September 8, 2020 Graduate Council

College of Engineering & Applied Sciences – Department of Emergency Management

a. Add the following courses to the course descriptions:
   (1) EMHS 5093: Grants;
   (2) EMHS 5103: Critical Infrastructure; and
   (3) EMHS 6143: Social Vulnerability; and
b. Modify the Curriculum in Emergency Management and Homeland Security, as follows: Add a Comprehensive Examination Option which would require 9 hours from EMHS 6933: Research I, EMHS 6413: Capstone, and 3 hours of EMHS Electives.

College of Natural & Health Sciences – Department of Nursing

a. Modify the Curriculum in the Master of Science in Nursing Administration and Emergency Management, as follows: (1) replace EMHS 5993: Special Problems, with 3 hours of EMHS Electives in the Core Curriculum; (2) delete EMHS 6023: Risk and Vulnerability Assessment for Business and Industry, and NUR 6803: Crisis Intervention in Disasters, and change the EMHS 5000-6000 Electives to 9 hours in the Emergency Management Concentration Area.

ᴛᴹARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management	6-9-2020

Title	Signature	Date
Department Head	Sandy M. Smith	6-17-2020
Dean Judy L. Cezeaux	Judy L. ~~Type text here~~	6/24/2020
Assessment Christine Austin	Christi Austin	7/7/20
Registrar	Tammy Weaver	7/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EMHS	5093	⦿ Spring ⦾ Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Grants

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Grants

Will this course be cross-listed with another existing course? If so, list course subject and number.

○ Yes   ● No |

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.   ✗ Yes   ● No | **EAM 4093**

Is this course repeatable for additional earned hours?   ○ Yes   ● N   How many total hours? |

Grading: ● Standard Letter   ○ P/F   ○ Other |

Mode of Instruction (check appropriate box):

● 01 Lecture	○ 02 Lecture/Laboratory	○ 03 Laboratory only
○ 05 Practice Teaching	○ 06 Internship/Practicum	○ 07 Apprenticeship/Externship
○ 08 Independent Study	○ 09 Readings	○ 10 Special Topics
○ 12 Individual Lessons	○ 13 Applied Instruction	○ 16 Studio Course
○ 17 Dissertation Research	○ 18 Activity Course	○ 19 Seminar ○ 98 Other

Does this course require a fee?   ○ Yes   ● No   How Much? | Select Fee Type

If selected other list fee type: |

☑ Elective   ☐ Major   ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

|

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
Computer lab

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.

b. If this course is required for the major or minor, complete the following.
   1. Provide the <u>program level learning outcome(s) it addresses</u>.
   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

c. What is the rationale for adding this course? What evidence demonstrates this need?

> The Course Evaluations for EMHS ~~5993~~ **5093** Grants for prior semesters were very positive and students indicated that the course was very important for their professional development. Furthermore, students commented in their course evaluations that the class provided hands-on experience and knowledge on grant writing, and made them more competitive in the job market. EMHS professionals are experiencing financial challenges similar to others. For those who pursue careers in the public and non-governmental/humanitarian sector, successful pursuit of grant money is critical. While this course would be offered as an elective, enrollment in past semesters has been strong indicating a high degree of interest in this topic. Arkansas State University offers the only other graduate emergency management program in Arkansas. Their

program does not list a specific course in grant writing as a requirement or elective. Other national graduate programs in Emergency Management and/or Homeland Security (North Dakota State University, New Hampshire University, Penn State University, University of North Texas, Oklahoma State University) offer a similar course intermittently. None of these programs offer a similar class as a required course. ATU EMHS graduates who have taken this course would have a distinct advantage over graduates from similar programs who did not have a similar opportunity.

For the proposed course, attach a syllabus in Word format that includes: (**Items a. through d. should be entered as they should appear in the catalog**)

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
    1. Arkansas Course Transfer System (ACTS) course number, if applicable
    2. Cross-listing
    3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
    4. Prerequisites
    5. Co-requisites
    6. Description
    7. Notes (e.g., information not in description such as course may be repeated for credit)
    8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
    9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

COURSE NUMBER:
EMHS 5XX3 5093

COURSE TITLE:
Grants

COURSE TIME:
M 5:30 - 8:30 pm
Location: DN 102

INSTRUCTOR:
Dr. Rejina Manandhar
Office Location: Dean Hall 107 A
Phone: 479-356-2014
Email: rmanandhar@atu.edu

OFFICE HOURS:
Office Hours: M 10:00 a.m. -1:00 p.m. and 2:30 p.m. - 5:30 p.m.
                T 10:00 a.m. – 11:00 a.m. and 2:30 – 4:30 p.m.
                R 10:00 a.m. - 11:00 p.m.; or By Appointment.
*Office hours are subject to change; changes will be posted on blackboard.

CATALOG DESCRIPTION:
This course will cover the federal grant funding streams used by emergency management at the local, state, and federal levels. Students will learn the strategy behind each grant funding stream, eligibility qualifications, development of grant budgets and justifications. Students will learn the basics of grant writing, budgeting, purchasing, filing for reimbursement, and requirements for audit. Each basic step will be broken down into a series of tasks assigned each week throughout the semester.

REQUIRED TEXTS:
None

SUPLEMENTAL READING LIST:
No specific text is required for this course rather material will be drawn from numerous resources. These resources will be made available to the students via Blackboard under the Content section of Blackboard. Students should use APA format for references to the materials.

JUSTIFICATION:
Grants are an excellent and oftentimes critical source of support for both emerging and established programs. A strong proposal focused on a concise problem, well organized, well researched, and well written can bring in additional income to enhance or expand a

program. Few organizations are fully funded to solve the myriad of problems and must pursue additional monetary resources is necessary to address new and evolving issues. A successful grant writer starts with a vision and possesses good skills in listening, researching, writing, word processing, analysis, budgeting, and critical thinking.

COURSE OBJECTIVES:
By the end of this course, the student will be able to:
- Identify funding sources and grants programs pertaining to emergency management and homeland security.
- Understand grant terminology and jargon.
- Analyze needs, define goals, and objectives for a grant.
- Develop budget, timeline, and resume.
- Develop a formal grant proposal.
- Administer/Manage a grant.

COURSE ASSESSMENT:
Students will be graded based on assignments and final grant paper. Please note the following breakdown of points:

Point Accumulation		Grade Scale		
Assignments	Points	Accumulated Points	Percent	Grade
Assignments (5 x 100 pts)	500	900- 1000	90-100	A
In-class Exercises (5 x 50)	250	800 - 899	80-89	B
Final Grant Proposal	200	700 - 799	70-79	C
Grant Proposal Presentation	50	600 - 699	60-69	D
		< 599	0-59	F
Total Points	**1000**			

Assignments
There will be a total of five assignments in the class. Each assignment will be related to some elements of the grants development and writing process. Please review the class schedule for further information on the assignment and the due dates.

Assignment Submission
Each assignment is due within the respective due date. E-mailed write-ups will not be accepted for assignments. Students are required to submit the assignments through the assignment submission tabs in the Blackboard. You must cite your sources in all the assignments using APA format unless otherwise instructed. Further instruction will be provided in the Blackboard.

In-Class Exercises

Besides regular lecture and assignments, the class will consist of in-class exercises which will be graded. Further instruction will be provided in the class.

Grant Project
Grant Proposal
Students will complete a grant proposal. Each student will be involved in the development and writing of a grant proposal based on the guidelines and elements covered in the class. You will be provided with further instruction in the class.

Grant Proposal Presentation
Student will make a Power-Point presentation of the grant proposal and discuss the major elements of the grant. The presentation should clearly discuss the problem/need statement, program description, methodologies/ activities, timelines, budget allocation credentials, etc.

COURSE CONTENT:
Course topics include:
- Understanding Federal Funding Sources
- Grant Proposal Elements: Needs Assessment, Objective, Activities/Methodology, Personnel, Resume, Evaluation, Budget
- Grant Proposal Review
- Politics of Grantsmanship
- Grants Management

Subject to Change
> The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Effort and Substance
> The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

> If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

> The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:

Assignment Completion

Students must complete their assignments within the timeframe specified by the instructor. The assignments and respective due dates are shown in the course schedule. All assignments must be submitted through the Blackboard by uploading the completed assignment in the respective submission tabs. You must cite your sources in all the assignments using APA 6th edition format.

Late Work

Assignments must be received by the due date and time as given by the instructor. If you have not made arrangements **prior** to the due date, late assignments will be given a reduction in points as set out in the chart below. Any assignment that is more than one week late will not be accepted.

Late Assignment Policy	
30 mins. – 1 day	10 % reduction
2 days – 4 days	25% points reduction
5 days – 1 week	50% points reduction
> 1 week	0% -- NO CREDIT

E-Mail Correspondence

In all e-mails to the instructor, **list the course number and section number**. And, if applicable, **list the name or number of the assignment** in the **"Subject Line" of the e-mail**. Also, be sure your name is somewhere on the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

Excessive Unexcused Absences

If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an "FE" for excessive absences or non-performance. It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed.

4

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."

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. 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

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Department, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

Please note - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from

the program entirely. In such cases, the professor may begin university procedures for removal from the university.

<u>Academic Dishonesty</u>

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Course, Department, and University policies will be followed in handling academic dishonesty.

At a minimum, the student (and any student caught assisting in the dishonesty) will be given an *automatic* "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. If the student continues to engage in any academic dishonesty, he or she will be removed from the program entirely.

In addition, any student who aids another student in academic dishonesty (e.g., answers or provides a paper or a completed homework assignment to another student for submission) will be

treated as also being involved in the dishonesty 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. THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.

