GRADUATE COUNCIL AGENDA
JANUARY 25, 2007
1:30 Thursday, January 25, 2007
Tomlinson 102

I. Approval of minutes of last meeting.

II. Proposal to add program Master of Engineering

III. Curriculum Changes

   A. Emergency Management/Homeland Security
      1. Change EMHS 6313 to EMHS 6311-3
      2. Add following courses
         a. EMHS 6073: Introduction to Terrorism
         b. EMHS 6063: Principles of Hazards and Emergency Management
      3. Change prerequisites and/or course descriptions
         a. EMHS 5003: Principles and Practice of Disaster Relief and Recovery
         b. EMHS 5043: Disaster and Emergency Management Ethics
         c. EMHS 5053: Community Management of Hazardous Materials
         d. EMHS 5991-3: Special Problems and Topics
         e. EMHS 6003: Design & Management of Preparedness and Mitigation Systems
         f. EMHS 6013: Technology for Comprehensive Emergency Management
         g. EMHS 6023: Risk and Vulnerability Assessment for Business and Industry
         h. EMHS 6033: Foundations of Leadership
         i. EMHS 6043: Contemporary Issues in Emergency Management
         j. EMHS 6053: Legal issues in Emergency Management
         k. EMHS 6103: Research Design and Methods
         l. EMHS 6303: Thesis Research
         m. EMHS 6403: Action Research Practicum I
         n. EMHS 6413: Action Research Practicum II

   B. Foreign Languages
      1. Add the following course
         a. TESL 6063: Instructional Strategies in Content Areas

   C. College Student Personnel
      1. Change to variable credit
         a. CSP 6096 changed to CSP 6091-6

IV. Other business

V. Adjourn
PROPOSAL FOR COURSE CHANGE

To: Graduate Council

From: Department of Emergency Administration and Management

Date submitted: December 6, 2006

Request for: Course change  x  Course deletion  Course addition
(Excluding course credit hour changes)

Submitted by: Robert M. Schwartz

Approved by: Department Head: Robert M. Schwartz
Dean of School: Mary A. Collado

Reviewed by: Registrar: Tommy Ruggio
Vice President:

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

EMHS 6311-3  Thesis Seminar
Prerequisite: EMHS 6303. This is a variable credit class that can be repeated for a total of three credits. It is required to complete three hours for graduation. Students will be required to develop and defend a formal thesis as approved by the supervising professor and committee. The thesis will be presented in a seminar to faculty, staff, and other graduate students.

Number: EMHS 6311-3

Title for Catalog: Thesis Seminar

*Title for Course Inventory (24 characters): Thesis Seminar

Description:

This course represents the culmination of the thesis with a defense in a seminar format. Students can take this course in one hour increments in order to spread the thesis work over more than one semester. Progress must be documented in order to receive a grade. Three credits are required for graduation.

Effective date or term: Spring 2007
II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
There will be cases where students will not complete the thesis in one semester. This proposal will make the class available on a variable credit basis. Students will need to complete three hours to complete the degree if taking the thesis option.

This class will be required of students taking the thesis option.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This class represents the capstone of the graduate program. There are no overlaps with other classes offered by the department.

C. Is this course part of any general plan of development within your department? Explain.

Emergency Management is a dynamic field and the managers are becoming more professional. It is necessary for graduates to have a knowledge base that consists of core competencies. This class will make the graduates more prepared for their careers.

D. How often will the course be offered?

It is anticipated that this course will be offered every semester.

E. How will the course be staffed?

Dr. Robert M. Schwartz, Associate Professor, will teach the course.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

Not Applicable

<table>
<thead>
<tr>
<th>List Department Head/ Program Director Consulted:</th>
<th>Indicate Support</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Add to list as needed)</td>
<td>for Proposal</td>
<td>(yes/no)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.

2.

3.
4.

5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

This course will address several of the core competencies required of EMHS students. One of the main goals of this department is to prepare students with a broad background in emergency management. The knowledge received in this course will give them a foundation for their careers. Assessment of EMHS courses partially involves applications of knowledge, skills, and abilities.

*Updated 8/1/04
**Updated 9/1/05
ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Graduate Council

From: Department of Emergency Administration and Management

Date submitted: December 6, 2006

Request for: Course change ______ Course deletion ______ Course addition ___ x ___
(Excluding course credit hour changes)

Submitted by: Robert M. Schwartz

Approved by: Department Head: Robert M. Schwartz
Dean of School: Mary Jane Kean

Reviewed by: Registrar: Tommy McRady
Vice President:

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

EMHS 6073 Introduction to Terrorism
Prerequisites or corequisites: EMHS 6063 or EAM 1003 and 1013 or consent of instructor. This course is an overview of terrorism in which students will explore various aspects of terrorism in a Post 9/11 world leading to a basic understanding of a global phenomenon. Subject matter will include the history of terrorism, its strategies, and why those strategies are effective. The student will examine the psychology of fundamentalist religious movements and extreme political organizations. While studying the effects of terrorism, the student will examine governmental concerns, preparedness and response operations and the politics of dealing with terrorism.

