

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 # **F613** 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: **International Disaster Management**

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: **As Demand Warrants**
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) **AY 2016-17 tba**

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,	Lecture						

field trips, labs,
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 F613 International Disaster Management
3 credits Offered As Demand Warrants

HSEM 613 serves as an overview to international disaster management (IDM) addressing the complex and interrelated issues of disasters in a global context. The course will explore historical, socio-economics, risk, hazard, response, preparedness and recovery aspects of international disasters. Special emphasis will be placed on the understanding of those organizations and agencies which play a prominent role in the international disaster management arena. *Prerequisite:* Must be admitted to the 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 the MSDM program; or permission of the 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.

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. Leaders and managers in HSEM agencies and organizations work within a framework of federal, state and local laws and often these organizations are also involved in international disasters. Understanding the framework in which this assistance is offered and the challenges in working with international agencies and circumstances unfamiliar to the US is important to being effective.

**SIGNATURES ON FILE WITH
ORIGINALS AT FACULTY
SENATE OFFICE.**

APPROVALS: Add additional signature lines as ne

		SENATE OFFICE.	
		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

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 F613 International Disaster Management

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 /Thur 10:00 – 12:00 or by appointment

Required Texts:

Introduction to Disaster Management, Coppola, Damon P., 2d edition (2011) BH
ISBN-13: 978-0123821744 ISBN-10: 0123821746 (required)

Disaster Management: International lessons in risk reduction, response and recovery, (2014) Routledge, edited by Lopez-Carresi, Fordham, Wisner Kelma and Gaillard
ISBN-13: 978-1849713474 ISBN-10: 1849713472 (required)

Additional readings assigned will be provided

Course Description:

HSEM 613 serves as an overview to international disaster management (IDM) addressing the complex and interrelated issues of disasters in a global context. The course will explore historical, socio economic, risk, hazard, response, preparedness and recovery aspects of international disasters. Special emphasis will be placed on the understanding of those organizations and agencies which play a prominent role in the international disaster management arena.

Course Goals:

Upon completion of the course students will have been provided an overview of IDM and develop a better understanding for the complexities of disasters in an international context. Extensive use will be made of relevant case studies in disaster management to underscore the development of a working knowledge of the subject matter. Students will complete the course with a solid grasp of the subject matter.

Student Learning Outcomes:

Specifically, students will be able to:

- Explain historical aspects of disaster management
- Describe mitigation and its significance in risk and vulnerability reduction
- Describe preparedness and the role it plays in effective planning for response
- Understand response and its linkage to recovery
- Explain what organizations play a key role in IDM
- Develop a better understanding for the complexities and special considerations in IDM
- 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:

Case Study Development Papers: Two case studies will be developed by each student during the course of the semester. The case study developed will examine an international disaster management incident (outside of the US) and explore issues across the phases of the disaster cycle. Each paper is designed to give you the opportunity to demonstrate your knowledge of the disaster management cycle and the event itself. Papers will normally be 5 to 7 pages in length. Detailed instructions for these papers will be provided during class.

500 points = 50%

Country Profile Overview: Three country profile overviews will be developed during the semester on a selected country (The country selected cannot be from your case study papers). The paper is to serve as an overview to the remainder of the class as to what makes that country susceptible to a disaster and what would complicate either response or longer term recovery activities. The profile overviews will normally be between 4 to 6 pages in length. Detailed instructions for these overviews will be provided during class. The profiles will be incorporated into a blackboard discussion board forum for review and comment by other students.

300 points = 30%.

Discussion Board Management /Participation: Weekly discussion board posts will be embedded with each week of the course to reinforce the readings and provoke thought beyond them. You will be expected to provide constructive feedback to at least three other students during the course of the week as well. 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. These discussions will normally be of 380 to 420 words in length. 200 points = 20%

The overall grade for the class will be a combination of these three activities: Case Study Papers (50%), Country Profile Overviews (30%) and your Discussion Board /Participation (20%).

Case Study Development Papers X 2	= 50%
Country Profile Overview X 3	= 30%
Discussion Board Management /Participation	= 20%

Breakdown for grading

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)

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:

- Course/ Syllabus Overview
- Schedule Review
- Introductions and expectations

Readings:

Coppola: The Management of Disasters Chap 1. pp. 1-32 (special emphasis on the four phase approach)

Lopez –Carresi et al.: Introduction: who, what and why Chap 1.

Discussion Board Forum Week 1

Week 2:

Readings:

- Coppola: Hazards Chap 2.pp. 37-132
- Lopez –Carresi et al.: Hazard, vulnerability, capacity, risk and participation Chap 2.

Discussion Board Forum Week 2

Assign Country Profile Overview #1

Week 3:

Readings:

- Coppola: Risk and Vulnerability Chap 3. Pp. 139-205

Assign Case Study #1

Discussion Board Forum Week 3

Week 4:

Readings:

- Coppola: Mitigation Chap 4. pp. 209-249

Discussion Board Forum Week 4

Week 5:

Readings:

- Coppola: Preparedness Chap 5. pp. 251-292
- Lopez –Carresi et al.: Disaster education in schools

Discussion Board Forum Week 5

Country Profile Overview #1 Due

Week 6:

Readings:

- O'Brien, O'Keefe, Rose and Wisner: Climate Change and Disaster Management

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9523.2006.00307.x/abstract>

Discussion Board Forum Week 6 (Country Profile Comments)

Week 7:

Readings:

- Coppola: Response pp. 305-353

Discussion Board Forum Week 7

Assign Country Profile Overview #2

Case Study #1 Due

Week 8:

Readings:

- Coppola: Recovery pp.377-422
- Lopez –Carresi et al.:Post disaster recovery planning: introductory notes on its challenges and potentials

Discussion Board Forum Week 8

Week 9:

Readings:

- Coppola: Participants: Governmental Disaster Management Agencies Human Security in a local context. pp.425-475

Week 10:

Readings:

- Coppola: Participants: Nongovernmental Organizations (including the Private Sector and Academia) pp. 483-511

Country Profile Overview #2 Due

Week 11:

Readings:

- Coppola: Participants Multilateral Organizations and International Financial Institutions. pp.549-627 (The United Nations + Agencies and Programs)

Assign Case Study #2

Discussion Board Forum Week 11 (Country Profile Comments)

Week 12:

Readings:

- Coppola: Participants Multilateral Organizations and International Financial Institutions. pp.549-627 continued (Financial Institutions)

Assign Country Profile Overview #3

Discussion Board Forum Week 14

Week 13:

Readings:

- Coppola: Special Considerations.

Discussion Board Forum Week 1

Week 14:

Readings:

- Coppola: Special Considerations. (continued)

County Profile Overview #3 Due

Discussion Board Forum Week 14

Week 15:

Discussion Board Forum Week 15 (Country Profile Comments)

Case Study #2 Due