<u>Professionalism, Communication, & Respect</u>
It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

STATEMENT OF NON DISCRIMINATION and ACCESS
Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage your to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic facts of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

TECHNICAL ASSISTANCE:

Technical support, including Blackboard support, is available online, via email, or by phone: Telephone Support: (479) 968-0646; 1-866-400-8022; Email Support: campussupport@atu.edu

Additional information may be found at: https://ois.atu.edu/

Hours of Operation:

24 hours a day - 7 days a week ** Excluding holidays **

When the library is closed, there will only be email and telephone support available.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Emergency Management	6/12/20

Title	Signature	Date
Department Head Sandy M. Smith	*Sandy M. Smith*	6-17-2020
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	6/29/2020
Assessment Christine Austin	*Christ Austin*	7/7/20
Registrar	*Tammy Weaver*	7/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EMHS	~~5XX3~~ 5103	⦿ Spring ○ Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Critical Infrastructure

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Critical Infrastructure

Will this course be cross-listed with another existing course? If so, list course subject and number.

○ Yes ● No |

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. ● Yes ○ No | EAM-4XX3 Critical Infrastructure **4103**

Is this course repeatable for additional earned hours? ○ Yes ● N How many total hours? |

Grading: ● Standard Letter ○ P/F ○ Other |

Mode of Instruction (check appropriate box):

● 01 Lecture ○ 02 Lecture/Laboratory ○ 03 Laboratory only

○ 05 Practice Teaching ○ 06 Internship/Practicum ○ 07 Apprenticeship/Externship

○ 08 Independent Study ○ 09 Readings ○ 10 Special Topics

○ 12 Individual Lessons ○ 13 Applied Instruction ○ 16 Studio Course

○ 17 Dissertation Research ○ 18 Activity Course ○ 19 Seminar ○ 98 Other

Does this course require a fee? ○ Yes ● No How Much? | Select Fee Type

If selected other list fee type: |

☑ Elective ☐ Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered? Not applicable

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No

Answer the following Assessment questions:
   a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
   b. If this course is required for the major or minor, complete the following.
      1. Provide the program level learning outcome(s) it addresses.
      2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
   c. What is the rationale for adding this course? What evidence demonstrates this need?

This course is strongly recommended by the Department of Emergency Management External Advisory Board. As commonly known, the critical infrastructure of a nation consists of a body of systems, networks, and key assets that are essential to continued operation of that nation's economy, security, public health and safety. This course focuses on critical infrastructure protection, risk management, risk assessment, evolution of laws, regulations, and policy that make up the homeland security enterprise.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**
a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at
http://www.atu.edu/registrar/curriculum_forms.php.

COURSE SYLLABUS

Critical Infrastructure

EMHS ~~5XX3~~ 5103

Semester/Year

COURSE NUMBER: EMHS ~~5XX3~~ 5103

COURSE TITLE: Critical Infrastructure

DAY AND TIME: _____

ROOM: _____

PROFESSOR: Ekong J. Peters, PhD
Office: Dean Hall 107F
Office Hours: MW 9:00 am – NOON, by Appointment, or Virtual
Office: 479-356-2159; Dept.: 479-356-2092
E-mail: epeters@atu.edu

COURSE DESCRIPTION

Examines the nation's critical infrastructure protection, risk management, and resilience from a policy perspective.

Prerequisite: None

REQUIRED TEXTBOOK

Pesch-Cronin, K. A. & Marion, N. E. (2016 or 2017). *Critical Infrastructure Protection, Risk Management, and Resilience: A Policy Perspective.* Boca Raton, FL: CRC Press
ISBN-13: 978-1498734905
ISBN-10: 1498734901

Reference Textbook

APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC
ISBN 13: 978-1-4338-0561-5
ISBN 10: 1-4338-0561-8

JUSTIFICATION

Critical infrastructure protection, risk management, and resiliency for service delivery has become vital and increasingly challenging in light of natural, man-made, and technological disasters. It is incumbent on emergency management professionals and policy students to be familiar with government policies, strategies, and methodologies of protecting the nation's

infrastructure and assets from adversaries that are bent to harm us. This includes strengthening our cybersecurity. Interruptions in the nation's critical infrastructure can have devastating effect on the nation's economy, security and safety as well as the welfare of the public. This course addresses issues threatening critical infrastructure, their protection, and partnership with infrastructure stakeholders. The course is a gateway to policy application, risk assessment and management with an intent of developing strategies and methodologies to protect the nation's critical infrastructure and assets. The goal is continued operations and delivery of services.

COURSE OBJECTIVES
By the end of this course, the student will be able to:
- Apply the knowledge acquired in this class to protect the nation's critical infrastructure from potential threats by adversaries
- Assess and manage risks posed to critical infrastructure by natural and man-made hazards using all-hazard approach
- Analyze public policies and strategies relating to critical infrastructure and assets protection
- Synthesize the need for public-private partnership in critical infrastructure and asset protection for continuity operations and service delivery
- Classify critical infrastructure and key assets by sector-specific entities

COURSE ASSESSMENT
Students will be assessed based on assignments, class participation, use of APA style format, and final project/paper. Please note your grade will be distributed as shown in the accompanying tables:

Point Accumulation	
Assignments	**Points**
Class Participation (5 x 20 points)	100
Progress Exam (4 x 25)	100
Assigned Final Group Project	200
Assigned Final Group Proj. Presentation	100
Total	**500**

Grade Scale		
Accumulated Points	**Percent (%)**	**Grade**
450 – 500	90 – 100	A
400 – 445	80 – 89	B
350 – 395	70 – 79	C
300 – 345	60 – 69	D
0 – 295	0 – 59	F

COURSE CONTENT

Course Topics:
- Critical Infrastructure and Risk Assessment Methods
- History of Critical Infrastructure Protection
- Current Critical Infrastructure Protection
- Federal Risk Management Agencies, including Department of Homeland Security
- Public-Private Partnership
- Laws and Regulations
- Department of Homeland Security Perspective on Risk
- Sector-Specific Agencies' Approach to Risk
- Future of Critical Infrastructure Protection: Risk, Resilience, and Policy

Readings
Students should read the assigned material(s) in order to have a general understanding of the topics which will be covered for the week/day. Reading the materials prior to class period, will enable you ask questions to clarify some points you did not understand from the readings as well as have meaningful discussion. All required readings not assigned from the textbooks or not available in the library will be made available on the Blackboard (Bb) or reference source provided in the course schedule.

Class Participation
Active class participation is essential in this course and is assigned 100 points of the course grade.

Progress Exams
There will be four essay type progress exams in this class. Date, time, and the mode of the exams will be posted on the Bb under announcement.

Assigned Final Group Project
200 points of the student's grade will be determined by assigned final group project submitted in Word and PowerPoint presentation. Instruction for the project will be posted on the Bb.

Assigned Final Group Project Presentation
There will be assigned final group project presentation by the end of the semester. Each group will make a PowerPoint presentation lasting 10-15 minute. The presentation is worth 100 points.

Supportive software
Students interested in using Kaltura in their class projects should contact ATU IT Department

Subject to Change
The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop critical thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

In all cases, papers should be prepared in 12-point Times New Roman with 1-inch margins, double-spaced, using the APA citation style, formatting, and reference listing.
COURSE POLICIES

Assignment Completion
Students must complete their assignments within the timeframe specified by the instructor.

Assignment Submission
Each assignment/work is due on the scheduled day, date, and time and should be posted on the Blackboard. **E-mail submission will not be accepted.**

Late Work
Work must be received by the due date and time as given by the instructor. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points (**-10 points**). Any assignment that is past due over one class will not be accepted except under special circumstances. If late assignments are accepted, there will be some penalty as indicated here (**-10 points**).

E-Mail Correspondence
In all emails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the email. Also, be sure your name is somewhere on the email and on any attached assignment.

> *All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.*

Abandoning the Class
If at any time during the semester, you abandon the class or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive

to contact attempts, you may be dropped from the course by your instructor with an "FE" for abandoning the class or non-performance. It is your responsibility to contact the instructor directly when you cannot complete your class work on time.

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."

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. 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
Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Department, and University policies will be followed in handling academic misconduct.

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Please note - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from the program entirely. In such cases, the professor may begin university procedures for removal from the university.

Academic Dishonesty
Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

- Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

- Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

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At a minimum, the student (and any student caught assisting in the dishonesty) will be given an *automatic* "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. If the student continues to engage in any academic dishonesty, he or she will be removed from the program entirely.

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Professionalism, Communication, & Respect
It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

COURSE EXPECTATIONS
- All reading assignments should be completed within the assigned week. This will allow more class participation and increase a student's ability to identify important ideas
- **Class attendance and participation are mandatory; student may be dropped from the class for not doing assignments**
- Be respectful and courteous to the instructor and your classmates whether you are online or in a face-to-face class
- All assignments are to be submitted on the due date. **NO LATE ASSIGNMENTS WILL BE ACCEPTED**, if accepted, there will be a penalty (**-10 points**).
- It is up to you to determine the grade you want to receive in this class. You should perform according to your grade expectation

COURSE EVALUATION
By the end of the semester, students will get requests from the university administration asking them to take a minute to evaluate their respective courses. Please take this opportunity seriously and assess this course for future improvement.

STUDENT NEEDS STATEMENT
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/localresources/. If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

NON-DISCRIMINATION POLICY
Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of its practices, policies, or procedures. This includes, but is not limited to, employment, admissions, educational services, programs or activities which it operates, or financial aid. Arkansas Tech University complies with all applicable state and federal laws including, but not limited to, Title VI and Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, Section 504 of the Rehabilitation Act Amendments of 1974, Age Discrimination Act, Vietnam Era Veterans Readjustment Assistance Act, Uniformed Services Employment and

Reemployment Act, the Civil Rights Restoration Act of 1987, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991. Responsibility for implementation and compliance with this Non-Discrimination Policy has been delegated to Jennifer Fleming, Affirmative Action officer who can be reached by emailing jfleming@atu.edu or calling (479)498-6020.

If you or someone you know has been subjected to discrimination, please contact Jennifer Fleming at 479-498-6020 or email at jfleming@atu.edu.

