

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	Homeland Security & Emergency Management	College/School	School of Management
Prepared by	Anita Hughes	Phone	Ext 4622
Email Contact	Alhughes2@alaska.edu	Faculty Contact	Cameron Carlson, cdcarlson@alaska.edu

1. ACTION DESIRED
(CHECK ONE): Trial Course ☐ New Course ☒ XX

2. COURSE IDENTIFICATION: Dept **HSEM** Course # **F603** No. of Credits **3**

Justify upper/lower division status & number of credits:

This is a graduate-level course requiring critical thinking and analytic skills

3. PROPOSED COURSE TITLE: **Disaster Management Policy**

4. To be CROSS LISTED? YES/NO **No** If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? * YES/NO **No** If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: **Fall**
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) **Fall 2015**

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> XX	6 weeks to full semester
OTHER FORMAT (specify)							
Mode of delivery (specify lecture, field trips, labs,	Lecture						

etc)

9. CONTACT HOURS PER WEEK:

3/15

LECTURE
hours/weeks

LAB
hours /week

PRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites:* COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

HSEM F603 Disaster Management Policy
3 Credits Offered Fall

This course will provide context for and contemporary coverage of the fields of disaster management and homeland security. Emphasis will be placed on the role of persons at all levels; federal, state and local. This can include scientists, engineers, civil and military, elected/appointed officials, and first responders. The course will explore how social science research can be usefully applied to policy development and everyday practice. Students will discuss and review public policy, organizational management and leadership issues they will face as future practitioners and leaders in the field. *Prerequisites:* Must be admitted to MSDM program; or permission of the HSEM Program Director. (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

XX

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,
Format 6

W = Writing Intensive,
Format 7

X = Baccalaureate
Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

XX

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

XX

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER:

XX

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

Must be admitted to MDSM program; or permission of HSEM Program Director

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

No

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

There will be little to no impact. This is an online course so no space is required. Adjuncts will be used for teaching but students will be generating additional revenue in tuition. SOM has received a funding allocation for FY 15 to cover the expenses of developing courses and hiring adjuncts.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

XX

In the event that scholarly resources are required, the library has been contacted and has agreed to provide requested materials. Contacted 10/28/14.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

The Veterinary Medicine program is interested in partnering with HSEM on this graduate program. They believe this graduate program of courses will benefit their doctoral students and, therefore, would bring students to the MSDM program. A support letter from Veterinary Medicine Assoc. Dean Reynolds is enclosed with this packet describing the intended relationship. Beyond this positive impact on both Vet Med and MSDM there should be no impacts on other departments.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This is part of a new program for which there is interest from around the country in addition to the Vet Med program. New students will be brought into the department and into contact with UAF which gives all University programs additional exposure. It meets a student need. These students will not generally be on campus or in Fairbanks so they generate no additional competition for student services or housing. No other impacts on other departments are anticipated.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course is part of the proposed new graduate program; Master of Security and Disaster Management. As indicated in the program proposal, there is increasing demand in this program from around the country as nothing like it exists.

The program and the courses proposed add to the level of critical thinking and analysis in topics that are important to leaders and managers in Homeland Security and Emergency Management fields across the board. Policy analysis is critical to leaders at this level. One need only look at the history of FEMA, for example, or the experience of Hurricane Katrina, to understand how important an understanding of Disaster Policy is to managing agencies and other organizations in this field.

**SIGNATURES ON FILE WITH
ORIGINALS IN FACULTY
SENATE OFFICE**

APPROVALS: Add additional signature lines as needed

		Date	
Signature, Chair, Program/Department of:			

		Date	
Signature, Chair, College/School Curriculum Council for:			

		Date	
Signature, Dean, College/School of:			

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

		Date	
Signature, Chair			
Faculty Senate Review Committee: __Curriculum Review __GAAC			
__Core Review __SADAC			

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

HSEM F603 Disaster Management Policy

3 credits

Prerequisites: Graduate standing within the MSDM program

Location: Online via Adobe Connect /Blackboard

Meeting Time: TBD

Instructor: Cameron Carlson
Phone: 907-474-6537
Email: cdcarlson@alaska.edu

Office hours: Tue and Thur 10:00 to 12:00 or by appointment

Required Texts: Sylves, Richard (2015). Disaster Policy and Politics: Emergency Management and Homeland Security. CQ Press. 9781483307817

**Additional Reading:* Case studies / handouts as assigned. Be prepared to discuss the readings during the week assigned. Readings and links to readings will be available on Blackboard.

