FORMAT 1

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 #	**F609**	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: **Human Security**

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: **Summer**

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) — **Summer 2016**

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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)		1		2		3		4		5	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 F609   Human Security**
> **3 Credits   Offered Summer**
> This course introduces and reviews of the major elements of human security. The term *human security* provides a human-centric approach to understanding, enhancing and sustaining the security of the individual, as well as our families, communities and nation. A human-centric framework shifts the lens from viewing manmade and natural security challenges – such as 9/11, the Boston Marathon bombing, Hurricane Katrina, and Avian Flu and Ebola – as event- or government-centric. Students will examine *atraditional* security influencers, such as public and mental health, climate change, population and pathogen migration, side by side with traditional national and homeland security. The essential question addressed in HSEM F609: By focusing on people as the core – holistically, in terms of cause, effect, and as change-agents – do people become solution-enablers rather than objects demanding security and response resources? ***Prerequisites: must be admitted to MSDM program ; or permission of 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 <u>variable</u> credit, what is the		**CREDITS**

maximum number of credit hours that may be earned for this course?

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 MSDM 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. Beyond this positive impact on both Vet Med and MSDM there should be no impacts on other departments. A support letter from Veterinary Medicine Assoc. Dean Reynolds is enclosed with this packet describing the intended relationship.

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.

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. This course studies a systems view of Security which is a new and highly analytic way to view security. Analysis of this question is fundamental to those who are managers in the HSEM fields. This course is fundamental to understanding security and looks at a new way of thinking about security.

SIGNATURES ON FILE WITH ORIGINALS AT FACULTY SENATE OFFICE.

APPROVALS: Add additional signature lines as ne

	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 <u>denied</u>.

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. <u>Be specific</u> 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 <u>as applicable</u> 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.

5/21/2013

HSEM F609 Human Security
Prerequisites: Graduate standing within the MSDM program
Location: Online via Adobe Connect /Blackboard
Meeting Time: TBD
Instructor: Steve Recca
                          Phone: 719.640.4346 (cell)

                          Email: srecca@alaska.edu (primary)
                                   sprecca@nps.edu (alternate)

Office hours: By appointment (via Adobe Connect) Location: Sacramento, CA

Required Texts:

-   Heuer, Richards J. and Randolph Pherson. *Structured Analytical Techniques for Intelligence Analysis*. 2014. CQ
    Press: ISBN-13: 978-1452241517.
-   Meadows, Donella H. *Thinking in Systems: A Primer.* 2008. Chelsea Green Publishing: ISBN-13: 978-
    1603580557.

*Nota Bene***: Additional readings relevant to the weekly topic may be provided**

Course Description:

This course introduces and reviews of the major elements of human security. The term *human security* provides a human-centric approach to understanding, enhancing and sustaining the security of the individual, as well as our families, communities and nation. A human-centric framework shifts the lens from viewing manmade and natural security challenges – such as 9/11, the Boston Marathon bombing, Hurricane Katrina, and Avian Flu and Ebola – as event- or government-centric. Students will examine *atraditional* security influencers, such as public and mental health, climate change, population and pathogen migration, side by side with traditional national and homeland security. The essential question addressed in HSEM F609: By focusing on people as the core – holistically, in terms of cause, effect, and as change-agents – do people become solution-enablers rather than objects demanding security and response resources?

Course Goals:

The course provides an overview of the fundamental elements of what makes an individual or community *feel* and, actually *be* secure. By our nature, human security requires a systems-based approach to understanding and managing the interdisciplinary nature of defining the foundations of security. HSEM explores the core components of security, including: definitions; interpretations of threat and disaster potential; citizen relationships to government; laws, policies and strategies; and, how theory connects to practice. HSEM 609 uses case studies from man-made threats and natural hazards to examine government- versus human-centric approaches in advance of, during and post-event.

Student Learning Outcomes: Completion of SDM F609 will enable students to:

-   Interpret the core components of human-centric security
-   Evaluate the theoretical model of human security
-   Explain the systems-based rationale of human security
-   Distinguish between traditional and non-traditional security influencers
-   Apply human security theory to security practice at the local, state and national level
-   Formulate security policies and plans that incorporate human security precepts

Instructional Method:

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.

Recommended preparation: 2-4 hours weekly, including assigned reading and online participation.