For information on the options available for filing a complaint of discrimination please click here: Resolution Options

Complaint Form

DISABILITY SERVICES

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

BLACKBOARD TECHNICAL ASSISTANCE

Technical support, including Blackboard support, is available online, via email, or by phone: Telephone Support: (479) 968-0646; 1-866-400-8022; Email Support: campussupport@atu.edu

Additional information may be found at: https://ois.atu.edu/

Hours of Operation:
24 hours a day - 7 days a week ** Excluding holidays **
When the library is closed, there will only be email and telephone support available.

Supportive software
Students interested in using Kaltura in their class projects should contact the ATU IT Department

*** *In all cases, papers should be prepared in 12-point Times New Roman with 1-inch margins, double-spaced, using the APA citation, formatting, and reference listing style.*

ADDENDUM

College of Engineering and Applied Sciences Academic Integrity Policy

The Arkansas Tech Student Handbook describes the policies and procedures for academic integrity under Article V: Classroom Provisions and Academic Dishonesty is covered in subparagraph E to which the College of Engineering and Applied Sciences has added the following addendum:

(1) The College of Engineering and Applied Sciences has a zero-tolerance policy on cheating and plagiarism. Cheating or plagiarism includes sharing material when unauthorized, using cellular phones or electronic media when unauthorized, and using websites that promote sharing solutions to course assignments. Any cheating or plagiarism offense will be reported to the head of your respective department, and a note will be placed in your permanent departmental file.

(2) Repercussions for any cheating or plagiarism offense:

    a) Your first offense of academic integrity policy involving cheating or plagiarism will result in a zero for the graded assignment.

    b) A second offense of cheating or plagiarism within the same course as the first offense or in any other course within the college will result in a failing grade, "F", or you will be dropped from the course at the discretion of the instructor. You may be reported to the Department of Student Conduct and/or other offices for adjudication.

(3) You have the right to appeal any violation of the academic integrity policy following the guidelines outlined in the student handbook. The consequences will occur only after each charge is verified through the process outlined in the handbook.

(4) Each offense will be recorded within the college and will carry over from class to class during your entire program of study.

(5) Upon request, smartphones, smartwatches, and all material (backpacks, notebooks, notes, etc.) will be left at a location designated by the instructor. Failure to comply with this policy will be viewed as a violation of the academic integrity policy.

(6) Calculators will either be provided by the instructor or you will be allowed to use your own calculator that adheres to the guidelines specified by the instructor. If you use your own calculator, the instructor will have the option to randomly inspect it to verify that it is within the guidelines specified for the course.

(7) Please refer to the syllabus for additional information regarding academic integrity for the course.

(8) You will receive a grade of zero for any graded activity until you have acknowledged that you have read and understood the College of Engineering and Applied Sciences Academic Integrity Policy by completion of the Academic Integrity quiz on Blackboard or in class.

Policy Completion
Remember to complete:
1. The Federal Attendance Policy located in the Federal Attendance Module area
2. The College of Engineering and Applied Sciences Academic Integrity Policy (EAS Academic Integrity Policy) in the "Information" area.

Revised: June 12, 2020

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management	6-9-2020

Title	Signature	Date
Department Head Sandy M. Smith	*Sandy M. Smith*	6-17-2020
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	6/24/2020
Assessment Christine Austin	*Christi Austin*	7/7/20
Registrar	*Tammy Weaver*	7/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EMHS	~~6XX3~~ 4143	⦿ Spring ○ Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Social Vulnerability

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)
Social Vulnerability

Will this course be cross-listed with another existing course? If so, list course subject and number.

◯ Yes ⦿ No [   ]

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. ◯ Yes ⦿ No [   ]

Is this course repeatable for additional earned hours? ◯ Yes ⦿ N How many total hours? [   ]

Grading: ⦿ Standard Letter ◯ P/F ◯ Other [   ]

Mode of Instruction (check appropriate box):

⦿ 01 Lecture ◯ 02 Lecture/Laboratory ◯ 03 Laboratory only

◯ 05 Practice Teaching ◯ 06 Internship/Practicum ◯ 07 Apprenticeship/Externship

◯ 08 Independent Study ◯ 09 Readings ◯ 10 Special Topics

◯ 12 Individual Lessons ◯ 13 Applied Instruction ◯ 16 Studio Course

◯ 17 Dissertation Research ◯ 18 Activity Course ◯ 19 Seminar ◯ 98 Other

Does this course require a fee? ◯ Yes ⦿ No How Much? [   ] Select Fee Type

If selected other list fee type: [   ]

☑ Elective ☐ Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

[   ]

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? NO.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No.

Answer the following Assessment questions:

    a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.

    b. If this course is required for the major or minor, complete the following.

        1. Provide the program level learning outcome(s) it addresses.

        2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

    c. What is the rationale for adding this course? What evidence demonstrates this need?

Disaster research suggests that factors such as age, gender, income, education, and ethnicity can influence an individual's ability to prepare for, respond to, recover from, and mitigate to hazards and disasters. Although the required EMHS courses discuss some aspects of social vulnerability, they do not provide detailed understanding of social vulnerability. This course (EMHS 6XX3: Social Vulnerability) provides detailed discussion of social vulnerability and further discusses the needs and challenges of vulnerable populations. 6143

What demonstrates the need for the course?

By identifying needs and challenges pertaining to vulnerable populations, EMHS professionals will be able to better serve their communities during disasters. Furthermore, many students in the EMHS foundational course (EMHS 6063) have shown their interest to take a course that focuses on social vulnerability and vulnerable populations.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

EMHS 6XX3 6143 Social Vulnerability Course Syllabus

COURSE NUMBER:
EMHS 6XX3 6143

COURSE TITLE:
Social Vulnerability

COURSE TIME:
T/R 9:30-10:50am

INSTRUCTOR:
Dr. Rejina Manandhar
Office Location: Dean Hall 107 A
Phone: 479-356-2014
Email: rmanandhar@atu.edu
Skype: dr_manandhar

OFFICE HOURS:
Office Hours: Tuesday 11:00 a.m. -3:00 p.m.
                            Thursday 12:30 p.m. - 2:30 p.m.; or By Appointment.
*Office hours are subject to change; changes will be posted on blackboard.

CATALOG DESCRIPTION:
This course reinforces understanding on social vulnerability and vulnerable population in relation to hazards and disasters. Students will analyze social, geographical, and cultural factors that put people differentially at risk before, during, and after disasters. Students will explore how vulnerability influences the ability to mitigate to, prepare for, respond to and recover from hazards and disasters. Theories and concepts pertaining to social vulnerability are studied, along with social vulnerability and resilience measurement indices. This course also focuses on the interrelated relationship between disaster and development, and examines the importance of reducing liabilities and increasing capabilities to reduce vulnerability. The course emphasizes the importance of social and cultural considerations in emergency management activities to foster disaster resilience.

REQUIRED TEXTS:
Thomas, D. S., Phillips, B. D., Lovekamp, W. E., & Fothergill, A. (2013). *Social vulnerability to disasters*. CRC Press. ISBN: 978-1-4665-1637-3.

SUPPLEMENTAL READING LIST:
Supplemental reading and resources will be made available to the students via Blackboard under the Content section of Blackboard. Students should use APA 6th edition format for references to the materials.

JUSTIFICATION:

Hazards and disasters impact communities differently. Factors such as age, gender, income, education, and ethnicity can influence an individual's ability to prepare for, respond to, recover from, and mitigate to hazards and disasters. This course advances the understanding on social vulnerability, and enables students to address the needs and challenges of the vulnerable population.

COURSE OBJECTIVES:

By the end of this course, the student will:
- Understand theories and concepts on social vulnerability.
- Determine the needs and challenges related to vulnerable population.
- Analyze the social vulnerability analysis tools and resilience measures.
- Identify the different ways to reduce liabilities and build capabilities.
- Examine the interrelationship between disaster and development, and its impact on vulnerability.
- Evaluate the role of emergency manager to foster mitigation, preparedness, response, and recovery among vulnerable population.

COURSE ASSESSMENT:

Students will be graded based on assignments (discussion and participation), one exam, and a final term paper. Please note the following breakdown of points:

Point Accumulation		Grade Scale		
Assignments	Points	Accumulated Points	Percent	Grade
Introduction Assignment	60	900- 1000	90-100	A
Unit Assignments (8 x 80 pts)	640	800 - 899	80-89	B
Mid Term Exam	150	700 - 799	70-79	C
Term Paper	150	600 - 699	60-69	D
Total Points	**1000**	< 599	0-59	F

COURSE CONTENT:

Topics to Cover Include (but are not limited to)
- Vulnerable Population
- Disaster and Development
- Reducing Liabilities and Building Capabilities
- Socio-Political Ecological Theory
- Community Resilience
- Social Vulnerability Index (SoVI)
- Disaster Resilience of Place (DROP) model

Subject to Change

The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor. Any new assignment will be posted on **Blackboard** under a **numbered Unit tab** on the day the assignment is given. **Assignment due dates are shown at the top of each assignment.** You must cite your sources in all the assignments using APA format.

Late Work

Assignments must be received by the due date and time as given by the instructor. If you have not made arrangements **prior** to the due date, late assignments will be given a reduction in points as set out in the chart below. Any assignment that is more than one week late will not be accepted.

Late Assignment Policy	
30 mins. – 1 day	10 % reduction
2 days – 4 days	25% points reduction
5 days – 1 week	50% points reduction
> 1 week	0% -- NO CREDIT

E-Mail Correspondence

In all e-mails to the instructor, **list the course number and section number**. And, if applicable, **list the name or number of the assignment** in the **"Subject Line"** of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

Excessive Unexcused Absences

If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an "FE" for excessive absences or non-performance. It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed.

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."