Number: EMHS 6073

Title for Catalog: Introduction to Terrorism

*Title for Course Inventory (24 characters): Intro. To Terrorism

Description:

This course is an overview of terrorism with an emphasis on state and local response to terrorist incidents. In a Post 9/11 world, it is critical to understand the basics of terrorism, its strategies
and why those strategies are effective. Students will explore governmental concerns, response operations, and the politics of dealing with terrorism.

Effective date or term: Spring 2007

*Course fees: Regular tuition

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? Terrorism is considered one of the greatest threats facing the United States today. As a member of the emergency management community, it is necessary to understand the history and techniques of terrorism as well as the social and psychological motivations of those who engage in terrorist acts. This course will also consider some of the effects of terrorism on individuals and on society in general.

This class has been offered as a special topics course (EMHS 5993) with excellent enrollment.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This class will give students one of the core competencies in the EMHS program. There are no overlaps with other classes offered by the department.

C. Is this course part of any general plan of development within your department? Explain.

Emergency Management is a dynamic field and the managers are becoming more professional. This course will increase the knowledge base of the students which will make them more prepared in their careers. The topic is one of the major foci of the Department of Homeland Security.

D. How often will the course be offered?

It is anticipated that this course will be offered every other year.

E. How will the course be staffed?

Richard Ihde, Assistant Professor, will teach the course since he has been teaching it as a special topics selection.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

| List Department Head/ Program Director Consulted: | Indicate Support for Proposal | Date: |
| (Add to list as needed) | (yes/no) | |
| Not Applicable | | |
1.

2.

3.

4.

5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

This course will address several of the core competencies required of EMHS students. One of the main goals of this department is to prepare students with a broad background in emergency management. The knowledge received in this course will give them a foundation for their careers. Assessment of EMHS courses partially involves applications of knowledge, skills, and abilities.

*Updated 8/1/04
**Updated 9/1/05
Course Guide
Emergency Administration and Management

COURSE NUMBER: EMHS 6073 - TC1
COURSE TITLE: Introduction to Terrorism
INSTRUCTOR: Richard A. Ihde, M.Ed.
Russellville, AR 72801
479 968 5503 Home
479 498 6016 Office
rick.ihde@atu.edu

My office hours for consultation will be as follows: Mon – Fri 9:00 to 11:00 and from 1:00 to 3:00 (CST)

COURSE DESCRIPTION:

This course is an overview of terrorism with an emphasis on state and local response to terrorist incidents. In a Post 9/11 world it is critical to understand the basics of terrorism, its strategies and why those strategies are effective. Students will explore governmental concerns, response operations and the politics of dealing with terrorism.

TEXT REQUIRED FOR COURSE


SUPPLEMENTAL READINGS

Supplemental readings will be assigned on the web or from furnished documents made available as needed under course documents on Blackboard.

JUSTIFICATION

Terrorism is considered one of the greatest threats facing the United States today. As a member of the emergency management community, it is necessary to understand the history and techniques of terrorism as well as the social and psychological motivations of those who engage in terrorist acts. This course will also consider some of the effects of terrorism on individuals and on society in general.

COURSE OBJECTIVES

By the end of this course:

- The student will be able to adequately define terrorism in an emergency management context.
- The student will understand the sociological and psychological aspects of terrorism.
- The student will have an understanding of the systemic effects of terrorism.
- The student will understand the effects of terrorism in a community context.
- The student will be able to analyze and understand techniques and strategies of terrorists.
- The student will understand the history and origins of terrorism.

EMHS 6073 - Introduction to Terrorism
COURSE ASSESSMENT

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Accumulated Points</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments 1 thru 9 (50 pts)</td>
<td>450</td>
<td>495 - 550</td>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>Final Test</td>
<td>100</td>
<td>440 - 494</td>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>385 - 439</td>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>550</td>
<td>330 - 384</td>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 - 329</td>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

COURSE POLICIES

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor or as listed in the course schedule. Any new assignment will be posted on Blackboard under Assignments on the day the assignment is given.

Late Assignments

Unless arrangements have been made with the instructor, assignments must be received by the due date and time or a zero for that assignment will be entered into the grade book.

