Code # Enter text…

**New Course Proposal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

|  |
| --- |
| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| Brad Holloway 4/5/2016 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Deborah J Persell 4/5/2016 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Deborah J. Persell, PhD, RN, APN

[dpersell@astate.edu](mailto:dpersell@astate.edu)

Regional Center for Disaster Preparedness Education

E. Smith, Suite 410

870-680-8286

2. Proposed Starting Term and Bulletin Year

Fall 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

DPEM 3563

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Business Continuity in Disasters and Emergencies

Short Name: Business Continuity in DPEM

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Utilize knowledge and skills to create and implement business continuity plans for disasters and emergencies. Business risk and impact analysis, including financial and budgetary implications, inform development of a business continuity strategy, plan and mitigation practices.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? No
   1. If yes, which ones?

NA

* 1. Why or why not?

NA

1. Is this course restricted to a specific major? Choose an item.
   1. If yes, which major? No

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall, Spring, Summer

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

NA

1. Are these courses offered for equivalent credit? Choose an item.

Please explain. NA

12. Is this course in support of a new program? Choose an item.

a. If yes, what program?

NA

13. Does this course replace a course being deleted? Yes

a. If yes, what course?

DPEM 3552 Business Continuity in Disasters and Emergency Management

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

NA

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

NA

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1

Introduction

History of Business Continuity

History

Definitions

Week 2

Understanding the Standards

Process Approach

Plan, Do, Check, Act

Organization of Standards

Week 3

Building Business Continuity Capability

Leadership

Business Continuity Manager

Scope of the BCMS

Business Continuity Objectives and Project Planning

Competence and Awareness

Document Control

Steering Committee

Week 4

Test 1

Week 5

Emergency Management – Preparedness and Response

Preparedness

Response

Week 6

Business Impact Analysis

Business Impact Analysis Process

Reanalysis

Confidentiality

Week 7

Risk Assessment

Understanding Risk

Risk Assessment

Risk Treatment

Risk Assessment Report

Week 8

Test 2

Week 9

Mitigation and Business Continuity Strategy

Mitigation

Business Continuity Strategy

Week 10

Business Continuity Plans and Procedures

Fundamental Attributes of the Plan

Plan Organization and Structure

Team Plans

Putting the Plans Together

Week 11

Orientation, Exercising and Testing

Types of Exercises

Scheduling Exercises

Orientation

Exercise Program

Exercise Design

Week 12

Continuous Improvement

Program maintenance

Performance Evaluation and Metrics

Evaluation and Internal Audit

Nonconformity and Corrective Action

Week 13

Test 3

Week 14

Presentations

Final

Enter text...

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Enter text...

19. Department staffing and classroom/lab resources

One faculty, likely adjunct

1. Will this require additional faculty, supplies, etc.?

No, adjunct already taught the two hour course and would be expected to continue with this three hour one.

20. Does this course require course fees? No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course is replacing a two hour elective or emphasis course of the same name. Assessment of courses and course content in the DPEM program against the standards highlighted the need to increase the content on business continuity and financial or budgetary content. Therefore, this course has been increased to three hours and will be designated as a required course, no longer an elective.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

There are multiple standards proposed for accreditation in emergency management education. Accreditation is currently suspended while the accrediting body transitions from the Foundation for Higher Education Accreditation to the Committee on Accreditation for Emergency Management Education. However, the standards between the former and latter appear to be continuing. The most salient to this course is standard 3: Professional Business Practices. Bullet points under this standard include, but are not limited to:

* Developing financial and administrative procedures uniquely linked to response, continuity and recovery
* Managing program budgets
* Demonstrate knowledge of business processes

c. Student population served.

Students taking courses in the DPEM curriculum

d. Rationale for the level of the course (lower, upper, or graduate).

The analysis of information required for this course builds on lower level course content and is appropriate for upper level designation.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. Global Awareness | * 1. Thinking Critically | * 1. Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**Program Goal/Standard** & Student Learning Outcomes: The student will:

1. **Have a foundation in professional business practices.**

* Describe best practices in business continuity during times of disaster and other emergencies.
* Apply business continuity strategies to a simulated or historical disaster.
* Distinguish differences between private and public sector continuity strategies during disasters and other emergencies.
* Managing program budgets

1. **Communicate effectively.**

* Develop a disaster business continuity plan for a simulated business.