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STATEMENT OF NON DISCRIMINATION and ACCESS

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Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability

Services, located in Doc Bryan Student Center, Suite 171, or visit
http://www.atu.edu/disabilities/index.php.

TECHNICAL ASSISTANCE:

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phone: Telephone Support: (479) 968-0646; 1-866-400-8022; Email
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Additional information may be found at: https://ois.atu.edu/
Hours of Operation:
24 hours a day - 7 days a week ** Excluding holidays **
When the library is closed, there will only be email and telephone support available.

COURSE CONTENT:

Readings

All of the required readings (except materials from the text book) will be made available on the
Blackboard. Students are also encouraged to keep up to date with current disaster events by
reading local and national newspapers as well as online sources. Some useful links include:
http://www.nytimes.com/, http://www.washingtonpost.com, http://www.cnn.com,
http://www.fema.gov/.

Unit Assignments

Each unit will consist of readings as indicated under the appropriate assignment tab in the
Blackboard. There are *eight assignments* to be completed through the course of the semester.
Upon completion of the readings, you should provide **reflections** (NOT summaries) of the main
points of the readings and why you think these are meaningful or challenging topic for
emergency management along with examples and evidences to support it (**provide your opinion
on the readings and/or concepts**). At the end of the reflection, student should also provide three
discussion questions pertaining to the readings under the indicated assignment forum on the
Discussion Board. You will then answer/discuss the discussion questions provided by another
student under his/her discussion posting (*Response Post*). You can include an outside reference
or link if you feel it would add to or enhance the discussion, along with the citation of the
readings covered. (See sample format)

Weekly assignment completion will consist of the following steps:
- Complete the readings as assigned for each unit.
- Complete a discussion posting in relation to the assigned readings. (min. **500** words
  excluding references). Citation(s) required.
- Respond to **at least** one other student's one discussion question. (min. **200** words).
  Citation(s) encouraged.

The responses to another student's posting will consist of appropriate comments, thoughts or
related ideas branching from that posting. The sample format for the weekly posting is shown

in Assignment Discussion Format on **page 9**. The sample can be used as a guide. Steps to make an assignment posting are:

- Click on Discussion Board in the Navigation Panel on the left
- Click on the unit assignment number. For example: Unit 1 Assignment
- Click on Add New Thread
- Type Unit number and your name in the Subject box
- Type or copy and paste your assignment into the Message box

The grading rubric for weekly assignments is listed below:

Assignment Grading (80 Points Total)	
Discussion Board Posting/ Readings Reflection (P1)	50 points
(Short or Inflated Word Count)	(- 20 points)
Response to Student #1 Discussion Question (R1)	20 points
(Short or Inflated Word Count)	(- 10 points)
Citation, Sentence Structure and Grammar	10 points

Satisfactory work/participation is equal to a "65/B". Doing _more_ than the minimum requirement will likely earn a higher grade.

Mid Term Exam

Students will be required to take a mid-term exam on **March 9**. The exam will be comprehensive in an all-essay format. The exam will require you to know all the relevant material in the course, and that you relate each of the assigned readings to the questions both theoretically and practically. *No makeup exam will be scheduled.*

Term Paper

Students are required to write a term paper on a disaster /event by focusing on a social issue **or** a specific vulnerable population in **the context of the event**. [For example, The impact of Hurricane Katrina on disadvantaged population of New Orleans. The child victims of 1995 Oklahoma Bombings, 2004 Indian Ocean Tsunami and the Tourist population]. Topic should contain the name of the disaster and the group/ social issue that is being studied. The topic should be emailed for approval by **Feb. 16.** Based on the instructor's approval of your topic you are required to write a term paper which is due on **April 27**. You will be provided with the grading rubric and further instruction via Blackboard.

The paper should be 10-12 pages double-spaced, 12 point Times New Roman font, 1" margin all around. Be sure to cite at least 6 peer reviewed sources (APA format). Note that clarity of writing and paper format will also be considered in grading. Papers will be graded based on: the depth in which the issue was covered; the degree to which assigned and other readings, and personal opinions were incorporated into the assignment; and overall presentation (eg. Level of reflection, clarity, detail, grammar, sentence structure, spelling, citations)

Your paper should include (but not limited to) the following:
- Overview of the event/disaster
- Discussion of the social issue or the vulnerable population that is being studied.
- How the disaster impacted/influenced the vulnerable population? / Discussion of the social issue in relation to the disaster.
- Needs and challenges related to the vulnerable population impacted by the disaster
- Problems experienced by the emergency managers while dealing with the social issue or addressing the needs of the vulnerable population.
- Why is the issue important to resolve? / Why is it important to incorporate the needs of the vulnerable population?
- Finally, how can emergency managers address the issue/ the needs and challenges of the population to enhance disaster resilience (recommendations)?

Assignment Discussion Format

Reflection Post

The readings for this week focused on ………….. Some of the important ideas presented were "A", "B", and "C" …………. I think "A" is an important/challenge topic in emergency management because…… For example, ……. (*Provide examples and evidences to support your statements. Also provide citations to support your statements. If your statements are based on the readings, then provide appropriate in-text citation and references at the end*).

Discussion Questions:
1)………………………………………………….?
2)………………………………….……………..?
3)……………………………………………..?

References
………………………………………………..
………………………………………………......

Word count: 500+ (should be at least 500 words, Make sure you include word count)
References can also be links/URLs to material that are relevant to the topic of study which you feel will enhance the discussion, or that you think might interest other students.

Extra Credit
Students may receive extra credit for completing **any two** of the following FEMA Independent Study Courses available through FEMA's Emergency Management Institute (EMI) website (https://training.fema.gov/IS/crslist.aspx).

IS-111.A: Livestock in Disasters
IS-20.16: Diversity Awareness Course 2016

IS-366.A: Planning for the Needs of Children in Disasters
IS-368: Including People with Disabilities & Others with Access & Functional Needs in Disaster Operations

Each course will be worth 10 points added to your final grade for a maximum of 20 points. You must provide the instructor with proof of satisfactorily completing the course. This would either be by emailing the certificate sent by FEMA or forwarding the email from FEMA. These IS courses must be completed during this semester, with proof of completion submitted to the professor by **April 10**. If you have already completed these courses, email the professor to identify alternative courses you may complete for extra credit.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Emergency Management	6/25/20

Title	Signature	Date
Department Head Sandy M. Smith	*Sandy M. Smith*	6-25-2020
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	6/28/2020
Assessment Christine Austin	*Christ Austin*	9/3/2020
Registrar	*Tammy Weaver*	9/3/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Emergency Management and Homeland Security

Outline change in program:
Add Comprehensive Examination Option (9 hours)
EMHS 6933: Research I
EMHS 6413: Capstone
EMHS Elective (3 hours)
(Successful completion of the comprehensive examination as outlined by the department's EMHS. comprehensive examination policies.)

New wording for Course Catalog:
Degree Requirements
The completion of 36 semester hours of graduate work is required, of which 18 semester hours must be at the 6000 level.
EMHS 6033: Foundation of Leadership
EMHS 6063: Principles of Emergency Management
EMHs 6093: Fundamentals of Homeland Security
EMHS 6103: Research Design and Methods
EMHs 6133: Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security
EMHS 6513: Technology for Comprehensive Emergency Management

EMHS Electives (9 hours)
Elective EMHs or non-EMHS graduate courses tailored to each student's interests and career objectives

Thesis Option (9 hours)
EMHS 6933: Research I
EMHs 6123: Applied Data Analysis
EMHS 6943: Master's Thesis

Practicum Option (9 hours)
EMHS 6933: Research I
EMHS 6423: Professional Practical Experience and Project Management
EMHS 6413: Capstone

Comprehensive Examination Option (9 hours)
EMHS 6933: Research I
EMHS 6413: Capstone
EMHS Elective (3 hours)

1. After completion of the Research I course, students choose to pursue either an original research thesis or a practicum research project or the comprehensive exam. Students selecting the comprehensive exam will take an additional 3-hour elective; students pursuing a thesis or practicum research project, will select a chair to guide their research work and either engage with data collection and analysis (thesis) or professional practice (practicum) before completing their research work. EMHS faculty advisors will assist students in designing a curriculum of study leading to the fulfillment of degree requirements. Additionally, the Program Director and the Graduate College will monitor students' progress. Ultimately, it remains students' responsibility to understand and to satisfy all degree requirements.

2. A cumulated grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of six (6) hours of "C" grades. A student

receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on Academic Probation and Dismissal.

3. The master's degree program must be completed within six (6) years from the time of admission to the graduate program.

4. A minimum of 27 semester hours of graduate coursework must be completed in residence at Arkansas Tech University.

What impact will the change have on staffing, on other programs and space allocation? NONE

Answer the following Assessment questions:

a. How does the program change align with the university mission?
   This program change adds an optional opportunity for EMHS graduate students to complete their MS program on time. This change is in line with Arkansas Tech University's mission of dedication to student success while providing opportunities for progressive intellectual development.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **NOT APPLICABLE**

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?
      The inclusion of the Comprehensive Exam Option should give our graduate students more paths to timely complete their MS program as well as ensure efficiency. As well as provide EMHS students with the opportunity to test their mastery of the EMHS program objectives. Secondly, this option can reduce supervisory load facing EMHS faculty who are currently chairing thesis and practicum research projects of other students pursuing these options. Although the department does not keep data on completion rates/years to completion for each option, the addition of the Comprehensive Exam is informed by students' interests in this option. Moreover, these students are interested in taking further electives to strength their knowledge in emergency management and homeland security. EMHS students have stated that they feel that this additional elective will give them a "leg-up" in their professional career. Our request for this program change is in compliance with the ATU mission dedicated to student success, access, and excellence as a responsive department with students designing curriculum to fit their career interests. For example, in Fall 2019 and Spring 2020, five and six students opted for Comp Exams, respectively. Of this, we had 100% pass in Fall 2019 and 83% success in Spring 2020. On the other hand, we had one thesis candidate in Fall 2019 and zero in Spring 2020.