Course Evaluation:

Research and Policy Assessment Papers   = 50%
Discussion Board Management /Participation   = 30%
Final Examination   = 20%

This course is a knowledge-based course. That is, you will be given opportunities to display your mastery of the major concepts outlined below. As *Human* Security is both a new term and conceptual framework, you necessarily should challenge the need to move beyond *guards, gates* and *guns* as security firmament.

Research and Policy Assessment Papers: You will be required, in addition to the weekly readings and discussion board management /participation readings, to write three short papers (varying in length from one to six pages, single-spaced). Each paper is designed to give you the opportunity to develop documents that are representative of policy analysis and assessment products. Detailed instructions for these papers will be provided during class. 500 points = 50%

Discussion Board Management /Participation: In addition, there will be several class exercises, again designed to give you the opportunity to undertake representative intelligence activities. These exercises will be team exercises, collaborative efforts among you and selected colleagues, which is often the case in policy analysis work. 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. 300 points = 30%

Final Examination: The Final Examination will be a cumulative exam consisting of material covered thorough out the span of the course. 200 points = 20%

The overall grade for the class will be a combination of these three activities: short papers (50%), virtual classroom participation and exercises (30%), and final examination (20%). Notes on my approach to grading are described at the below.

Criteria for Assessment of Written Assignments

1. Complete answer to the question posed
2. Depth and breadth in knowledge of reading
3. Coherence, originality and persuasiveness of argument
4. Clarity in writing

"A" grade. An essay that merits a grade in the "A" range will show a sophisticated understanding of the readings in question and will demonstrate the student's thorough internalization of the arguments proposed. Such an essay will answer the question directly and will show clarity and originality in thought. Essays in the A range will also be exceptionally well-written and persuasively argued.

"B" grade. Essays in the "B" range will not be stellar: i.e., they will be reasonably but not very well written, reasonably but not very well argued, and will show the student's solid grasp of some but not all the most relevant arguments from the class and the reading.

(The expectation is that, as a University of Alaska graduate student, the next two paragraphs will not apply. Please do your best not to prove me wrong!)

"C" grade. Essays in the "C" range will show only slight familiarity with the concepts/material at issue and will be poorly written. If pieces of the argument are missing or if the student has misinterpreted parts of the argument from a reading or from the lectures, a grade in the C range might be appropriate.

"D" grade. Essays that earn a grade of "D" or below will likely show a basic lack of understanding of the questions, concepts and issues at stake and/or they will commit serious and multiple errors of composition.

Course Policies:

You are expected to keep up with reading and assignments, and to participate in discussions generated. You will lose points for failure to engage in discussion forums in time to have meaningful interaction on the topics under discussion.

Plagiarism on assignments and cheating on papers will not be tolerated. Those caught plagiarizing or cheating will be disciplined according to the appropriate University of Alaska guidelines.

Support Services:

For assistance in improving written products, take advantage of the UAF Writing Center in 801 Gruening, 907 474-5314. Please reach out to me or support staff for subject matter support services relevant to the development of your classroom projects/topics.

Students with Disabilities:

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 me 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.

Class Schedule:

Week 1: Introductions and expectations. Context, background.
              Readings: National Intelligence Council Global Trends 2030 (http://1.usa.gov/T7WD67)

Week 2: Definitions. Why *Human* Security?
              Readings: None

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*** Assignment #1 Due ***

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Week 3: Complementary and competing models.
              Readings:
              National Security Act 1947, (http://www.intelligence.senate.gov/nsaact1947.pdf)
              National Security Strategy (2009), http://1.usa.gov/1hPCa4q
              National Strategy for Homeland Security (2007), http://1.usa.gov/1wnFEjh
              NATO on Environmental Security, http://bit.ly/1r3wesU
              Interview with Sherri Goodman (2012), http://bit.ly/1wnG7BN

Week 4: Fundamental elements of Human Security.
              Readings:

Week 5: Case Study Review: Terror attack and natural hazard-related event.
              Readings:

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*** Assignment #2 Due ***

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Week 6: Tools and Practical Application.
              View:

Week 7: Human Security: Strategic, Operational, Tactical.
              Readings:

Week 8: Case Study
              Readings:

Week 9: Human Security in a local context.

Readings:

*** Assignment #3 Due ***

Week 10: Internationalizing Human Security.
        Readings:

Week 11: Morality, Ethics, and the Law.
        Readings:

Week 12: Current Perspectives in Human Security
        Readings:

Week 13: Final Way forward.
        Readings:

Week 14: Course Review **/**Final Examination Overview

Week 15: Final Examination.