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✓ Posted

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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 and Emergency Management	College/School	School of Management
Prepared by	Amber Lammers	Phone	Ext. 4622 or 6736
Email Contact	<u>allammers@alaska.edu</u>	Faculty Contact	Cameron Carlson, <u>cdcarlson@alaska.edu</u>; ext 6537

1. ACTION DESIRED (CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	HSEM	Course #	F402	No. of Credits	3
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Justify upper/lower division status & number of credits: **This course is for a concentration within the BEM degree. It requires a 300-level course as a prerequisite and 400-level status is appropriate as there are advanced concepts expounded from lower level courses.**

3. PROPOSED COURSE TITLE: **Incident Command for Emergency Medical Services**

4. To be CROSS LISTED? YES/NO

No	If yes, Dept:	Course #
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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 #
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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)

TBD

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"/>	6 weeks to full semester
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OTHER FORMAT (specify)

Mode of delivery **Lecture**

(specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:	3	LECTURE hours/weeks	LAB hours /week	PRACTICUM hours /week
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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 F402 Incident Command and Management
 3 Credits Offered as Demand Warrants

Students will practice use of the Incident Command System in coordination with other public safety responders. This course will present scenarios requiring responders to structure their EMS resources within the guidance of NIMS ICS, as appropriate to the needs of the different incident types. Students will demonstrate the implementation of EMS components in an ICS system at incidents. This course is designed to teach the implementation of ICS in day-to-day EMS operations. (prerequisite: HSEM 301 or permission of instructor) (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:

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

12. COURSE REPEATABILITY:
 Is this course repeatable for credit? YES NO

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: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

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

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

18. **ESTIMATED IMPACT**

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

This course is primarily taught in a hybrid online/in class format so that the small HSEM classroom will be utilized. Adjunct faculty will teach the course.

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

Emergency medical materials will generally be used. In the event that other library materials will be needed, they will be contacted.

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)

There will be no impact on other departments. HSEM students are specifically drawn to this course.

21. **POSITIVE AND NEGATIVE IMPACTS**

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


There are no negative impacts. This course offers more options for HSEM BEM students to specialize in their chosen field.

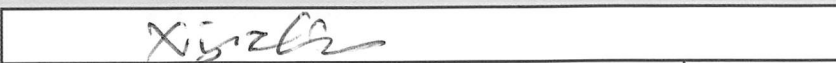
JUSTIFICATION FOR ACTION REQUESTED


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 is a new course designed to provide specific materials to those BEM students who are already in the emergency medical career field and wishing to advance, or to those new students who might be looking for their first career jobs. It provides more choices for BEM students and may expose some to a field they might never have thought about.

APPROVALS: Add additional signature lines as needed.

	Date	12 Oct 15
Signature, Chair, Program/Department of:	<u>HSEM</u>	

	Date	10/09/2015
Signature, Chair, College/School Curriculum Council for:	<u>School of Management</u>	

	Date	10/14/15
Signature, Dean, College/School of:	<u>School of Management</u>	

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:	<input type="checkbox"/> Curriculum Review	<input type="checkbox"/> GAAC
	<input type="checkbox"/> Core Review	<input type="checkbox"/> SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

 	Date	
Signature, Chair, Program/Department of:	 	

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

 	Date	
Signature, Dean, College/School of:	 	

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 402: Incident Command for Emergency Medical Services

Prerequisites: HSEM 301 or permission of instructor

Semester: Fall 2016

Credits: 3

Location: TBD based upon classroom availability

Meeting Time: TBD

Instructor: Sean E. McGee
Bunnell 218C
Phone: 907 474-6673
Email: semcgee@alaska.edu

Office hours: Tue /Thur 9:00 – 11:00 or by appointment

Required Texts:

Incident Command for EMS, OWENS, Karen, (2012) PennWell Corporation
ISBN 978-1-59370-267-0 (required)

Additional readings assigned will be provided by the instructor

Course Description:

Students will practice use of the Incident Command System (ICS) in coordination with other public safety responders. This course will present scenarios requiring responders to structure their EMS resources within the guidance of the National Incident Management System (NIMS) ICS, as appropriate to the needs of the different incident types. Students will demonstrate the implementation of EMS components in an ICS system at incidents.

This course is designed to teach the implementation of ICS in day-to-day EMS operations.

Course Objectives:

Upon completion of this course, students shall be able to:

1. Identify the need for an organized approach to management of emergency medical incidents.
2. Describe the Incident Command System (ICS) and its major components.
3. Describe the responsibilities and functions of the Incident Commander (IC) at all EMS incidents.
4. Describe the communication order model and its purpose.
5. Describe responsibilities and functions of division/group supervisor and other command team members.
6. Describe the transfer-of-command process.
7. Describe responsibilities and functions of branch directors.
8. Describe the responsibilities of the four section chiefs.
9. Describe the purpose and use of progress reporting.
10. Design a command organization for a mass casualty incident (MCI) multi-agency emergency

response.

11. Demonstrate competencies required to operate within an ICS structure at any type of emergency incident or training evolution.
12. Describe the communications system necessary for an effective ICS structure.
13. Describe the interpersonal skills required to be an effective command officer.
14. Describe the safety strategies of ICS.
15. Describe the steps required for the ICS demobilization process.