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
      As indicated in (c.1), the department's observation shows those students following the Comp Exam option graduate earlier than some students following the Thesis or Practicum Research Project options. Secondly, more students are opting for Comp Exam (see c.1 above for detail). Thirdly, more than 75% of students in the Comp Exam path usually pass each section of the exam (see c.1 above).

d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

With increasing frequency of natural, technological, and human-made disasters, the need for educated emergency managers at the local, state, and national levels is intensifying. As such, colleges and universities offering emergency management and homeland security programs are offering their graduate students three options to choose from: Thesis, Practicum Research Project, and Comprehensive Exam options. To be in line with these colleges and universities in the current state of the discipline, and for the other issues discussed earlier, we decided to include the Comp Exam option in our program. For example, the John Jay College, City University of New York, MS in Emergency Management and Clemson University, MS in Public Administration with specialization in Emergency Management have Comprehensive Examinations in their respective programs. These two universities' Emergency Management programs may be accessed at FEMA-EMI website: The College List, Emergency Management Programs:
https://training.fema.gov/hiedu/collegelist/emmasterlevel/

e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

By the end of the Fall and Spring semesters students opting for the Comp Exam path will take their exam condensed into four sections comprising of:
Comprehensive Emergency Management or Homeland Security question
Legal & Politics or Ethics & Social question
Leadership & Management or Technology question
Research question
These four sections of the exam are based on the required core courses in the EMHS program. The Comprehensive Exam's purpose is to test the student's competency and knowledge in these core areas of the program by requiring students to synthesize knowledge acquired via the EMHS program and applying it to a specific disaster scenario. Each section provides a scenario "inject" and questions particular to the area addressed by the specific exam section. Passing each section of the exam requires a minimum score of 70%. However, if a student fails three or more sections of the exam, the student is given another opportunity to retake the Comprehensive Exam the following fall or spring semester. However, if a student does not achieve a passing score in one or two sections of the exam, she/he is allowed to retake those sections in the same semester.

Curriculum mapping for the required core courses examined is attached.
This Comprehensive Exam is in line with the Council for the Accreditation of Emergency Management Education (CAEME) standard that accredited our program in 2019. The goal of the Comprehensive Exam is to test students' competencies in: specialized knowledge; broad and integrative knowledge; intellectual skills; applied and collaborative learning; and civic and global learning. Passing the exam indicates a student's readiness to enter the professional field of emergency management.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

** This program change does not affect the curriculum matrix. EMHS students choosing the Comprehensive Exam will take an EMHS 3-hr elective instead of 6123 (thesis) or 6423 (practicum).

Curriculum Matrix for Catalog	
Curriculum in_____	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Course	Learning Objective	Competency	Assessment Measure	Result
EMHS 6033				
Leadership & Management	Compare and contrast leadership and management characteristics	Leadership (R/M)	Case Study 75% of students earn 80%	
	Articulate the opportunities and challenges of EMHS leadership in an interconnected and interdependent world	Systems Literacy (R)	Interconnectedness Application Exercise 75% of students earn 80%	
	Generate strategic ideas to promote organizational learning as applied to EMHS policies and operations	Continual Learning (R)	Everest Simulation 75% of students earn 80%	
	Examine the social and ethical responsibilities of leadership in EMHS	Abide by Professional Ethics (R)	Application Paper 75% of students earn 80%	
	Differentiate effective emergency management leadership within daily operations from leadership in a complex crisis	Possess Critical Thinking (R)	Application Exercise 75% of students earn 80%	
Course	**Learning Objective**	**Competency**	**Assessment Measure**	**Result**
EMHS 6063				
Principles of Emergency Management	Apply appropriate theories, concepts, policies, and emergency management measures to multiple emergency and disaster context.	Sociocultural Literacy (I) (R) Leadership (I) Operates in the EM Framework/Principles/Body of Knowledge (I)	Exam Written Assignment	
	Differentiate and interpret emergency management policies, the types of hazards that threaten the United States, and the measures to mitigate, prepare, respond, and recover from such hazards.	Systems Literacy (I)	Written Assignment	
	Distinguish among the many organizations and communities involved in the multiple aspects of emergency management.	Introduce Community Engagement (I)	Case Study	

| | Examine the future challenges and opportunities pertaining to the emergency management field | Introduce Disaster Risk Management (I) | Written Assignment | |

Course	Learning Objective	Competency	Assessment Measure	Result
EMHS 6093				
Fundamentals of Homeland Security	Evaluate the creation of the Department of Homeland Security (*Operates within EM framework, principles, and body of knowledge – I/R*	Operates within the EMHS Framework. Principles, and Body of Knowledge (I) (R)	Written Assignment 75% of students earn 80%	
	Analyze the various definitions of terrorism and determine the types the United States homeland and organizations are susceptible to (*Disaster Risk Management - R*)	Disaster/Security Risk Management (R)	Written Assignment 75% of students earn 80%	
	Explain the historical rise of domestic and international global terrorism (*Geographical Literacy – I*)	Geographic Literacy (I)	Exam 75% of students earn 80%	
	Apply the knowledge to border security, immigration and customs enforcement (*Abide by Professional Ethics - R*)	Abide by Professional Ethics (R)	Written Assignment 75% of students earn 80%	
	Assess the nation's cybersecurity and critical infrastructure protection (*System Literacy - R*)	Systems Literacy (R)	Exam 75% of students earn 80%	
	Critic the governmental homeland security structures (*Governance & Civic – I*)	Governance and Civics (I)	Exam 75% of students earn 80%	
Course	Learning Objective	Competency	Assessment Measure	Result
EMHS 6103				
Research Methods and Design	Apply the systematic process of scientific research to a personal research project	Disaster/ Risk Management (R)	Research Question/Focus Statement 75% of students earn 80%	
	Analyze and evaluate quality peer-reviewed research articles.	Scientific Literacy (I/R)	Article Overview 75% of students earn 80%	

Course	Learning Objective	Competency	Assessment Measure	Result
	Differentiate scientific research from other forms of publications			
	Identify a research topic area and develop a feasible research question	Operates within the EM framework, principles, and body of knowledge (R)	Research Question/Focus Statement 75% of students earn 80%	
	Develop an empirically-based introduction and literature review in support of selected research topic and question	Possess Critical Thinking. (I)	Final Paper 75% of students earn 80%	
	Apply research ethics to research process and the use of human subjects	Abide by Professional Ethics (I)	CITI Training 90% of students complete successfully	
	Demonstrate graduate collegiate writing skills and apply APA 6 formatting to all written work with appropriate in-text citations, empirical support, and no plagiarism	Continual Learning (I)	Final Paper 75% of students earn 80%	
Course	**Learning Objective**	**Competency**	**Assessment Measure**	**Result**
EMHS 6133				
Ethical, Legal, and Political Aspects of EMHS	Apply systematic and spatial reasoning to a community risk reduction problem.	Geographic Literacy (R)	Community Service-Learning Project	
	Explain how political and legal processes can impact disaster preparedness, mitigation, response, and recovery Demonstrate fairness and respect toward people with different customs, backgrounds, and beliefs within the community	Sociocultural Literacy (R)	Presentation Community Service-Learning Project	
	Differentiate various ethical and legal principles and theories Introduce ethical and legal considerations into a stakeholder discussion.	Abide by Professional Ethics (M)	Course Assignment Community Service-Learning Project	
	Demonstrate respect for diversity of thought	Leadership (R)	Community Service-Learning Project	
	Conduct a collaborative inquiry in a group project	Continual Learning (R)	Community Service-Learning Project	

| | Maintain communication and engagement with existing community stakeholders | Community Engagement (R) | Community Service-Learning Project | |
| | Simulate bringing a wide range of stakeholders together to address a disaster risk issue. | Governance and Civics (R/M) | Community Service-Learning Project | |

Course	Learning Objective	Competency	Assessment Measure	Result
EMHS 6513				
Comprehensive Technology for EMHS	Evaluate how information technologies may be effectively applied in all phases of emergency management.	Scientific Literacy (R)	Lab Assignment At least 75% of students will pass this assignment	
	Develop in-depth understanding of fundamental geospatial concepts, including geospatial data collection, mapping, and spatial analysis.	Geographic Literacy (R/M)	Lab Assignment At least 75% of students will pass this exam	
	Apply Geographic Information Systems to hazard processes and risk assessment.	Technological Literacy (R/M)	Lab Assignment At least 75% of students will pass this exam	
	Develop and complete a research project related to hazard analysis using geospatial technology beginning with problem identification and concluding with results documentation and presentation.	Possess Critical Thinking (R)	Written Assignment + Presentation At least 75% of students will pass this assignment.	.

