REQUEST FOR A NEW COURSE
University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Recommended Number</th>
<th>Course Title (maximum of 30 characters)</th>
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</thead>
<tbody>
<tr>
<td>POL</td>
<td>3xx3</td>
<td>Disaster Response</td>
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</table>

Course Title: (full title of course if longer than 30 characters)

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: **43.0302**

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Disaster Response explores how people, groups, organizations, communities, and governments manage emergencies and disasters during and after an extreme event. The course analyzes actions that are intended to reduce threats to life safety, to care for victims, and to contain secondary community losses when responding to emergencies and disasters.

Political Science
Department submitting the proposal

**Dr. Alyssa L. Provencio**  aprovencio@uco.edu  Ext. 5537
Person to contact with questions  email address  Ext. number

Approved by:

9/18/2020
Department Chairperson  Date

Digitally signed by Dean Catherine Webster
Date: 2020.09.21 09:31:13 -05'00'

College Dean
(Please notify the department chair when proposal is forwarded to dean.)

Digitally signed by Rozilyn Miller
Date: 2020.09.18 16:31:41 -05'00'

College Curriculum Committee Chair  Date

Digitally signed by the Office of Academic Affairs
Date: 2020.09.21 09:31:13 -05'00'

Academic Affairs Curriculum or Graduate Council  Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)
1. Does this course have an undergraduate / graduate counterpart?
   [ ] Yes  [X] No

2. Is this proposal part of a larger submission package including a program change? [New Program]
   [X] Yes  [ ] No

3. Does this new course affect a teacher preparation program?  
   (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
   [ ] Yes  [X] No  If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
   [ ] Yes  [X] No  If yes, when was the most recent offering?

5. Does this course affect majors or minors outside the department?
   [ ] Yes  [X] No  If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
   Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
   Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
   ENG 1113; POL 2xx3 Emergencies, Disasters, and Catastrophes (new course).

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
   [ ] None

9. Will this course have enrollment restrictions?
   [ ] Yes  [X] No  If No, go to question 13.

10. Specify which major(s) may or may not take this course. 
    Specifying a major, excludes all other majors from enrolling.
    Check one:  May _______  May not _______

11. Which of the following student classification(s) may enroll in this course?
    Check all that apply:
    Graduate  (2) 19 + hours
    Graduate  (1) 0-18 hours
    Post Baccalaureate *
    Senior
    Junior
    Sophomore
    Freshman
    * Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course. 
    Admission to Graduate Programs
    Admission to Nursing Program
    Admission to Teacher Education
    Other

Academic Affairs Form
August, 2015

Functional Review _____ CS _______ 
undergraduate proposals only)
13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints.)

Upon completion of the course, students will be able to:

- Define the response phase in the context of comprehensive emergency management, as well as identify some of the major activities typically undertaken during the response phase.
- Describe the process of issuing disaster warnings and identify the characteristics of effective disaster warnings that lead people to take appropriate protective actions.
- Contrast myths with research-based findings on how individuals, organizations, and communities actually respond to disasters.
- Situate the response phase in an international context, and identify relevant issues to consider in applying research findings to developing countries.
- Identify the most common problems that arise during the response phase and discuss effective principles of emergency management to overcome those challenges.

Course Detail Information:

14. **Contact Hours (per week)**

   - 3 Lecture hours (in class)
   - Lab hours (also studios)
   - Other (outside activities)

15. **Repeatable course.**

   - Number of times this course can be taken for credit.

16. **Schedule type:** (select one only)

   - Activity P.E. (A)
   - Lab only (B)
   - Lecture/Lab (C)
   - Lecture only (L)
   - Recitation/Lab (R)
   - Student Teaching (STU)
   - Studio Art/Design (XSU)

17. **List existing course(s) for which this course will be a prerequisite.** Adding a “new course” as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

   - n/a

18. **What resources, technology or equipment must be acquired to teach this course?** List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

   - n/a

19. **The UCO Library has the required library resources available for this new course?**

   - Yes
   - No

   If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

   - 1/29/20, Aaron Sterba
Hello Alyssa, I searched the library resources using the keywords you provided and have collected some search result numbers for total, peer reviewed resources, and books. I have also provided a small sampling of publication titles the articles are coming from. This initial search shows that we have a large number of supporting materials for these topics. Feel free to offer your opinion on the collection as well.

As always, if you and your colleagues would like specific materials in support of any new curriculum, please contact us and we will work on getting them added to the collection.

... 
Response in emergencies/disasters  
2,964 results  
1,220 peer reviewed results  
62 book results  
Publications such as: American journal of public health, Prehospital and disaster medicine, disaster and military medicine  
...

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

20. Names of current faculty qualified to teach this course.  
**Dr. Alyssa L. Provencio, Ms. Deborah Ferrell-Lynn**

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:  
**No additional faculty required.**

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.  
This course will be staffed and equipped with current faculty and resources. With changes in enrollment patterns, the department anticipates that two faculty members will gradually reduce the number of POL 1113 American National Government courses they are teaching to fully cover all newly proposed courses for the first three years of the new Disaster Management major without an increase in the adjunct budget.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.  
**No startup costs are anticipated with this new course for the new major, Disaster Management. If additional resources are needed in the future, it would be due to demand/increased enrollment and the revenue brought in by that enrollment could justify expansion.**

24. Projected enrollment for two academic years following approval of new course:

<table>
<thead>
<tr>
<th>Semester</th>
<th>AY 23</th>
<th>AY 24</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Not offered</td>
<td>Not offered</td>
</tr>
<tr>
<td>Spring</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Summer</td>
<td>Not offered</td>
<td>Not offered</td>
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25. Using State Regents’ definition of liberal arts and sciences (quoted below), characterize the course as follows:

<table>
<thead>
<tr>
<th></th>
<th>Non-liberal arts and sciences</th>
<th>Liberal arts and sciences</th>
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<tbody>
<tr>
<td>X</td>
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“The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences.” State Regents Policy and Procedures. Chapter 2, Section 5, “Degree Requirements” part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

This new course is foundational to all Disaster Management majors. It covers one of the four phases of emergency management and builds on the two 2000-level courses’ material. The knowledge acquired is essential to any professional in the field. Majors and non-majors who plan to pursue careers in the public sector would benefit from this course. The course is a part of the core curriculum for the newly proposed Disaster Management major.

27. Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

- Discipline Knowledge X
- Leadership
- Research, Scholarly and Creative Activities
- Service Learning and Civic Engagement
- Global and Cultural Competencies
- Health and Wellness

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from “Course Level Characteristics” document for the appropriate course level of proposed course. Document may be found on: http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc).

<table>
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<td>Please describe how this course meets this requirement.</td>
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- 1. It is assumed that students in these courses have completed sufficient course work to have attained junior standing. POL 2xx3 Introduction to Emergency Management and POL 2xx3 Introduction to Public Sector Crises are prerequisite courses.
- 2. These courses should be offered at a level of instruction that assumes a foundation of study in the discipline, which most often would have been gained through one or more introductory courses. The course material builds on foundational concepts in the 2000-level prerequisite and expands their knowledge of one of the four phases of emergency management.
<table>
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<th>3. Students in these courses should be required to undertake a scholarly activity in addition to classroom instruction, such as a written research project, library assignment, juried performance, or creative work.</th>
<th>The course will require a final assignment where students will use scholarly sources to write a paper and present on a Response topic of their choice.</th>
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<td>4. These courses should be more specialized in content than lower division courses.</td>
<td>This course focuses on the concepts, theories, and literature of Response. Only the basics of this phase are covered in the 2000-level course. This course allows for a more in-depth analysis throughout the semester.</td>
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