Excessive Unexcused Absences/Missed Assignments

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a "WP" (withdrawn with passing) or "WF" (withdrawn with failing) and has extended the period for withdrawing with just a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-686-0239) to have the instructor notified.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.
COURSE CONTENT

Assignments

Each Unit assignment will consist of a reading assignment(s), a narrative summary of the reading assignment and an analysis and summary discussing the most important fact or concept, in your opinion, presented in the reading and a response to at least one other students posting. The unit assignment description with text reading assignment and listing of any outside readings will be posted on Blackboard under the Assignments tab. The student will be required to complete the readings, post an assignment summary and a fact/concept summary on Blackboard in the Discussion Board area and respond to another students posting. For a more detailed explanation on using the Discussion Board to post assignments view the following document: Discussion Board Help. This is posted under Course Documents on Blackboard.

Unit assignment completion will consist of the following steps:

- Complete the reading assignment(s) for the unit
- Complete a summary of the reading assignment(s). (min. 350 words)
- Complete a summary of the most important fact or concept from the reading(s). (min. 350 words)
- Respond to at least one other student's posting. (min. 200 words)
- Include a word count at the end of each summary and your response.

The student response to another student's posting will consist of appropriate comments, thoughts or related ideas branching from that posting.

The sample format for the unit posting is shown in Attachment A. The sample can be used as a template and then copied and pasted into the Blackboard Discussion Board area. Steps to make an assignment posting are:

- Click on Discussion Board in the Control Panel
- Click on the unit number. For example: Unit #1
- Click on Add New Thread
- Type the unit number in the Subject box. (Example: Unit #1)
- Type or copy and paste your assignment into the Message box

The grading rubric for unit assignments is listed below.

<table>
<thead>
<tr>
<th>Unit Assignment Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Content</td>
</tr>
<tr>
<td>Summary Fact/Concept</td>
</tr>
<tr>
<td>Response to Student</td>
</tr>
</tbody>
</table>

Final Test

The final test will be taken on Blackboard and be listed under the Final Test tab in the Course Content section of the Control Panel

Help with Blackboard

For help using Blackboard go to [http://etech.atu.edu/](http://etech.atu.edu/) and click on "Help Desk" then "FAQs - Students" or go to [http://elearn.atu.edu/](http://elearn.atu.edu/) for further information call 479-964-0546 or toll free at 866-400-8022.

EMHS 6073 - Introduction to Terrorism
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Department of Emergency Administration and Management
Date submitted: December 6, 2006

Request for: Course change _____ Course deletion _____ Course addition _____ x _____
(Excluding course credit hour changes)

Submitted by: Robert M. Schwartz
Approved by: Department Head: _____________________________
              Dean of School: _____________________________
Reviewed by: Registrar: _____________________________
              Vice President: _____________________________

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

EMHS 6063 Principles of Hazards and Emergency Management
Provides an overview of hazards theory, emergency management fundamentals, and the science of various hazards. Both natural and technological hazards are studied with the perspective of emergency management. Some of the topics include earthquakes, tsunami, volcanoes, floods, wildfires, terrorism, tornadoes, winter storms, and hurricanes.

Number: EMHS 6063

Title for Catalog: Principles of Hazards and Emergency Management

*Title for Course Inventory (24 characters): Princ. Hazards and Emer. Mngt.

Description:

This course covers the basic theories of various hazards and emergency management. Emergency managers need to understand the basic scientific principles in order to communicate with experts and the public. This will aid in decision making along with expanding the student’s knowledge. Both natural and technological hazards are studied with the perspective of emergency management. Some of the topics include earthquakes, tsunami, volcanoes, floods, wildfires, terrorism, tornadoes, winter storms, and hurricanes.
Effective date or term: Spring 2007

*Course fees: Regular tuition

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
Several of the students applying to the EMHS program have Bachelor degrees from
different disciplines. Presently, the prerequisites for many of the EMHS courses are
EAM 1003 and 1013. This class is a graduate level of these two courses.
Additionally, some students who have an emergency management background desire
to take the class to receive a stronger science background.

This class will be required of students without the science or emergency management
background. The class has been offered as a workshop (EMHS 6883-3) twice. After
reviewing current graduate applications, it appears that it will be necessary to offer
this class on a regular basis.

B. How does it relate to other work being offered by your department? Is there an
overlap with other courses in the department?

This class will give students lacking the fundamentals the knowledge to continue in
the graduate program. There are no overlaps with other classes offered by the
department.

C. Is this course part of any general plan of development within your department?
Explain.

Emergency Management is a dynamic field and the managers are becoming more
professional. It is necessary for graduates to have a knowledge base that consists of
core competencies. This class will make the graduates more prepared for their
careers.

D. How often will the course be offered?

It is anticipated that this course will be offered every semester.

E. How will the course be staffed?

Dr. Robert M. Schwartz, Associate Professor, will teach the course since he has been
teaching it as a workshop.

F. When applicable, state with which departments you have specifically coordinated
this change? (If unable to identify coordinating departments that change affects,
Academic Affairs can offer assistance in identifying course use.)