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 9 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.

67% Research Papers: Two research papers will be developed by each student during the course of the semester. The papers will focus on case studies wherein the Incident Command System has been employed in an EMS. The first paper, due Week 7 will focus on the implementation of ICS for EMS within the context of a large scale disaster. The research paper will require a 5-7 page paper, doubled spaced, with a cover page in APA format. A grading rubric will be provided to students in Week 1.

The second paper, due week 15 will focus on the independent research of an application of ICS for EMS in a less documented large scale disaster. The research paper will require a 5-7 page paper, doubled spaced, with a cover page in APA format. In addition to the paper, students will be required to provide a presentation of their second research project of not more than 15 slides to be covered in a 15 to 20 minute period. A grading rubric will be provided to students in Week 8.

Research Paper #1 = 200 points

Research Paper #2 = 250 points

33% Participation/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

Grading:

Research Paper #1	= 30 % (200 points)
Research Paper #2	= 37 % (250 points)
Participation/Discussion Assignments	= 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. Each day past the due date will result in a 10% deduction of points up to 100%. 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: Introduction and Overview

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

Introduction Discussion Assignment Week

Introduce Research Paper #1 (due week 7)

Week 2: Incident Command Responsibilities

Readings:

- First half of Chapter 1 (pgs. 1-13)in the Incident Command for EMS text
- Supplemental articles

Discussion Assignment Week 2

Week 3: Incident Command Responsibilities (cont.)

Readings:

- Second half of Chapter 1 (pgs. 13-42) in the Incident Command for EMS text
- Supplemental article

Discussion Assignment Week 3

Week 4: Establishing the Command Organization

Readings:

- First half of Chapter 2 (pgs. 45-60) in the Incident Command for EMS text
- Supplemental articles

Discussion Assignment Week 4

Week 5: Establishing the Command Organization (cont.)

Readings:

- Second half of Chapter 2 (pgs., 61-77)in the Incident Command for EMS text
- Supplemental articles

Discussion Assignment Week 5

Week 6: Command and Communications Overview

Readings:

- First half of Chapter 3 (pgs. 79-84) in the Incident Command for EMS text
- Supplemental articles

Discussion Assignment Week 6

Week 7: Command and Communications Overview (cont.)

Readings:

- Second half of Chapter 3 (pgs. 85-115) in the Incident Command for EMS text
- Supplemental articles

Research Paper #1 due

Week 8: The Initial Response/Basic Organization

Readings:

- Chapter 4 (pgs. 117-154) in the Incident Command for EMS text
- Supplemental articles

Discussion Assignment Week 8

Introduce Research Paper #2 (due week 15)

Week 9: The Initial Response/Basic Organization (cont.)

Readings:

- First half of Chapter 5 (pgs. 157-168) in the Incident Command for EMS text
- Supplemental articles

Discussion Assignment Week 9

Week 10: The Command Toolbox

Readings:

- Second half of Chapter 5 (pgs. 168-189) in the Incident Command for EMS text
- Supplemental articles

Discussion Assignment Week 10

Week 11: The Command Toolbox (cont.)

Readings:

- First half of Chapter 6 (pgs. 191-206) in the Incident Command for EMS text
- Supplemental articles

Discussion Assignment Week 11

Week 12: The Expanded Organization/Reinforced Response

Readings:

- Second half of Chapter 6 (pgs. 207- 223 in the Incident Command for EMS text
- Supplemental articles

Discussion Assignment Week 12

Week 13: The Expanded Organization/Reinforced Response (cont.)

Readings:

- Supplemental articles

Discussion Assignment Week 13

Week 14: Escalated Organization - Branch and Section Overview

Readings:

- Supplemental articles

Discussion Assignment Week 14

Week 15: Incident Demobilization and Termination

Research Paper #2 and Presentation due

Discussion Assignment Week 15 (Comments on Research Paper Presentations)

402 Case Study Rubric

Written Paper

Students will be required to research two different Incident Command System applications where it was employed by EMS. The first paper will focus on the implementation of ICS for EMS during a large scale disaster and the second paper will focus on ICS for EMS in a less well-known disaster. Each paper will require students to introduce the topics, analyze the use of ICS, and provide lessons learned from the event.

Additionally, your paper needs to be double spaced, and include a cover page (this does not count as one of the 5-7 pages). It will be worth **200 points** and it will be evaluated using the grading criteria listed below. All papers must be written APA format and all sources need to be cited appropriately. This paper requires at least 2 acceptable sources.

Rubric

<i>Organization</i>	<i>/30</i>	<i>Style</i>	<i>/30</i>
<i>Content</i>	<i>/75</i>	<i>Grammar/spelling</i>	<i>/40</i>
<i>Sources</i>	<i>/25</i>		

Presentation for Case Study #2

The presentation conducted via Voice Thread (or another presentation tool you choose) should include a visual component (PowerPoint or Keynote) with 10-15 slides and should be 15-20 minutes in length.

Organization/Format	/10	Content	/20
Grammar/spelling	/5	Clarity	/10
Visuals	/5		

Papers turned in after the due date will lose 10% per day up to 100%.