Course	Learning Objective	Competency	Assessment Measure	Result
EMHS 6933				
Research I	Apply theoretical knowledge of social science methodology to conduct scientific based research study that has practical application in the field	Operates within the EM framework, principles, and body of knowledge (R)	Exam 75% of students earn 80%	
	Explain clearly the interactions of political, economic, social, built and physical environmental systems as disaster risk triggers; apply risk management principles to a specific situation; and assessing shifts in risk due to changing vulnerability utilizing a risk management framework	Disaster Risk Management (R)	Written Assignment 75% of students earn 80%	

	Synthesize research and theoretical literature related to an EM topic to produce a new body of knowledge	Science Literacy (R)	Written Assignment 75% of students earn 80%	
	Apply scientific skills and methods of social science research, including the gathering, analysis, interpreting, and updating the data; and articulate policy implications from the data	Possess Critical Thinking (R)	Written Assignment 75% of students earn 80%	
	Demonstrate professional ethics by conducting an inquiry in a professional manner by following APA guidelines	Abide by professional ethics (R)	Written Assignment 75% of students earn 80%	
	Conduct a collaborative inquiry in a group project; and review and assess research journal articles to ascertain support for a study findings and what that means for decision making in practice	Continual Learning (R)	Written Assignment 75% of students earn 80%	
Course	**Learning Objective**	**Competency**	**Assessment Measure**	**Result**
EMHS 6423				
Practicum Experience and Project Development	Apply the systematic process of scientific information collection and analysis to a personal research project supported by the EMHS body of knowledge	Operates within the EMHS Framework, Principles, and Body of Knowledge (M)	Final Draft Paper 90% of students earn 80%	
	Analyze needs of a practical environment and develop a product to address an identified need using appropriate techniques supported by the EMHS body of knowledge	Scientific Literacy (M)	Final Draft Product 90% of students earn 80%	
	Evaluate the quality and implementation of their developed product. Apply these findings within the EMHS framework and body of knowledge	Possesses Critical Thinking (M)	Final Draft Product 90% of students earn 80%	
	Apply research ethics to research process and the use of human subjects	Abide by Professional Ethics (M)	Final Draft Paper 90% of students earn 80%	

Course	Learning Objective	Competency	Assessment Measure	Result
	Demonstrate graduate collegiate writing skills to support dissemination of findings to the EMHS academic and practitioner communities. Apply APA 6 formatting to all written work with appropriate in-text citations, empirical support, and no plagiarism	Community Engagement (M)	Final Draft Paper 90% of students earn 80%	
Course	**Learning Objective**	**Competency**	**Assessment Measure**	**Result**
EMHS 6413				
Capstone Practicum Research	Apply the systematic process of scientific information collection and analysis to a personal research project to meet a need within the practical field and supported by the EMHS body of knowledge	Specialized Knowledge in Disaster and Security Management (M)	Final Paper 90% of students earn 80%	
	Evaluate the value of their project and the resulting product and identify the communities and geographical regions to which their findings apply	Geographic Literacy (M)	Presentation/Defense 90% of students earn 80% Presentation/Defense 90% of students earn 80%	
	Evaluate the quality and meaning of their project and product. Demonstrate the place within EMHS systems in which their product impacts	Socio-cultural Literacy (M)	Presentation/Defense 90% of students earn 80%	
	Evaluate and recommend future research and practical applications as the final stage of their practical project	Systems Literacy (M)	Final Paper 90% of students earn 80%	
	Demonstrate graduate collegiate writing skills to support dissemination of findings to the EMHS academic and practitioner communities. Apply APA 6 formatting to all written work with appropriate in-text citations, empirical support, and no plagiarism	Continual Learning (M)	Final Paper 90% of students earn 80%	
Course	**Learning Objective**	**Competency**	**Assessment Measure**	**Result**
EMHS 6123				
Applied Data Analysis	Apply the systematic process of scientific data collection and analysis to a personal research project	Operates within the EMHS Framework, Principles, and Body of Knowledge (M)	Final Paper 90% of students earn 80%	

Course	Learning Objective	Competency	Assessment Measure	Result
	supported by the EMHS body of knowledge			
	Collect and analyze data using appropriate software and techniques supported by the EMHS body of knowledge	Scientific Literacy (M)	Final Draft Paper 90% of students earn 80%	
	Evaluate the quality and meaning provided by the data analysis. Apply these findings within the EMHS framework and body of knowledge	Possesses Critical Thinking (M)	Final Draft Paper 90% of students earn 80%	
	Apply research ethics to research process and the use of human subjects	Abide by Professional Ethics (M)	IRB approval 90% of students earn 80%	
	Demonstrate graduate collegiate writing skills to support dissemination of findings to the EMHS academic and practitioner communities. Apply APA 6 formatting to all written work with appropriate in-text citations, empirical support, and no plagiarism	Community Engagement (M)	Final Draft Paper 90% of students earn 80%	
Course	**Learning Objective**	**Competency**	**Assessment Measure**	**Result**
EMHS 6943				
Research II	Apply the systematic process of scientific data collection and analysis to a personal research project supported by the EMHS body of knowledge	Specialized Knowledge in Disaster and Security Management (M)	Final Paper 90% of students earn 80%	
	Evaluate the value of their study and identify the communities and geographical regions to which their findings apply	Geographic Literacy (M)	Presentation/Defense 90% of students earn 80%	
	Evaluate the quality and meaning of their study. Demonstrate the place within EMHS systems in which their research impacts	Socio-cultural Literacy (M)	Presentation/Defense 90% of students earn 80%	
	Evaluate and recommend future research and practical applications as the final stage of their thesis study	Systems Literacy (M)	Presentation/Defense 90% of students earn 80%	
	Demonstrate graduate collegiate writing skills to support dissemination of findings to the EMHS academic	Continual Learning (M)	Final Paper 90% of students earn 80%	

	and practitioner communities. Apply APA 6 formatting to all written work with appropriate in-text citations, empirical support, and no plagiarism		

DEM GRADUATE Curriculum Map – Required Courses Covering PLOs

...lents will lead the discipline and field of emergency management and homeland security by bridging theory and practice.

...vering students to become world-changers by equipping them with the education, critical thinking, and experience needed as scholars and practition...agement and homeland security.

...e Emergency Management Discipline: The discipline of emergency management is the scientific study of how humans and their institutions interac...nerabilities and resulting events and consequences.

DQP Competency I, Specialized Knowledge *by meeting the following* **Program Learning Outcomes (PLOs):**		DQP Competency II, Broad & Integrative Knowledge *by meeting the following* **Program Learning Outcomes (PLOs):**				DQP Competency III, Intellectual Skills *by meeting the following* **Program Learning Outcomes (PLOs):**		DQP Competency IV, Applied & Collaborative Learning *by meeting the following* **Program Learning Outcomes (PLOs):**		DQP Compete Civic & Global l *by meeting the follow* **Learning Outcom**	
Operates within the EM framework, principles, and body of knowledge	Disaster Risk Management	Scientific Literacy	Geographic Literacy	Sociocultural Literacy	Technological Literacy	Possess Critical Thinking	Abide by Professional Ethics	Systems Literacy	Leadership	Continual Learning	Community Engagement
						R	R	R	R/M	R	
I	I			I/R				I	I		I
I/R	R		I				R	R			
			R	R			M		R	R	R
		R	R/M		R/M	R					

R	R	I/R				I	I			I	
R	R	R				R	R			R	
M		M				M	M				M
	M		M	M				M		M	
M		M				M	M				M
	M		M	M				M		M	

e

(2021-2022)

Arkansas Tech University Graduate College: Admission to Candidacy ~~(2019-2020)~~
Master of Science in Emergency Management & Homeland Security- Thesis Option

T#_____ Last Name: _____ First Name: _____
Daytime Phone: _____ Advisor: _____ Option: Thesis
Email:_____ Expected Graduation Term:_____ GPA: _____

I request permission to transfer the following from another institution (official transcript included):

Course: _____ Institution: _____for ATU Course: _____
Course: _____ Institution: _____for ATU Course: _____
Course: _____ Institution: _____for ATU Course: _____

I request to substitute the following ATU courses (provide course prefix, number and title):

ATU Course: _____ for ATU Course: _____
ATU Course: _____ for ATU Course: _____
ATU Course: _____ for ATU Course: _____

Program of courses to be completed (36 hours)*

Required Courses (27 hours):	Grade	Term Completed	Term Anticipated
EMHS 6033 Foundation of Leadership			
EMHS 6063 Principles of Emergency Management			
EMHS 6093 Fundamentals of Homeland Security			
EMHS 6103 Research Design and Methods			
EMHS 6133 Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security			
EMHS 6513 Technology for Comprehensive Emergency Management			
EMHS 6933 Research I			
EMHS 6123 Applied Data Analysis			
EMHS 6943 ~~Research II~~ *Master's Thesis*			

Elective Courses (9 hours):	Grade	Term Completed	Term Anticipated

18 hours at 6000 level

Please send signed and completed forms to the Graduate College Tomlinson Ste. 113 or scan and email to gradcollege@atu.edu

This student has completed twelve graduate hours, and is hereby recommended for admission to candidacy for the above Master's Degree. Upon successful completion of all program requirements, the degree will be awarded.

Student: _____ Date: _____

Advisor: _____ Date: _____

Program Director: _____ Date: _____

Department Head: _____ Date: _____

Dean of Graduate College: _____ Date: _____

Revised November 2, 2018

_(2021-2022)_

Arkansas Tech University Graduate College: Admission to Candidacy ~~(2019-2020)~~

Master of Science in Emergency Management & Homeland Security- ~~Non-Thesis~~ Option
Practicum

T#_____ Last Name: _____ First Name: _____

Daytime Phone: _____ Advisor: _____ Option: Non-Thesis

Email:_____ Expected Graduation Term:_____ GPA: _____

I request permission to transfer the following from another institution (official transcript included):

Course: _____ Institution: _____ for ATU Course: _____
Course: _____ Institution: _____ for ATU Course: _____
Course: _____ Institution: _____ for ATU Course: _____

I request to substitute the following ATU courses (provide course prefix, number and title):

ATU Course: _____ for ATU Course: _____
ATU Course: _____ for ATU Course: _____
ATU Course: _____ for ATU Course: _____

Program of courses to be completed (36 hours)*

Required Courses (27 hours):	Grade	Term Completed	Term Anticipated
EMHS 6033 Foundation of Leadership			
EMHS 6063 Principles of Emergency Management			
EMHS 6093 Fundamentals of Homeland Security			
EMHS 6103 Research Design and Methods			
EMHS 6133 Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security			
EMHS 6513 Technology for Comprehensive Emergency Management			
EMHS 6933 Research I			
EMHS 6423 Professional Practical Experience & Project Development			
EMHS 6413 Capstone ~~Research Practicum II~~			

Elective Courses (9hours):	Grade	Term Completed	Term Anticipated

*18 hours at 6000 level

Please send signed and completed forms to the Graduate College Tomlinson Ste. 113 or scan and email to gradcollege@atu.edu

This student has completed twelve graduate hours, and is hereby recommended for admission to candidacy for the above Master's Degree. Upon successful completion of all program requirements, the degree will be awarded.