Not applicable

List Department Head/
Program Director Consulted:
(Add to list as needed)
Not Applicable

Indicate Support for Proposal (yes/no)

Date:
1. 
2. 
3. 
4. 
5. 

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

This course will address several of the core competencies required of EMHS students. One of the main goals of this department is to prepare students with a broad background in emergency management. The knowledge received in this course will give them a foundation for their careers. Assessment of EMHS courses partially involves applications of knowledge, skills, and abilities.

*Updated 8/1/04
**Updated 9/1/05
Course Outline
Emergency Administration and Management

Course Number: EMHS 6063-01

Course Title: Principles of Hazards and Emergency Management

Instructor: Dr. Robert M. Schwartz
Bryan Hall 221
Office: (479) 968-0316
Main Office: (479) 356-2092
robert.schwartz@atu.edu
Office Hours: M-Th 9:00-11:30; or by appointment

Catalog Description

Provides an overview of hazards theory, emergency management fundamentals, and the science of various hazards. Both natural and technological hazards are studied with the perspective of emergency management. Some of the topics include earthquakes, tsunamis, volcanoes, floods, wildfires, terrorism, tornadoes, winter storms, and hurricanes.

Required Text


ISBN: 0-495-11210-0

Supplemental Reading

There will be additional assigned readings throughout the course. You will also locate reference materials and utilize data sources.

Rationale of Course

This course will cover the basic theories of various hazards and emergency management. Emergency managers need to understand the basic scientific principles in order to communicate with experts and the public. This will aid in decision making along with expanding the student’s knowledge. Furthermore, the course is designed to promote critical thinking through applications which is a basis for learning rather than memorizing material.
Course Objectives

Students will gain a better understanding of:

- the scientific process of various hazards
- basic fundamentals of Emergency Management
- professionalism in Emergency Management
- data sources and their reliability
- utilization of technology and data in Emergency Management

Course Policies

Assignment Completion

Students must complete their assignment within the time frame specified by the instructor or as listed in the course schedule. All assignments will be announced in class.

Late Assignments

Assignments must be received by the due date and time as given in the assignment instructions. If you have not made arrangements with the instructor, late assignments will be given a zero.

Excessive Unexcused Absences/Missed Assignments

Campus policy outlines the dates for dropping a course with a “W.” If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F.” Tech has a lenient withdrawal policy which eliminates the deadlines for receiving a “WP” (withdrawn with passing) or “WF” (withdrawn with failing) and has extended the period for withdrawing with just a “W” until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic “F” for the test/assignment in question and possibly an “F” for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (for example, provides a completed homework assignment to another student for
submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

Emergency Managers have been entrusted with a large responsibility, and must strive to gain and maintain the trust of those served. It is very important to act and perform in a professional and courteous manner at all times and in all things.

Course Content

Assignments

Students will follow the schedule as discussed in class. Various topics covered during the semester will have appropriate assignments.

Discussions

All students are expected to participate in discussions throughout the semester. There may be readings, a topic, or a current event which will require your comments. During these discussions, different opinions are valued, but do back up your point and do not make personal attacks.

Quizzes and Exams

Since this is a graduate class, there will not be any scheduled quizzes or exams. Assessment is based on papers, discussion, and projects. However, if I feel you are not performing, quizzes and exams will be initiated. Exams are to evaluate how well you comprehend the material and synthesize concepts.

Projects

Projects and papers will be utilized to apply the theories and knowledge to different situations. The purpose of the course is to learn rather than playing the “grade game.” Make-up projects will not be permitted unless there is an arrangement with the instructor. Unexcused absences for projects will receive a zero.

Final Project

The final project involves selecting a hazard of interest and examining a specific aspect of that hazard along with the emergency management fundamentals of preparedness, response, recovery, and mitigation along with the data analysis. The same general hazard may be selected by more than one individual, but different aspects or approaches must be selected. It is first come, first served on topics approved by the instructor. An oral presentation is also mandatory.
Course Assessment

The approximate proportional value of this semester’s course work is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers</td>
<td>600</td>
</tr>
<tr>
<td>Final Project</td>
<td>125</td>
</tr>
<tr>
<td>Total</td>
<td>725</td>
</tr>
</tbody>
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Final grade assignments will be made according to the following schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥ 90%</td>
<td>653-725 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>580-652 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>508-579 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>435-507 points</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59%</td>
<td>≤ 434 points</td>
</tr>
</tbody>
</table>

Tentative Course Outline

Topic I: Introduction to Hazards
  Theory and Concepts

Topic II: Fundamentals of Emergency Management
  Preparedness
  Response
  Recovery
  Mitigation

Topic III: Geological, Hydrological, and Anthropogenic Hazards
  Earthquakes and Tsunami
  Volcanoes
  Wildfires
  Floods
  Environmental Terrorism

Topic IV: Atmospheric Hazards
  Fundamentals of Weather and Climate
  Thunderstorms and Tornadoes
  Heat and Cold Waves
  Hurricanes
  Climate Change

Note: The instructor reserves the right to make changes to this schedule and/or policies. If there are any changes, it will be announced in class and posted on Blackboard under Announcements.
Assistance with Blackboard

For help using Blackboard, go to http://etech.atu.edu and click on “Help Desk” and then “FAQs-Students” or go to http://elearn.atu.edu for further information. You can call 479-964-0546, toll-free 1-866-400-8022 or e-mail annette.stuckey@atu.edu.

