applicable)</td>
<td>Date</td>
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<tr>
<td>College Curriculum Committee Chair</td>
<td>Date</td>
<td>General Education Committee Chair (if applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
<td>Undergraduate Curriculum Council Chair</td>
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<td>College Dean</td>
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<td>Graduate Curriculum Committee Chair</td>
<td>Date</td>
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<tr>
<td></td>
<td></td>
<td>Vice Chancellor for Academic Affairs</td>
<td>Date</td>
</tr>
</tbody>
</table>

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 6643

2. Course Title – if title is more than 30 character (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).

PRACTICUM EXPERIENCE

Short title: PRACTICUM EXPERIENCE IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

Students will work with an expert in disaster preparedness or emergency management. The mentor must be
approved by the faculty. The student may suggest mentors or the faculty may assign a mentor.

8. Indicate all prerequisites and 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, they will not be allowed to register).
   a. Are there any prerequisites? None
   b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
   - Fall, Spring or Summer

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
    Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; dpersell@astate.edu; 870-972-3318

11. Proposed Starting Term/Year
    - Fall, 2012

12. Is this course in support of a new program? If yes, what program?
    Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?
    No
    b. If yes, what course?
    c. Has this course number been used in the past?

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    No

15. Justification should include:
   A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).
   Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. This course allows students to study in-depth with a mentor in the field to increase their confidence and experience.

   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.
   This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

   Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

   C. Student population served.
   This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s
degree in Disaster Preparedness and Emergency Management

D. **Rationale for the level of the course (lower, upper, or graduate).**
This advanced course provides students to acquire professional education at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

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

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

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</tr>
</tbody>
</table>

17. **Course requirements** *(e.g. research papers, projects, interviews, tests, etc.)*
- Discussion group participation, 50%; Evaluation by mentor, 50%

18. **Special features** *(e.g. labs, exhibits, site visitations, etc.)*
- This course is a faculty facilitated and professional mentored practicum experience

19. **Required reading**
- Student discovered related to presentation; assigned by ASU faculty related to presentation

20. **Department staffing and classroom/lab resources** *(Will this require additional faculty, supplies, etc.?)*
- This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added according to the business plan in the program proposal.

21. **What is the primary goal of this course?**
- To generate experience and confidence in the student’s ability to practice in the field of disaster preparedness and emergency management
22. If this proposal is for a general education course, please check the primary goal this course addresses:

☐ Communicating effectively
☐ Using mathematics
☐ Understanding global issues
☐ Developing a life-long appreciation of the arts and humanities
☐ Using science to accomplish common goals
☐ Thinking Critically
☐ Using Technology
☐ Understanding interdependence
☐ Developing a strong foundation in the social sciences
☐ Providing foundations necessary to achieve health and wellness

This is not a general education course.

23. Considering the indicated primary goal, provide **up to three outcomes** that you expect of students after completion of this course. For example, what will students who meet this goal **know or be able to do** as a result of this course?

1. Complete 60 hours practicum experience with an approved mentor in disaster preparedness and emergency management.
2. Critique their practicum experience utilizing principles from core and emphasis courses in the MS degree program of disaster preparedness and emergency management.
3. Demonstrate cooperation and collaboration with their mentor and other employees/officials at the agency in which they do the practicum experience.

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From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SCHOOL OF NURSING
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT
Module I – VI

Course Number and Title: DPEM 6643: Practicum Experience

Credit Hours: Students must complete 60 hours of practicum experience in disaster preparedness and emergency management. This course is 3 semester hours. These hours are on-line but represent three (3) credit hours; Students may complete their practicum experience in a 60 hour block of time or smaller blocks that total 60 contact hours.

On-line course.

Placement: Practicum course

Faculty: Deborah J Persell, PhD, RN, APN
Associate Professor
Office: CNHP 312
Phone: 870-972-3318; Fax: 870-972-2954
dpersell@astate.edu
Addresses: Department of Nursing, Box 910, State University, AR 72467 (UPS) 2713 Pawnee, Jonesboro, AR 72401
Course Description: Students will work with an expert in disaster preparedness or emergency management. The mentor must be approved by the faculty. The student may suggest mentors or the faculty may assign a mentor. Prerequisites: None. (Fall, Spring or Summer)

Student Learning Outcomes: The student will:
4. Complete 60 hours practicum experience with an approved mentor in disaster preparedness and emergency management.
5. Critique their practicum experience utilizing principles from core and emphasis courses in the MS degree program of disaster preparedness and emergency management.
6. Apply research to the practicum experience.
7. Apply theory development and utilization to the practicum experience.
8. Determine policy issues associated with the agency in which they do the practicum experience.
9. Analyze the role of their agency in a multi-agency response.
10. Identify actual or potential ethical/legal issues associated with the agency in which they do their practicum experience.
11. Demonstrate cooperation and collaboration with their mentor and other employees/officials at the agency in which they do the practicum experience.

Teaching Strategies: Mentored practicum experience, discussion.