1. **Identify hazards; monitor those hazards; determine the likelihood of their occurrence to a specific locality; and determine the vulnerability of people, property, the environment, and the entity itself to those hazards.**

* Recognize and identify the risk and vulnerabilities facing different organizations during disasters.

The program goals referred to above come from the proposed accrediting standards for the Committee on Accreditation of Emergency Management Education. Since the program goals for CAEME are extensive, these and others have been consolidated into six overall assessment objectives submitted to the Office of Assessment.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Have a foundation in professional business practices. |
| Assessment Measure | Direct Measure: Unit and final exams Indirect Measure: Discussion Board Assignments |
| Assessment  Timetable | Every other year after the spring semester |
| Who is responsible for assessing and reporting on the results? | Course faculty will do the initial assessment, evaluation, analysis and develop action plans. The course faculty will report to department curriculum committee and ultimately the entire dpem faculty will confirm the analysis and plans and if necessary make additional suggestions. |
| **Program-Level Outcome 1 (from question #23)** | Communicate effectively. |
| Assessment Measure | Direct Measure: Student developed business continuity plan  Indirect Measure: Presentation |
| Assessment  Timetable | Outcome will be assessed every other year at the end of the spring semester. |
| Who is responsible for assessing and reporting on the results? | Course faculty will do the initial assessment, evaluation, analysis and develop action plans. The course faculty will report to department curriculum committee and ultimately the entire dpem faculty will confirm the analysis and plans and if necessary make additional suggestions. |
| **Program-Level Outcome 1 (from question #23)** | Identify hazards; monitor those hazards; determine the likelihood of their occurrence to a specific locality; and determine the vulnerability of people, property, the environment, and the entity itself to those hazards. |
| Assessment Measure | Direct Measure: Business Risk Analysis Assignment Indirect Measure: Unit and Final Exams |
| Assessment  Timetable | Every other year in the spring |
| Who is responsible for assessing and reporting on the results? | Course faculty will do the initial assessment, evaluation, analysis and develop action plans. The course faculty will report to department curriculum committee and ultimately the entire dpem faculty will confirm the analysis and plans and if necessary make additional suggestions. |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

|  |  |
| --- | --- |
| **Outcome 1** | Describe best practices in business continuity during times of disaster and other emergencies. |
| Which learning activities are responsible for this outcome? | Assigned Reading  Discussion |
| Assessment Measure and Benchmark | Discussion Rubric Grades with 70% or better; Test Scores with a grade of 70% or better |
| **Outcome 2** | Apply business continuity strategies to a simulated or historical disaster. |
| Which learning activities are responsible for this outcome? | Assigned Reading  Application Discussion Board |
| Assessment Measure and Benchmark | Application Discussion Board Rubric. Rubric grade of 70% or better. |

|  |  |
| --- | --- |
| **Outcome 3** | Distinguish differences between private and public sector continuity strategies during disasters and other emergencies. |
| Which learning activities are responsible for this outcome? | Assigned Reading  Comparative discussion |
| Assessment Measure and Benchmark | Rubric grade on comparative discussion of 70% or better; test grade of 70% or better. |

|  |  |
| --- | --- |
| **Outcome 4** | Managing program budgets |
| Which learning activities are responsible for this outcome? | Assigned reading  Budget discussion board  Budget Evaluation and Planning Group Project |
| Assessment Measure and Benchmark | Rubric Grade on Group Project of 70% or better; test grade of 70% or better. |

|  |  |
| --- | --- |
| **Outcome 5** | Develop a disaster business continuity plan for a simulated business. |
| Which learning activities are responsible for this outcome? | Assigned reading  Discussion  Development of a business continuity plan |
| Assessment Measure and Benchmark | Student developed business continuity plan. A rubric grade of 70% or better on the business continuity plan; test grade of 70% or better. |

|  |  |
| --- | --- |
| **Outcome 6** | Recognize and identify the risk and vulnerabilities facing different organizations during disasters. |
| Which learning activities are responsible for this outcome? | Assigned reading  Discussion on impact and risk analysis  Business Risk Analysis |
| Assessment Measure and Benchmark | Rubric for impact and risk analysis. Rubric grade of 70% or better. Test grade of 70% or better. |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