Instructor’s Expectations:

Principles of Hazards and Emergency Management is a class that covers aspects of both physical and human variables along with the fundamentals of emergency management. The format will be both lecture and discussion. A course involving discussion requires that you are an active participant to become successful. The more effort you put into the class, the better it is for you and your colleagues. It is expected that you come to class prepared and synthesize the information from the various sources. I expect you in write in a clear and concise manner. This course is designed to challenge you and expand your horizons for personal learning and growth. I hope you will put out the effort to succeed.

I have specific expectations regarding attendance and participation along with completing assignments or projects by due dates. Hopefully this will prepare you for future employment in a professional environment. What happens when you show up late for work? Or skip work by calling off? Most likely you will lose your job. When projects are late, if you miss appointments, or if you don’t do your work in a professional manner, you’ll probably be fired. In the real world, owners or supervisors are not very tolerant in the workplace. The emergency management discipline requires professionalism on all levels. In this course, you are the employees and your check is your grade.

For your commitment, I also will operate in a professional manner. I pledge to do the best job I’m capable of teaching Principles of Hazards and Emergency Management. You should gain something worthwhile for your 3-credit hour investment if you accept the challenge of the class and work hard to learn the concepts.

Even though we only meet once a week, I am available to meet with you at other times. Also, if you can’t contact me during office hours, please make an appointment.

Good luck and have a great semester.
ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Graduate Council

From: Department of Emergency Administration and Management

Date submitted: December 6, 2006

Request for: Course change x Course deletion Course addition

(Excluding course credit hour changes)

Submitted by: Robert M. Schwartz

Approved by: Department Head:
Dean of School: Mary Ballent

Reviewed by: Registrar: Sammy Raula
Vice President:

If this is a deletion or other minor change, describe and give rationale.

This is a change of the catalog description and prerequisites.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

EMHS 5003 Principles and Practice of Disaster Relief and Recovery
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.
Students who have taken EAM 4003 can not take EMHS 5003 for credit. Recovery issues are studied in regard to relationships with ethical, medical, economic and environmental considerations. Initial, short-term, and long-term recovery efforts are examined along with group exercises utilizing best practices.

EMHS 5043 Disaster and Emergency Management Ethics
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.
Students who have taken EAM 4043 can not take EMHS 5043 for credit. Involves a study of a variety of types of ethical theory (teleological, deontological, distributive theories of justice, natural law), review of specific ethical dilemmas related to disasters, professional ethics, overcoming biases, avoiding discrimination, and developing sensitivity. Detailed ethical case studies will be conducted.
EMHS 5053 Community Management of Hazardous Materials
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.
Students who have taken EAM 4053 can not take EMHS 5053 for credit. Addresses chemical
properties of hazardous materials and wastes; legal requirements for their handling, storage,
transportation, and disposal; and methods for protecting employees, facilities, and the
community.

EMHS 5991-3 Special Problems and Topics
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.
Students who have taken EAM 4993 must have approval from the Department Head regarding
the topic for credit in EMHS 5993. The topics will vary to reflect the dynamic changes in the
emergency management discipline.

EMHS 6003 Design and Management of Preparedness and Mitigation Systems
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.
Reviews the needs and concepts for well structured design and management processes for
preparedness and mitigation systems in both the public and private sectors utilizing best methods
for implementation.

EMHS 6013 Technology for Comprehensive Emergency Management
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.
Covers the technologies that are applied during each of the phases of emergency management.
This can include information management, message handling, Geographic Information Systems
(GIS), Global Positioning Systems (GPS), material release modeling, situational analysis, and
hazard analysis tools.

EMHS 6023 Risk and Vulnerability Assessment for Business and Industry
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.
Covers the hazards and threats that businesses and industry face regarding security, safety, and
business continuity. The scope of threats and businesses studied range from local to international.
Risk analysis, vulnerability, recovery, and business continuity plans will be examined.

EMHS 6033 Foundations of Leadership
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.
Examines the past and present models of leadership. Topics include current context for
leadership and personal leadership styles. Case studies are utilized in both the public and private
sectors in relation to emergency management.