Students are expected to stay on top of current events and debates by reading national and international news via reputable sources.

Course Description:

The purpose of this course is to provide context for and contemporary coverage of the fields of disaster management and homeland security. Emphasis will be placed on the role of persons at all levels federal, state and local. This can include scientists, engineers, civil and military, elected/appointed officials, and first responders. The course will explore how social science research can be usefully applied to policy development and everyday practice. Students will discuss and review public policy, organizational management, and leadership issues they will face as future practitioners and leaders in the field.

Course Goals:

This course will help students develop an understanding of disaster management policy, the application of social sciences theories to practice and policy, and an understanding of policy analysis as a useful tool to be applied in professional situations. Analytical and conceptual frameworks will be explored as ways to frame and understand the material.

Student Learning Outcomes:

- Develop a basic understanding of the scope and variety of policy in disaster management
- Develop an understanding of the role of academic study and contribution to disaster policy
- Develop an understanding of the role of civilian authorities in the execution of disaster management policy
- Develop an understanding of the role of executive agencies in developing and implementing disaster management policy as well as the spectrum of subordinate agencies responsible for the associated regulatory regimes
- Develop and understanding of executive agency oversight on federal, state, and local level disaster management and emergency response systems
- Understand the U.S. federal and state military structure with regard to disaster management policy
- Develop an understanding of the interagency and systemic aspects of disaster management policy, to include jurisdictions, support/agreement mechanisms, and accountability
- Develop the ability to analyze and compare disaster management policies in both domestic and international settings

Instructional Methods:

The course format includes a **hybrid** of online (**synchronous and asynchronous**) based video lectures, discussion board forums, reading assignments, and lessons. The primary portal for delivery will be UAF Blackboard which will be supplemented by Adobe Connect for video and face to face meeting purposes. Lectures, case studies, small group activities, student presentations and open and directed discussions, will be used to actively involve each student in the learning process. When possible and practical, learning activities will be developed to include not only "what" was learned,

but the “so what” and “now what” in order to complete the learning cycle. As graduate students you will take an active role in the learning process, both for the benefit of yourself and your classmates. As an internet based course, a computer with internet access is required. Additionally, students will need Internet access for assigned discussions involving online research, as well as access to their UA email accounts.

Course Policies:

Students are expected to remain up to date with the scheduled lesson plans on a weekly basis. Students will be penalized for the late submission of class assignments or should they fall behind by more than two weeks (outside of emergency or mutually agreed upon circumstances). Each late assignment will be docked 10% for every day it is late. If you miss an exam due to an excused absence you will have one week to schedule a make-up. Additionally, each student is expected to actively in class throughout the course of each week and participate with meaningful and constructive feedback to fellow students.

Academic Integrity:

Students are expected to observe academic honesty. Dishonest practices including giving or receiving assistance in any manner or form during an examination, unauthorized possession of exam questions, and plagiarism (willfully presenting another person’s writings, opinions or thoughts as one’s own, without proper credit and documentation) will not be tolerated. Violations of the UAF Student Code of Conduct will be referred to the appropriate authority for possible disciplinary actions including removal of violator from this course.

Evaluation

30% Term Paper (300 points): Each student will choose an appropriate topic and submit an outline of their term paper early in the course and turn in the final paper at the end of the course.

40% Tests (400 points): There will be 2 tests given throughout the semester. Each test will be worth 200 points and have a combination of multiple choice, true/false, and essay questions.

10% Participation (100 points): Each student is expected to attend class and participate in weekly classroom discussion. If you have more than 3 unexcused absences throughout the semester you will lose 10% of your final grade.

10% Student led discussions, Small group activities (100 points): Participation is important in this class. Student led discussions will be assigned and conducted on a weekly basis through blackboard. There will also be small group activities used to supplement the discussions through the use of group/individual research and analysis. Each week, a discussion item appears in Blackboard for all students to address. This mandatory discussion forum is a way of allowing students to see what each other is thinking about the lesson. Students are evaluated for posting a response that says something relevant about the topic in time and for responding intelligently in complete sentences to one, single post of a fellow student. Students have the option of responding to more than one post of fellow students, but the additional responses are not graded.