Evaluation Strategies:
Discussion group participation, 50%; Evaluation of mentor, 50%

A: 90 – 100
B: 80 – 89
C: 70 – 79
D: 60 – 69
F: 0 – 59

Textbooks:
Required: None

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).


Course Policies:
Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:
All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

APA Format:
All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association* (APA).

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion
Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation
Participation is evaluated by the degree of
1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Course Schedule

Week 1
Discussion
Practicum Experience

Week 2
Discussion
Practicum Experience
Week 3
Discussion
Practicum Experience

Week 4
Discussion
Practicum Experience

Weeks 5
Discussion
Practicum Experience

Week 6
Discussion
Practicum Experience

Week 7
Discussion
Practicum Experience
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ New Course or ☐ Special Course (Check one box)
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

DPEM 665V (1-6)

2. Course Title – if title is more than 30 character (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).

INTERNSHIP, RESEARCH PROJECT OR THESIS IN DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT

Short title: FINAL PROJECT IN DPEM

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

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

No

6. 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

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

New Course or Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair</th>
<th>Date</th>
<th>COPE Chair (if applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
<td>Professional Education Head of Unit (If applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>College Curriculum Committee Chair</td>
<td>Date</td>
<td>General Education Committee Chair (if applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
<td>Undergraduate Curriculum Council Chair</td>
<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
<td>Graduate Curriculum Committee Chair</td>
<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
<td>Vice Chancellor for Academic Affairs</td>
<td>Date</td>
</tr>
</tbody>
</table>

Revised 4/13/10
A culminating experience that is one of the following: an internship with a subject matter expert, a research project or a thesis in Disaster Preparedness & Emergency Management.

| 8. Indicate all prerequisites and 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, they will not be allowed to register). |
|---|---|
| a. Are there any prerequisites? | permission of the faculty |
| b. Why? | This final experience is research based and builds on the knowledge acquired in the prerequisite |

<table>
<thead>
<tr>
<th>9. Course frequency (e.g. Fall, Spring, Summer, or Demand).</th>
<th>Not applicable to Graduate courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</td>
<td></td>
</tr>
<tr>
<td>Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing &amp; Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; <a href="mailto:dpersell@astate.edu">dpersell@astate.edu</a>; 870-972-3318</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>11. Proposed Starting Term/Year</th>
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</thead>
<tbody>
<tr>
<td>Fall, 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Is this course in support of a new program? If yes, what program?</th>
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</thead>
<tbody>
<tr>
<td>Yes; Master of Science in Disaster Preparedness &amp; Emergency Management</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Does this course replace a course being deleted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>a. If yes, what course?</td>
</tr>
<tr>
<td>b. If yes, what course?</td>
</tr>
<tr>
<td>c. Has this course number been used in the past?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

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<tr>
<th>15. Justification should include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</td>
</tr>
<tr>
<td>Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. This course allows students to study in-depth with a mentor in the field to increase their confidence and experience through internship, research project or thesis completion.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.</td>
</tr>
<tr>
<td>Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.</td>
</tr>
<tr>
<td>C. Student population served.</td>
</tr>
<tr>
<td>This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor’s Degree in any field and wish to earn a Master’s</td>
</tr>
</tbody>
</table>
degree in Disaster Preparedness and Emergency Management

D. Rationale for the level of the course (lower, upper, or graduate).
This advanced course is the culminating experience of graduate education. All three options of internship, research project or thesis are research based. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Student work toward the finished product of an internship, research project or thesis. One to six hours may be taken each semester. Successful progress must be demonstrated each semester commiserate with the number of hours for which the student registered.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Outcomes or competencies will be evaluated according to the rubric identified in #23 regardless of the option chosen: internship, research project or thesis. Regardless of the venue the student will:
   1. Embody professionalism in his/her work
   2. Display academic rigor
   3. Engage in ethical decision making

18. Special features (e.g. labs, exhibits, site visitations, etc.)
This course is a faculty facilitated and/or professional mentored culminating experience.

19. Required reading
Student discovered related to experience; assigned by ASU faculty related to experience

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Students may meet with faculty face-to-face or on-line. Students must have minimum computer capabilities identified by ASU Information Technology Services. Additional faculty will be added according to the business plan in the program proposal.

21. What is the primary goal of this course?
To generate experience and confidence in the student’s ability to practice in the field of disaster preparedness and emergency management and contribute to the body of knowledge in the field.

22. If this proposal is for a general education course, please check the primary goal this course addresses:
This is not a general education course

☐ Communicating effectively
☐ Thinking Critically
☐ Using mathematics
☐ Using Technology
☐ Understanding global issues
☐ Understanding interdependence
☐ Developing a life-long appreciation of the arts and humanities
☐ Developing a strong foundation in the social sciences
☐ Using science to accomplish common goals
☐ Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?
1 = Student is unable to address novel situations or questions with confidence
2 = Student can function at a basic level in novel situations, but has trouble applying advance knowledge
3 = Student can recite relevant academic knowledge when faced with clinical or research complexities
4 = Student can apply principles of disaster preparedness and emergency management while incorporating new ways of critically analyzing preparedness and response

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.