EMHS 6043 Contemporary Issues in Emergency Management
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.
Emphasizes and analyzes the practical aspects of problems facing the emergency manager.
Topics could include compliance issues with regard to Homeland Security, the National Incident
Management System, the National Response Plan, and other initiatives.

EMHS 6053 Legal Issues in Emergency Management
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor.
Involves research, analysis, and discussion of law that affect emergency management. Emphasis
will be placed on the legal obligations of the emergency management professional utilizing case
studies and contemporary examples.

EMHS 6103 Research Design and Methods
EMHS 6103 Research Design and Methods
Prerequisites or corequisites: EAM 1003 and 1013 or EMHS 6063 or consent of instructor. Demonstrates the comprehension of research, design, and methods. Qualitative and quantitative methods are discussed along with the utilization of the scientific method. Professionalism and models for research are also covered.

EMHS 6303 Thesis Research
Prerequisites: Completion of the 21-hour professional component including EMHS 6103 or consent of instructor. Creates a research proposal resulting in the design of the thesis. The topic and design is developed with the approval of a supervising professor and committee.

EMHS 6403 Action Research Practicum I
Prerequisites: Completion of the 21-hour professional component including EMHS 6103 or consent of instructor. Creates a research proposal resulting in the design of the action research project. The topic and design is developed with the approval of a supervising professor and committee.

EMHS 6413 Action Research Practicum II
Prerequisite: EMHS 6403. Students will be required to develop and defend the action research project as approved by the supervising professor and committee. The defense will be presented in a seminar to faculty, staff, and other graduate students.

Number:

Title for Catalog:

*Title for Course Inventory (24 characters):

Description:

Effective date or term: Spring 2007

*Course fees: Regular tuition

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

C. Is this course part of any general plan of development within your department? Explain.
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council

From: College Student Personnel

Date Submitted: 11-15-06

Type of Curriculum Change Requested: Course credit hour change

Submitted By: Susan Underwood

Approved By: Department Head: [Signature] - 11-20-06

Dean of School: [Signature] - 11-20-06

Reviewed By: Registrar:

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
(see page 3 of this Attachment)
CSP 6096 to CSP 6091-6

II. Course Information

A. Rationale for the requested change. Student may need more than one
   semester to complete thesis.

B. What impact will the change have on staffing, on other programs,
   budget, and space allocation?

   1. Within the department requesting the change. No change

   2. Outside the department. No change

C. Effective date or term. Fall 2007

D. **When applicable, state with which departments you have specifically
   coordinated this change? (If unable to identify coordinating departments
   that change affects, Academic Affairs can offer assistance in identifying
   course use.)

   NA
List Department Head / Program Director Consulted:
(Add to list as needed)

Indicate Support for Proposal (yes/no)

Date:

1.
2.
3.
4.
5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.

*Updated 8/1/04
**Updated 9/1/05
Arkansas Tech University
Graduate Council
Minutes of Meeting
December 14, 2006

The Graduate Council met in RPL 325 on Thursday, December 14, 2006, at 1:30 p.m. Members present were:

Dr. Deborah Wilson
Dr. Mary Gunter
Ms. Connie Zimmer
Ms. Tammy Rhodes
Dr. Jan Jenkins
Dr. Linda Bean
Dr. Michael Keisler

Dr. Robert Schwartz
Dr. Eldon Clary
Dr. Shelia Jackson
Dr. Robert Allen
Dr. Theresa Herrick
Ms. Marsha Oels

Dr. John Jackson, Dr. Peter Dykema, and Ms. Lara Russenberger were absent.

CALL TO ORDER/APPROVAL OF MINUTES

Dr. Clary called the meeting to order and asked for approval of the minutes from the October 12, 2006, meeting. Motion by Dr. Bean, seconded by Dr. Schwartz, to approve the minutes. Motion carried.

NEW BUSINESS

Dr. Clary presented faculty for approval.

Motion by Dr. Bean, seconded by Dr. Wilson to approve the following as Temporary Graduate Faculty:

School of Education
James Foster – EDLD 6303

School of Liberal and Fine Arts
Dr. Ferdous Jahan – HIST 5983

School of Community Education
Dr. Dennis Harris

Motion carried.

CURRICULUM

Department of English
Motion by Dr. Herrick,
Seconded by Dr. Schwartz,
To approve the following:
Add ENGL 6023, Composition Theory and Practice.

Motion carried.

Department of Social Sciences and Philosophy

Motion by Dr. Wilson
Seconded by Dr. Jenkins
To approve the following:
Modify the course description for GEOG 5803, Seminar in Global Studies, as outlined in the proposal;

Modify the title of HIST 6413, Seminar in European History, 1350-1789, to Seminar in Modern European History, and modify the course description as outlined in the proposal;

Modify the title of HIST 6433, Readings in European History, 1350-1789, to Readings in Modern European History, and modify the course description as outlined in the proposal.

