

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 # **F692** 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: **Security and Disaster Management Seminar**

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**

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 F692 Security and Disaster Management Seminar

3 Credits Offered Summer

This course is designed to bring Homeland Security and Emergency Management topics into the classroom as necessary. Such topics might include International Security, Disaster Logistics, or Disaster Economics. Additional topics will arise out of current events. This class may be taken 2 times as topics change. *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

XX

NO

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

Security and Disaster Management is a quickly changing field. As new topics are developed students will have the opportunity to learn about and from them in this course. Topics will change so students may repeat this course.

How many times may the course be repeated for credit?

1

TIMES

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

6

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 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?

No

Yes/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. This course is designed to expose students to current topics as they arise in the world and in the US. Security and Emergency Management are quickly changing fields with potentially large impacts to communities and the nation. This course is a placeholder to allow the MSDM program to expose students to this immediate topics in the context of other learning objectives in the program.

APPROVALS: Add additional signature lines as needed

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

	Date	
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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 F692 Security and Disaster Management Seminar

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:

Methods of Disaster Research, Stallings, Robert A., (2002) Xlibris Corporation
ISBN 1-4010-7970-9 (required)

Additional readings assigned will be provided

Course Description:

HSEM 692 serves as an advanced course focusing on the research being conducted within the homeland security and emergency management enterprise. The course will cover a number of topics to include survey, historical as well as qualitative research methods. The course will also explore the need for research and importance of research as related to economic and sociological need.

Course Goals:

Upon completion of the course students will have been exposed to a variety of research methods and understand their relevance in what makes disaster research unique. Students will also develop a better understanding of disasters as a result of the independent research conducted on two separate man made, natural or technological disasters.

Student Learning Outcomes:

Specifically, students will be able to:

- Describe research methods currently employed in disaster research
- Develop a better understanding of the need for disaster research
- Understand the methodological challenges to disaster research
- Understand which methods have been historically used in disaster research and why
- Develop an understanding for the future prospects of disaster research in an age of new contexts and technologies

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:

Students in the course will be evaluated on the basis of two separate research papers as well as weekly participation from written assignments via discussion board.

Research Papers: Two research papers will be developed by each student during the course of the semester. The papers will focus on the use of independent research focused on large scale man made, natural or technological disasters. The first paper, due week 7 will focus on the examination of a large scale disaster that has previously been well documented.

The second paper, due week 15 will focus on the independent research of a large scale disaster, not so well documented. In addition to the paper, students will be required to provide a presentation of their 2d research project of not more than 15 slides to be covered in a 15 to 20 minute period. Detailed instructions for these papers will be provided during class.

Research Paper #1 = 200 points

Research Paper #2 = 250 points

Discussion Board Assignments: Weekly discussion assignment posts will center on two page review of the readings and lessons of that week. The reviews, to be posted in a weekly discussion board forum embedded within each week will serve to reinforce the readings and provoke thought beyond the material provided. Beyond the review of the weekly reading materials, students will provide a research update narrative of what they are working on, week to week as an update to the remainder of the class. Students will be required to assist/comment on the updates for at least two other students.

15 Discussion Assignments X 15 points = 225 points

Research Paper #1 = 30 % (200 points)

Research Paper #2 = 37 % (250 points)

Discussion Assignment = 33 % (225 points)

100 % (675 points)

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.

Tentative Class Schedule:

Week 1:

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

Readings:

- Stallings: Chap 1 – Methods of Disaster Research
- Stallings: Chap 2 – Preface

Discussion Assignment Week 1

Introduce Research Paper #1 (due week 7)

Week 2:

Readings:

- Stallings: Chap 3 – An Introduction to Methodological Problems of Field Studies
- Article: Tierney: From the Margins to the Mainstream? Disaster Research at the Crossroads (blackboard)

Discussion Assignment Week 2

Week 3:

Readings:

- Stallings: Chap 4 – The Disaster Research Center (DRC) Field Studies of Organized Behavior in the Crisis Time Period of Disasters

Discussion Assignment Week 3

Week 4:

Readings:

- Stallings: Chap 5 – Following Some Dreams

Discussion Assignment Week 4

Week 5:

Readings:

- Stallings: Chap 6 – Survey Research
- Article: Schlenger and Silver: Web-based Methods in Terrorism and Disaster Research (blackboard)

Discussion Assignment Week 5

Week 6:

Readings:

- Stallings: Chap 7 – Qualitative Methods and Disaster Research

Discussion Assignment Week 6

Week 7:

Readings:

- Stallings: Chap 8 – The Economics of Natural Disasters

Discussion Assignment Week 7

Research Paper #1 due**Week 8:**

Readings:

- Stallings: Chap 9 – Cross-National and Comparative Disaster Research

Discussion Assignment Week 8

Introduce Research Paper #2 (due week 8)

Week 9:

Readings:

- Stallings: Chap 10 – Media Studies

Discussion Assignment Week 9

Week 10:

Readings:

- Stallings: Chap 11– Rewriting a Living Legend

Discussion Assignment Week 10

Week 11:

Readings:

- Stallings: Chap 12 – Methodological Changes and Challenges in Disaster Research

Discussion Assignment Week 11

Week 12:

Readings:

- Stallings: Chap 13– The Use of Geographic Information Systems in Disaster Research

Discussion Assignment Week 12

Week 13:

Readings:

- Stallings: Chap 14 – Problems and Prospects of Disaster Research in the Developing World

Discussion Assignment Week 13

Week 14:

Readings:

- Stallings: Chap 15 – The Field Turns Fifty

Discussion Board Forum Week 14

Week 15:

- Stallings: Chap 16 – Future Disaster Research

Research Paper #2 and Presentation due

Discussion Assignment Week 15 (Comments on Research Paper Presentations)