Student: _____ Date: _____

Advisor: _____ Date: _____

Program Director: _____ Date: _____

Department Head: _____ Date: _____

Dean of Graduate College: _____ Date: _____

Revised November 2, 2018

Please send signed and completed forms to the Graduate College Tomlinson Ste. 113 or scan and email to gradcollege@atu.edu

Arkansas Tech University Graduate College: Admission to Candidacy (~~2019-2020~~)

(2021-2022)

Master of Science in Emergency Management & Homeland Security- ~~Non-Thesis~~ Option

Comprehensive Examination

T#_____ Last Name: _____ First Name: _____

Daytime Phone: _____ Advisor: _____ Option: Non-Thesis

Email:_____ Expected Graduation Term:_____ GPA: _____

I request permission to transfer the following from another institution (official transcript included):

Course: _____ Institution: _____for ATU Course: _____
Course: _____ Institution: _____for ATU Course: _____
Course: _____ Institution: _____for ATU Course: _____

I request to substitute the following ATU courses (provide course prefix, number and title):

ATU Course: _____ for ATU Course: _____
ATU Course: _____ for ATU Course: _____
ATU Course: _____ for ATU Course: _____

Program of courses to be completed (36 hours)*

Required Courses (~~27~~ hours): *27 ok*	Grade	Term Completed	Term Anticipated
EMHS 6033 Foundation of Leadership			
EMHS 6063 Principles of Emergency Management			
EMHS 6093 Fundamentals of Homeland Security			
EMHS 6103 Research Design and Methods			
EMHS 6133 Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security			
EMHS 6513 Technology for Comprehensive Emergency Management			
EMHS 6933 Research I			
~~EMHS 6423 Professional Practical Experience & Project Development~~ *EMHS Elective 3 hours*			
EMHS 6413 Capstone ~~Research Practicum II~~			

Elective Courses (~~9~~ hours): *9 ok*	Grade	Term Completed	Term Anticipated

*18 hours at 6000 level

Please send signed and completed forms to the Graduate College Tomlinson Ste. 113 or scan and email to gradcollege@atu.edu

This student has completed twelve graduate hours, and is hereby recommended for admission to candidacy for the above Master's Degree. Upon successful completion of all program requirements, the degree will be awarded.

Student: _____ Date: _____

Advisor: _____ Date: _____

Program Director: _____ Date: _____

Department Head: _____ Date: _____

Dean of Graduate College: _____ Date: _____

Revised November 2, 2018

Please send signed and completed forms to the Graduate College Tomlinson Ste. 113 or scan and email to gradcollege@atu.edu

Master of Science

Emergency Management and Homeland Security

The Department of Emergency Management (EM) at Arkansas Tech University offers advanced study in the disciplines of Emergency Management and Homeland Security (EMHS). Students will have the opportunity to study the emerging technology as well as the social, political, legal, ethical, and leadership aspects of EMHS from the perspective of a practitioner as well as a scholar.   Graduates from the program are well-prepared to meet the growing demand for educated EMHS professionals in the private business sector, education, non-governmental organizations, and various government agencies and organizations at all levels-local, state, regional, national, and international.

This program may be completed online.

This degree offers a specialized program both for existing career professionals in the field, those seeking the academic foundation on which to build a career, and others who look to the Master's Degree as the first step towards the eventual pursuit of a doctorate.

The curriculum reflects the latest research and practical applications in the fields of Emergency Management and Homeland Security. Associated emerging technologies and areas of concentration are integrated into the curriculum. The EMHS Program Director acts as faculty advisor to each student admitted to the EMHS degree program.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science degree program in Emergency Management and Homeland Security (EMHS) if they meet all of the following requirements. Additionally, all application credentials are examined by the Graduate Program Director and the Graduate Program Admission Committee when determining admission status.

1. Applicants must meet the admission requirements for the Graduate College.

2. Applicants must have a minimum undergraduate or graduate cumulative grade point average of 3.00.

3. Applicants must provide a statement of intent which addresses career goals, interests in graduate education, emergency management, and research interests. (300 word minimum)

4. Applicants must provide a resume or vitae.

5. Approval from the Program Director.

Conditional Admission

Conditional admission may be possible when the grade point average is between 2.5 and 3.0. In addition, all application credentials are examined by a faculty committee from the EMHS Department to determine admission status. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better is achieved.

Late Admission

Priority deadline date for fall admission is March 1 and spring admission is October 1. Any student requesting admission for any academic term must have their documentation material processed for admission to the program as required by the Department of Emergency Management by the first day of the term requested. Documentation includes undergraduate transcript(s), a Statement of Intent and either a Resume or a Vitae. If processing cannot be completed, and approval given by the Program Director, the student will be rejected for admission for that term and must wait to enter the next academic term.

Degree Requirements

1. The completion of 36 semester hours of graduate work is required, of which 18 semester hours must be at the 6000 level.

Required Courses (18 hours)
EMHS 6033 Foundation of Leadership
EMHS 6063 Principles of Emergency Management
EMHS 6093 Fundamentals of Homeland Security
EMHS 6103 Research Design and Methods
EMHS 6133 Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security
EMHS 6513 Technology for Comprehensive Emergency Management

EMHS Electives (9 hours)
Elective EMHS or non-EMHS graduate courses tailored to each student's interests and career objectives.

[handwritten: Comprehensive Examination Option (9 hours)
EMHS 6933: Research I
EMHS 6413: Capstone
EMHS Elective 3 hours]

Thesis Option (9 hours)
EMHS 6933 Research I
EMHS 6123 Applied Data Analysis
EMHS 6943 ~~Research II~~ *[handwritten: Master's Thesis]*

Practicum Option (9 hours)
EMHS 6933 Research I
EMHS 6423 Professional Practical Experience & Project Development
EMHS 6413 Capstone ~~Research~~

2. After completion of the Research I course, students choose to pursue either an original research *[handwritten: Use new copy for #2.]* thesis or a practicum research project. Students will select a thesis or practicum chair. The chairperson will assist thesis students in building a thesis committee. The Program Director will assist the student in designing a curriculum of study leading to the fulfillment of degree requirements. Additionally, the Program Director and the Graduate College will monitor the student's progress. Ultimately, it remains the student's responsibility to understand and to satisfy all degree requirements.

3. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of six (6) hours of "C" grades. A student receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on Academic Probation and Dismissal.

4. The master's degree program must be completed within six (6) years from the time of admission to the graduate program.

5. A minimum of 27 semester hours of graduate coursework *[handwritten: must be]* completed in residence at Arkansas Tech University.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an <u>Application for Graduation</u> online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Graduate College Dean. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six (6) years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Graduate College Dean. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must, in advance of enrollment, obtain written approval from the program director and the Graduate College Dean.

©

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Nursing Department	*6-11-2020*

Title	Signature	Date
Department Head	Rebecca Burris PhD, RN	6-11-2020
Dean	Jeff W. Robertson	2020 June 12
Assessment Christine Austin	Christi Austin	7/7/20
Registrar	Tammy Weaver	7/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Master of Science in Nursing Administration and Emergency Management

Outline change in program:

(1) In the 30-hr Core Curriculum: Change the EMHS 5993 Special Problems to a 3-hr EMHS Elective

(2) In the 9-hr Emergency Management track: (a) Change the EMHS 6023 Risk and Vulnerability Assessment to a 3-hour 5000-6000 EMHS elective, and (b) Change the NUR 6603 Crisis Intervention to a 3-hour 5000-6000 EMHS elective

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

Space allocation is not impacted; MSN students enroll in online courses only. This change will have little to no impact on staffing or course enrollment, as we have been substituting courses for quite some time (several years) because of low enrollment for NUR 6603 as well as the need to find available online courses in the EM department for our MSN students.

Answer the following Assessment questions:
   a. How does the program change align with the university mission?
   b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   c. What is the rationale for this program change?
      1. How will the program change impact learning for students enrolled in this program?
      2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
   c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at

Current Core EMHS courses:

EMHS 6063 Principles of Hazards and Emergency Management
EMHS 5993 Special Topics/Problems

Proposed Core EMHS courses:

EMHS 6063 Principles of Hazards and Emergency Management
EMHS 3 hr 5000-6000 elective

Current Emergency Management Track courses:

EMHS 6023 Risk and Vulnerability Assessment
NUR 6603 Crisis Intervention
EMHS 3 hr 5000-6000 elective

Proposed Emergency Management Track Courses:

9 hours EMHS 5000-6000 electives

Assessment questions:

a. How does the program change align with the university mission?

   ATU is committed to student success. Adjusting the MSN curriculum to provide better course options in our program aligns with this part of the university mission.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

   Not applicable

c. What is the rationale for this program change?
   3. How will the program change impact learning for students enrolled in this program?
   4. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

   NUR 6603 has such low enrollment (because fewer than 25% of our students choose the EM track) that we have to substitute this course and have been doing so for several years. Also, we must offer online courses for our students from not only our department, but the EMHS department. Sometimes the best available online course offering is not EMHS 5993 or EMHS 6023, the specified courses in the curriculum. We developed this program in 2005-2006 (first class admitted 2008) when the EM department offered few online courses and the MSN program was not online. As our two programs and delivery methods have changed, we find the need to change our course requirements. Also, both departments are currently developing new courses related to disasters and health care that we wish to provide as options for the MSN students.

d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

   No other institution in Arkansas offers a hybrid program like this. A recent Google search of nursing administration graduate programs yielded no other programs in the U.S. that combine nursing administration with emergency management.

e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

   The current assessment plan for the MSN program will be unchanged. Our ongoing assessment for ACEN accreditation remains the same since the core of our program is nursing admin. The annual graduate program assessment completed every October (and what is currently found in Weave) will continue to assess specific outcomes based on the research, theory, administrative practicum, and thesis/project courses offered by the nursing department.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: ***Emergency Management***	This department **X** supports ☐ does not support the change.
Comments: This is a proposal to change the MSN program (1) core EMHS requirements from EMHS 5993 to EMHS 5000-6000 elective, and (2) EMHS track requirements from EMHS 6023 and NUR 6603 to EMHS 5000-6000 electives	

Department Head Signature: _ *Sandy M. Smith* _____

Date:_06-11-2020_____

Major-NH-NURS-Nursing (MSN)

2019 – 2020

1 GOALS **2** OUTCOMES **2** MEASURES **1** TARGETS **1** FINDINGS **0** ATTACHMENTS

Institutional Mission

Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

Program Mission

The MSN program is designed to offer students a specialized program of study to serve the educational needs of professional nurses actively engaged in or planning to enter a profession related to administration, leadership, and/or emergency management in a variety of healthcare settings.