Motion carried.

Department of Foreign Languages

Motion by Dr. Wilson,
Seconded by Dr. Bean,
To approve the following:
Add TESL 6891-4, Independent Study, to the course descriptions.

Motion carried.

INFORMATION

Dr. Clary distributed news articles “The Changing Grad Student Population” and “Making Sense of Bologna Degrees” obtained from Inside Higher Ed website for additional information.

Meeting adjourned at 2:10 p.m.

Respectfully submitted,

Tammy Rhodes, Secretary
GRADUATE COUNCIL AGENDA
JANUARY 25, 2007

I. Approval of minutes of last meeting.

II. Proposal to add program Master of Engineering

III. Curriculum Changes

A. Emergency Management/Homeland Security
   1. Change EMHS 6313 to EMHS 6311-3
   2. Add following courses
      a. EMHS 6073: Introduction to Terrorism
      b. EMHS 6063: Principles of Hazards and Emergency Management
   3. Change prerequisites and/or course descriptions
      a. EMHS 5003: Principles and Practice of Disaster Relief and Recovery
      b. EMHS 5043: Disaster and Emergency Management Ethics
      c. EMHS 5053: Community Management of Hazardous Materials
      d. EMHS 5991-3: Special Problems and Topics
      e. EMHS 6003: Design & Management of Preparedness and Mitigation Systems
      f. EMHS 6013: Technology for Comprehensive Emergency Management
      g. EMHS 6023: Risk and Vulnerability Assessment for Business and Industry
      h. EMHS 6033: Foundations of Leadership
      i. EMHS 6043: Contemporary Issues in Emergency Management
      j. EMHS 6053: Legal issues in Emergency Management
      k. EMHS 6103: Research Design and Methods
      l. EMHS 6303: Thesis Research
      m. EMHS 6403: Action Research Practicum I
      n. EMHS 6413: Action Research Practicum II

B. Foreign Languages
   1. Add the following course
      a. TESL 6063: Instructional Strategies in Content Areas
GRADUATE COUNCIL AGENDA
MARCH 21, 2007

The Graduate Council will meet at 2:00 in Room 012 of Tomlinson on Wednesday, March 21.

Please note the time and place.

I. Approve minutes of last meeting.

II. Graduate faculty
   1. Dr. John Krohn – Engineering – Regular faculty

III. Discussion of master's degree in nursing

IV. Other business

V. Adjourn
The Graduate Council will meet at 4:00 p.m. in Tomlinson, Room 012 on Thursday, September 27.

Items for consideration:

I. Approval of minutes

II. Graduate Faculty
   
   A. Social Science and Philosophy
      Dr. Alexander Mirkovic – Regular Faculty
      Dr. Michael T. Rogers – Regular Faculty
      Dr. Adam Lowther – Regular Faculty
   
   B. Fisheries and Wildlife Science
      J. Keith Whalen – Temporary (Serve on thesis committee)
   
   C. Nursing Department
      1. Dr. Cheryl Smith – Regular Faculty
      2. Dr. Jennifer Helms – Regular Faculty
      3. Dr. Rebecca Burris – Regular Faculty

III. Elect Vice-Chair

IV. Set regular meeting time

V. Appoint committee to study Graduate Faculty status

VI. Add MGMT 5203 Project Management

VII. Adjourn
GRADUATE COUNCIL AGENDA
NOVEMBER 29, 2007
TOMLINSON 012, 4:00 P.M.

The Graduate Council will meet in Tomlinson, Room 012 at 4:00 on Thursday, November 29.

I. Minutes were approved by a poll of members.

II. New Business

  A. New Faculty
     1. Christine Austin: College Student Personnel – Regular Graduate Faculty
        ✔

  B. Curriculum (See notes for Graduate Council Agenda and Minutes)

III. Report from Dr. Dykema

IV. Additional Business

V. Adjourn

SP 708
3/3/08
Emergency Management is a dynamic field and the managers are becoming more professional. It is necessary for graduates to have a knowledge base that consists of core competencies. This class will make the graduates more prepared for their careers.

D. How often will the course be offered?

E. How will the course be staffed?

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)
Not Applicable

List Department Head/ Program Director Consulted:
(Add to list as needed)
Not Applicable

Indicate Support for Proposal (yes/no)

Date:

1.

2.

3.

4.

5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

This course will address several of the core competencies required of EMHS students. One of the main goals of this department is to prepare students with a broad background in emergency management. The knowledge received in this course will give them a foundation for their careers. Assessment of EMHS courses partially involves applications of knowledge, skills, and abilities.