10% Final Presentation (100 points): Individuals are to develop and deliver, through independent research, a presentation based on the final paper (12 minutes in length). Both products will be due in Week 12.

Please note the following points breakdown:

Tests:	400
Term Paper and Development:	300
Participation:	100
Discussion and Activities:	100
Presentation:	100
Total:	1000

A =	90-100% (900-1000 points)
B =	80-89% (800-899 points)
C =	70-79% (700-799 points)
D =	60-69% (600-699 points)
F =	59 % or less (599 points or less)

Support Services:

Students are encouraged to utilize the UAF Writing Center in 801 Gruening (Phone # 474-5314) as needed to assist in the development and refinement of their written products. Students are also encouraged to use the UAF Speaking Center for coaching and practice. The Center is located in 507 Gruening. Call 474-5470 for Speaking Center hours and to schedule an appointment. Please contact me as required should you need to contact other subject matter support services relevant to the development of your leadership or class projects/topics.

Disabilities Services:

Students with learning or other disabilities who may need special accommodations are encouraged to make an appointment with the Office of Disability Services, <http://www.uaf.edu/disability/> (907 474-5655 or TTY at 907 474-1827). Please inform your instructor of any impediments to meeting course objectives which cannot be fully addressed by the Office of Disability Services. I will work with the Office of Disabilities Services (208 Whitaker Bldg) to provide reasonable accommodation to students with disabilities.

Course Calendar:

- **Week 1 - Disaster Management in the United States**
 - Emergency Management as a Profession
 - Disasters as a Field of Scientific Research
 - Presidential Disaster Declarations
 - Challenges of Emergency Management
 - Phases of Emergency Management
- **Week 2 - Disaster Management and Theories of Public Management**
 - Normative Political Theories and Meta Analysis
 - The Role of Theory in Emergency Management
 - Toward a Theory of Disaster Recovery
 - Knowledge Codification and Knowledge Diffusion Issues
- **Week 3 - Historical Trends in Disaster Management**
 - The Cold War and the Rise of Civil Defense
 - Nationwide Emergency Management
 - Disaster Declarations Issues
 - Civil Defense and FEMA
 - All-Hazards Management
 - Terrorism Impacts on Disaster Management
 - Homeland Security Presidential Directive
 -
- **Week 4 - Understanding Disaster Policy Through Presidential Disaster Declarations**
 - The President's Constitutional Emergency Powers
 - Federal Disaster Relief Legislation and Declaration Authority
 - Presidential Discretionary Power

- Facilitating the President's Work
- FEMA's Role in the Declaration Process
- Presidents and Distributive Politics
- **Week 5 - The Role of Scientists and Engineers**
 - Researching Hazards and Disasters
 - Disaster Research
 - Social Sciences and Emergency Management
 - Science Informing Policy and the Politics of Disasters
 - Case Studies of Science and Engineering Applied to Disaster
 - Engineering and Public Infrastructure Policy
- **Week 6 - Intergovernmental Relations in Disaster Policy**
 - Intergovernmental Program Management
 - The National Response Plan and the National Incident Management System
 - Intergovernmental Disaster Management Challenges
 - Government Contractors and Disaster Management
- **Week 7 Midterm**
- **Week 8 Holiday/Spring Break**
- **Week 9 - Civil-Military Relations and National Security**
 - Presidents, the U.S. Military, and Posse Comitatus
 - Militarization of Disaster Policy
 - Homeland Security Terrorism Programs
 - Homeland Security Grants and the Effects at the Local Level
- **Week 10 - Globalization of Disasters**
 - The U.S. Response System for Territories and Foreign States
 - Emergency Management in Other Nations
 - The United Nations and International Disaster Relief
 - U.S. Domestic Relief versus the U.S. International Relief System
- **Week 11 - Politicization of Disaster Management Policy and Implementation**
 - Preemptive versus preventive policy development
 - Political Pressure to Act
 - Benefits and Consequences of Anticipating/Reactionary Policy
- **Week 12 Term Paper Due/Presentations**
- **Week 13 Presentations**
- **Week 14 Final Exam**