PAGE 301

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Major in Disaster Preparedness and Emergency Management**  **Bachelor of Science**  A complete 8-semester degree plan is available at http://registrar.astate.edu/.   |  |  | | --- | --- | | **University Requirements:** | | | See University General Requirements for Baccalaureate degrees (p. 40) | | | **First Year Making Connections Course:** | **Sem. Hrs.** | | UC 1013, Making Connections | **3** | | **General Education Requirements:** | **Sem. Hrs.** | | See General Education Curriculum for Baccalaureate Degrees (p. 82)  **Students with this major must take the following for AAS degree:**  *CS 1013, Introduction to Computers* ***OR***  *CIT 1503, Microcomputer Applications*  **Students with this major must take the following:**  *MATH 1023, College Algebra*  *Twelve hours of Social Sciences (Required Departmental Gen. Ed. Option)* | **35** | | **Major Requirements:** | **Sem. Hrs.** | | CMAC 4603, Crisis Communication | 3 | | DPEM 1101, Introduction to Incident Management | 1 | | DPEM 1111, Introduction to Resource Management | 1 | | DPEM 1121, Introduction to CBRNE | 1 | | DPEM 2213, Principles of Hazmat Response | 3 | | DPEM 2223, Hazardous Materials Containment | 3 | | DPEM 2233, Principles of Healthcare Emergency Management | 3 | | DPEM 2303, Responding to Environmental Health Emergencies | 3 | | DPEM 2313, Pandemics | 3 | | DPEM 2323, Respiratory Protection | 3 | | DPEM 2343, Hazardous Materials Technician | 3 | | NRS 2353/DPEM 2353, Global Perspectives in Disaster Preparedness  *Includes Core Disaster Life Support (CDLS).* | 3 | | DPEM 2363, Fundamentals of CBRNE Crime Scene Management | 3 | | **ADD**  **DPEM 3552 Business Continuity in DPEM**  DPEM 3553, Ethical/Legal considerations | **3** | | DPEM 4503, Principles of DPEM | 3 | | DPEM 4513, Physical Care of CBRNE Injuries | 3 | | DPEM 4523, Risk Identification | 3 | | DPEM 4533, Disaster and Mental Health | 3 | | DPEM 4553, Capstone | 3 | | DPEM 4563, Non-Governmental Agencies & DPEM | 3 | | SOC 4603, Sociology of Disasters | 3 | | Upper Level Statistics Course | 3 | | **Sub-total** | **60** | | **Emphasis Area:** | **Sem. Hrs.** | | *In consultation with their advisor, students must select courses within one area of emphasis (Disaster Preparedness & Emergency Management, Law Enforcement, Health Care, Administration.) Fifteen hours must be upper-level.* | | | |
|  | |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

PAGE 498 Major in Disaster Preparedness and Emergency Management

**DPEM 3533. Teaching CBRNE Awareness** Students learn how to provide instruction to the adult learning audience in Recognition, Avoidance, Isolation and Notification (RAIN) techniques when confronted with chemical agents, biological agents, radiological materials and explosive devices. Fall, Spring, Summer.

**DPEM 3543. Teaching Emergency Response** Provides students with the knowledge and skills to create and deliver Chemical, Biological, Radiological, Nuclear and/or Explosive instruction to the adult learning audience. Results in emergency responders who can deliver lectures and hands-on training to other emergency responders. Prerequisite, DPEM 1121. Fall, Spring, Summer.

**DPEM 3552. Business Continuity in DPEM** Business continuity strategies during disasters and emergencies will be explored utilizing an all hazards approach. Selected business continu­ity plans in both private and public sectors will be analyzed in relation to simulated or historical disasters. Fall, Spring, Summer.

**DPEM 3553. Ethics and the Law in DPEM** Examines law and ethical dilemmas in disaster preparedness and emergency management. Includes human rights and injustices associated as well as codes of ethics in emergency management and public health emergency laws. Current and historical disasters will be analyzed. Fall, Spring.

**ADD**

***DPEM 3563. Business Continuity in DPEM provides students with the knowledge and skills to create and implement business continuity plans for disasters and emergencies. Business risk and impact analysis, including financial and budgetary implications, inform development of a business continuity strategy, plan and mitigation practices.***

**DPEM 3562. Principles of Administration in Emergency Management** Examines laws and regulations relating to emergency management programs in the private and public sector. Ethi­cal dilemmas and professional accountability will be explored utilizing case studies. Community resilience and recovery in times of disaster will be emphasized. Fall, Spring, Summer.

|  |  |
| --- | --- |
|  | |
|  | |
|  |  |
|  |  |