1 **Academic Year**
2019-2020
Documentation for ongoing accreditation assessment available for Project Attachments Please see Graduate Program Assessment report for annual SLOs for MSN program in the Project Attachments

1.1 **Program Learning Outcomes**
Demonstration of Mastery
Demonstrate of knowledge and skills necessary for a graduate of a MSN degree.

1.1.1 **Measures**
NUR 6526
Successful completion of NUR 6526 Administrative Practicum, for those students who choose the administrative track
METHODOLOGY*
Course grade for 6 hour practicum
SOURCE OF EVIDENCE

1.2 **Program Learning Outcomes**
Graduate Tracking
Degree tracks numbers of students graduating with the degree moving into full-time employment within the discipline, outside the discipline, not working, or applying to graduate

education.

1.2.1 Measures
End of Program Evaluation for Employment
End of Program evaluation for employment

METHODOLOGY*

End of Program evaluation at time of graduation

SOURCE OF EVIDENCE

⊙ Skip to main content

Master of Science in Nursing

Nursing Administration and Emergency Management

This program may be completed online.

The Master of Science in Nursing is designed to offer students a program of study to serve the educational needs of professional nurses actively engaged in or planning to enter professions related to emergency management administration in a variety of health care settings. The curriculum will utilize a multidisciplinary approach to integrate principles of nursing administration, including planning, organizing, directing, and evaluating, with principles of emergency management, including preparedness, response, mitigation, and recovery.

The core curriculum includes thirty (30) semester hours of coursework in epidemiology, research design and methods, theoretical perspectives, legal and ethical issues, current trends in health care, nurse administrator role, principles of hazards and emergency management, design and management of preparedness in mitigation systems, fiscal management, and research thesis/project. An additional nine (9) semester credit hours will be completed in either the nursing administration or emergency management specialty concentration areas.

The objectives of the graduate program in Nursing Administration and Emergency Management (NAEM) include:

1. Preparing graduates to assume administrative roles in a variety of health care systems, including hospitals, and community, military, and government agencies.

2. Providing a program of study that addresses the technical competencies and interpersonal skills needed to assume leadership roles in planning and coordinating emergency response strategies.

3. Providing opportunities for students to formulate solutions to important problems of interest to nursing through analysis, synthesis, and application of current research.

4. Preparing graduates to be innovative leaders.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science in Nursing degree program if they meet all the following requirements:

1. Applicants must meet the admission requirements for Graduate College.

2. Applicants must have graduated from a Commission on Collegiate Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN) accredited nursing program.

3. Applicants must have a cumulative undergraduate grade point average of 3.00.

4. Applicants must have an unencumbered license to practice as a registered nurse without a history of disciplinary action of any kind.

5. Applicants must submit recent scores for either the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT) to the Graduate College.

6. Applicants must have completed a three (3) credit general statistics course with a grade of 'C' or better.

7. Approval from the MSN Admissions Committee.

RNs with a bachelor's degree in a field other than nursing will be required to complete <u>NURN 4003</u>, <u>NURN 4024</u>, and <u>NURN 4034</u>.

Conditional Admission

Applicants who fail to meet the above requirements may be admitted conditionally by the Graduate Admissions Committee to earn a maximum of twelve (12) graduate credit hours. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better is achieved.

Academic Advisors

The Nursing Graduate Studies Committee will assign a faculty advisor to each student admitted to the Nursing degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Additionally, the academic advisor and the Graduate College will monitor the student's progress. It remains, however, the student's responsibility to understand and to satisfy all degree requirements. RNs with a bachelor's degree in a field other than nursing will be required to complete <u>NURN 4003</u>, <u>NURN 4024</u>, and <u>NURN 4034</u>.

Degree Requirements

1. Thirty-nine credit hours are required for completion of the MSN Degree. Thirty hours shall be completed in a professional core component, including six (6) hours of research methods and 3-6 hours of research thesis/project (application). Nine (9) hours shall be completed in one of two specialty concentration areas: Nursing Administration (including six (6) hours of practicum) or Emergency Management.

   ### Core Curriculum (30 hours)
   <u>NUR 6103</u> Theoretical Perspectives
   <u>NUR 6203</u> Research Design and Methods
   <u>NUR 6213</u> Epidemiology
   <u>NUR 6303</u> Law, Ethics, and Policy in Healthcare
   <u>NUR 6313</u> The Role of the Nurse Administrator
   <u>NUR 6513</u> Fiscal Management
   <u>EMHS 6063</u> Principles of Hazards and Emergency Management
   ~~<u>EMHS 5993</u> Special Problems~~ 3 hour EMHS Elective
   -Or-
   <u>EMHS 6003</u> Design and Management of Preparedness and Mitigation Systems
   <u>NUR 6403</u> Non-thesis project - AND Elective - 3 hours
   -Or-
   <u>NUR 6996</u> Research Thesis

   ### Nursing Administration Concentration Area
   <u>NUR 6503</u> Organizational Behavior and Human Resource Management
   <u>NUR 6526</u> Nursing Administration Practicum

   ### Emergency Management Concentration Area
   ~~<u>EMHS 6023</u> Risk and Vulnerability Assessment for Business & Industry~~
   ~~<u>NUR 6603</u> Crisis Intervention in Disasters~~
   <u>EMHS 5000-6000</u> Elective - 9 ~~3~~ hours

   ### MSN Track for registered nurses who have a bachelor's degree in a field other than nursing
   The additional nine (9) hours of prerequisite courses for students in this track include the following:

   <u>NURN 4003</u> Scope of Professional Practice
   <u>NURN 4024</u> Community Health
   <u>NURN 4034</u> Leadership & Management

2. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of six (6) hours of "C" grades. A student receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on <u>Academic Probation and Dismissal</u>.

3. Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University.

4. The master's degree program must be completed within six (6) years from the time of admission to the graduate program.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an <u>Application for Graduation</u> online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Graduate College Dean. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six (6) years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Graduate College Dean. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from the program director and the Graduate College Dean.

©

Arkansas Tech University Graduate College: Admission to Candidacy (~~2019-2020~~)
Master of Science in Nursing Administration & Emergency Management

T#_____ Last Name: _____ First Name: _____

Daytime Phone: _____ Advisor: _____ Option: _____

Catalog Year_____ Expected Graduation Term_____ GPA: _____

I request permission to transfer the following from another institution (official transcript included):

Course: _____ Institution: _____for ATU Course: _____

Course: _____ Institution: _____for ATU Course: _____

Course: _____ Institution: _____for ATU Course: _____

I request to substitute the following ATU courses (provide course prefix, number and title):

ATU Course: _____ for ATU Course: _____

ATU Course: _____ for ATU Course: _____

ATU Course: _____ for ATU Course: _____

Program of courses to be completed (39 hours)

Core Curriculum (30 hours):	Grade	Term Completed	Term Anticipated
NUR 6103 Theoretical Perspectives			
NUR 6203 Research Design and Methods			
NUR 6213 Epidemiology			
NUR 6303 Law, Ethics, and Policy in Healthcare			
NUR 6313 The Role of the Nurse Administrator			
NUR 6513 Fiscal Management			
EMHS 6063 Principles of Hazards and Emergency Management			
~~EMHS 5993 Special Problems~~ 3 hours EMHS Elective			
Or EMHS 6003 Design & Management of Preparedness and Mitigation Systems			
NUR 6403 Non-thesis project – AND Elective (3 hours)			
Non-thesis Elective (3 hours)			
Or NUR 6991-6 Research Thesis			
Or NUR 6991-6 Research Thesis			

Nursing Administration Concentration (9 hours):	Grade	Term Completed	Term Anticipated
NUR 6503 Organizational Behavior and Human Resource Management			
NUR 6526 Nursing Administration Practicum			

Please send signed and completed forms to the Graduate College Tomlinson Ste. 113 or scan and email to gradcollege@atu.edu

Emergency Management Concentration (9 hours):	Grade	Term Completed	Term Anticipated
~~EMHS 6023 Risk and Vulnerability Assessment for Business & Industry~~			
~~NUR 6603 Crisis Intervention in Disasters~~			
EMHS 5000-6000 Elective - ~~3~~ hours			

9

MSN Track (9 hours):	Grade	Term Completed	Term Anticipated
NURN 4003 Scope of Professional Practice			
NURN 4024 Community Health			
NURN 4034 Leadership & Management			

This student has completed twelve graduate hours, and is hereby recommended for admission to candidacy for the above Master's Degree. Upon successful completion of all program requirements, the degree will be awarded.

Student: _____ Date: _____

Advisor: _____ Date: _____

Program Director: _____ Date: _____

Dean of Graduate College: _____ Date: _____

Revised November 2, 2018

Please send signed and completed forms to the Graduate College Tomlinson Ste. 113 or scan and email to gradcollege@atu.edu