*Updated 8/1/04

**Updated 9/1/05
PROPOSAL FOR COURSE CHANGE

TO: Graduate Council
FROM: Department of Foreign Languages and International Studies
DATE: 1. 14. 2007
REQUEST FOR: Course addition
SUBMITTED BY: Dr. Ursula Chandler
APPROVED BY: ______________
Dr. Ursula Chandler, Dept. Head

_________________________
Dr. Georgena Duncan, Dean LFA

REVIEWED BY: ______________
Tammy Rhodes, Registrar

_________________________
Dr. Jack Hamm, Vice President for Academic Affairs
Catalog description: TESL 6063, Instructional Strategies in Content Areas
Participants will learn strategies to help English learners acquire the English language and content area objectives specified by the Arkansas core curriculum standards and the English language proficiency standards.

Number: TESL 6063

Title for Course Inventory: Instructional Strategies in Content Areas

Description:
Prerequisites: TESL 5023, 5703, 5713, 5723. This course is designed for ESL instructors, elementary and secondary content area teachers, curriculum directors and administrators. Participants will learn strategies to help English learners acquire the English language and content area objectives specified by the Arkansas core curriculum standards and the English language proficiency standards. Through modeling, hands-on activities and teaching presentations, participants will understand English learners better and use teaching strategies to better meet their needs. Participants will begin to collaborate with peers and support staff to build a culture of coaching in their classrooms.

Effective date or term: Immediately

II. Justification and feasibility of course:

A. Need for the course:
ESL instructors, elementary and secondary content area teachers, curriculum directors and administrators in public schools with ELL populations will take this course.

B. How does the course relate to other work in the department:
TESL 6063 offers specific instructional strategies for content area teachers, e.g., in math, or the sciences. This course goes beyond the introductory TESL 5703, the Tesol Method’s course, and is content specific. There is no overlap with TESL 5703.

C. Plan of development:
The Instructional Strategies course was developed in response to requests by teachers who had gone through the four-course ESL Endorsement training and wanted additional content area specific instruction.

D. How often will the course be offered: As needed,
E. Staffing: Dr. Diana Gonzales-Worthen or Ms. Judy Hobson will teach the course.

F. NA
ESOL Instructional Strategies in the Content Areas
(TESL 6063) – 3 credits
Arkansas Tech University
Spring, 2007

Instructor(s):
Diana Gonzales-Worthen, PhD
Judy Hobson, EdS
479-750-8706 (School)
479-871-3186 (Diana’s cell)
479-530-2846 (Judy’s cell)

Course Description
Prerequisites: (TESL 5023, 5703, 5713, 5723) This course is designed for ESL Instructors, elementary and secondary content area teachers, curriculum directors and administrators. Participants will learn strategies to help English Learners acquire the English language and content area objective relevant to the Arkansas core curriculum standards and English Language Proficiency standards. Through modeling, hands-on activities and teaching presentations, participants will understand English Learners better and practice teaching strategies to better meet their needs. Participants will begin to collaborate with peers and support staff to build a culture of coaching in his/her classroom.

Course Objectives
- Participants will define the basic research based principles of sheltered or SDAIE (specially Designed Academic Instruction in English) methods and describe their implementation in K-12 classroom contexts.
- Participants will present instructional strategies specific to content and language objectives, the Arkansas core curriculum and English Proficiency frameworks.
- Participants will identify resources to help improve instruction of ELLs in grade level or content area classrooms.
- Participants will maintain a reading and instructional strategies log/journal where they respond to research questions, lab work, and generate concept maps that illustrate their understanding and application of the chapter readings.

Course Rationale
Public schools across the nation face the opportunity and challenge of increased linguistic and cultural diversity among their students. Many of
these students, who are in the process of learning English, are placed in grade level or content area classrooms. Arkansas schools are experiencing this phenomenon later than some other states but the growth in ELLs in our state has been in a short period of time which has not allowed for the colleges and universities to adequately prepare teachers to handle this challenge. Teachers need more than just good teaching strategies if ELLs are to have full access to the total curriculum offered non ELLs.

Reading and Materials: (items 1 and 2 will need to be purchased by participant.)

3. Selected articles from other books and research documents. (Will be provided)
4. Journal/notebook for readings, concept maps and study questions.
5. On-line readings (web addresses will be provided.)
6. Current school textbook in your content area.

Assessment and Grading Procedures (200 pts)

- Daily attendance, promptness and participation. 20 pts (4 pts each day)
- Participants will develop lesson plans at each session which will focus on the research based principles of shelter instruction they are learning. 40 pts
- Participants will work with other teachers to observe and be observed for the purpose of coaching each other. 40 pts
- Daily reflections in journal. 20 pts
- The final project will be a complete lesson that incorporates all of the principles of sheltered instruction. This lesson will include at least one lesson being taught and observed by one of the instructors. 80 pts

The final grade will be determined using the following system based on an established rubric:

180-200 pts = A
160-179 = B
140-159 = C
120-139= D
Below 120 = F