

## SENATE REPORT

### University Curriculum Committee February 19, 2019

**From: Janet Applin**

The Undergraduate Curriculum Committee submits the following report for consideration to the University Senate:

<b>Temporary Course</b>	
<b>Type of Item</b>	<b>Description of Item &amp; Contact Information</b>
<b>Information</b>	<b>Proposal to Create a Temporary Course</b> <b>Item: EDU-301 – Service-Learning Through the \$100 Solution</b> Contact: Pam Petty, <a href="mailto:pam.petty@wku.edu">pam.petty@wku.edu</a> , 270-745-2922

<b>Potter College of Arts &amp; Letters</b>	
<b>Type of Item</b>	<b>Description of Item &amp; Contact Information</b>
<b>Consent</b>	<b>Proposal to Revise Course Catalog Listing</b> <b>Item: RELS 333 – Women and Religion</b> Contact: Bella Mukonyora, <a href="mailto:bella.mukonyora@wku.edu">bella.mukonyora@wku.edu</a> 5-5754
<b>Action</b>	<b>Proposal to Make Multiple Revisions to a Course</b> <b>Item: SUS 099 – Supplemental Writing Lab</b> Contact: David Lenoir, <a href="mailto:david.lenoir@wku.edu">david.lenoir@wku.edu</a> , 5-5712

<b>Ogden College of Science and Engineering</b>	
<b>Type of Item</b>	<b>Description of Item &amp; Contact Information</b>
<b>Consent</b>	<b>Proposal to Revise Course Prerequisites/Corequisites</b> <b>AMS 395, Fundamentals of HACCP, 3 hrs.</b> Contact: John Houryieh, <a href="mailto:hanna.khouryieh@wku.edu">hanna.khouryieh@wku.edu</a> , x54126
<b>Action</b>	<b>Proposal to Create a New Course</b> <b>MATH 105, Corequisite Support for Algebra, 1 hr.</b> Contact: Leslie Plumlee, <a href="mailto:lesslie.plumlee@wku.edu">lesslie.plumlee@wku.edu</a> , x56210
<b>Action</b>	<b>Proposal to Create a Temporary Course (Second Offering)</b> <b>PSYS 175, University Experience, 1 hr.</b> Contact: Andrew Mienaltowski, <a href="mailto:Andrew.mienaltowski@wku.edu">Andrew.mienaltowski@wku.edu</a> , x2353
<b>Action</b>	<b>Proposal to Create a New Course</b> <b>EMDS 400, Emergency Management Policy and Practices, 3 hrs.</b> Contact: David Oliver, <a href="mailto:david.oliver@wku.edu">david.oliver@wku.edu</a> , x54181
<b>Action</b>	<b>Proposal to Create a New Course</b> <b>EMDS 401, Natural and Technological Disaster Risks, 3 hrs.</b> Contact: David Oliver, <a href="mailto:david.oliver@wku.edu">david.oliver@wku.edu</a> , x54181

<b>Action</b>	<b>Proposal to Create a New Course</b> <b>EMDS 402, Resiliency in Response to Terrorism and Violence, 3 hrs.</b> Contact: David Oliver, <a href="mailto:david.oliver@wku.edu">david.oliver@wku.edu</a> , x54181
<b>Action</b>	<b>Proposal to Create a New Course</b> <b>EMDS 403, Advanced Disaster Planning, Management, &amp; Preparedness, 3 hrs.</b> Contact: David Oliver, <a href="mailto:david.oliver@wku.edu">david.oliver@wku.edu</a> , x54181
<b>Action</b>	<b>Proposal to Create a New Course</b> <b>EMDS 404, Trends in Disaster Preparedness and Management, 3 hrs.</b> Contact: David Oliver, <a href="mailto:david.oliver@wku.edu">david.oliver@wku.edu</a> , x54181
<b>Action</b>	<b>Proposal to Create a New Certificate Program</b> <b>Emergency Management Disaster Science, 15-18 hrs.</b> Contact: David Oliver, <a href="mailto:david.oliver@wku.edu">david.oliver@wku.edu</a> , x54181 <b>Discussion:</b> None

**College of Education & Behavioral Sciences  
School of Teacher Education  
Proposal to Create a Temporary Course  
(Information Item for First Offering. Action Item for Second Offering)**

Contact Person: Pamela Petty, [Pamela.petty@wku.edu](mailto:Pamela.petty@wku.edu), 270-745-2922

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDU 301
- 1.2 Course title: Service-Learning Through the \$100 Solution
- 1.3 Abbreviated course title: Serv Learn thru \$100 Solution  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: None
- 1.7 Grade type: \_\_x\_\_ standard letter grade \_\_\_\_ pass/fail \_\_\_\_in progress (IP)
- 1.8 Course description: The purpose of this course is to provide students with the theoretical and practical skills necessary for developing, implementing and evaluating service learning programs. Special emphasis will be placed on mentor/mentee training/relationships, reflective thinking and writing, team building, partnership formation, and community development.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: Pilot course to proceed development of a permanent course in response to providing students with training, practice, and application of mentor/mentee relationships and service learning extending from local (WKU), to community, to global.
- 2.2 Relationship of the proposed course to courses offered in other academic units: Several courses engage students in different types of service learning, but none with a specific focus on training for, practice in, and extension of becoming mentors and mentees for applications extending from local (WKU), to community, to global. This course would align with the most current literature, best practices as suggested by the Kentucky Council on Postsecondary Education, and with national trends. There is significant need for teacher preparation programs to provide schools/communities with new teachers entering the workforce with these skills/experiences. Additionally, other units offer the \$100 Solution as is the norm with this initiative. The courses are deliberately offered in different units so as to best supply students from a variety of majors/interests with opportunities to serve and to best meet needs of agencies in the community who present with needs in a huge variety of areas.

**3. Description of proposed course**

3.1 Course content outline

- Theoretical and practical skills for developing, implementing, and evaluating service learning programs.
- Utilizing the \$100 Solution tenants of partnership, reciprocity, sustainability, capacity building and reflection.

- Learning how to build mentor/mentee relationships including issues of:
  - o What are the qualities of a good mentor/mentee?
  - o What are the expectations for each role (mentor/mentee)?
  - o What are appropriate tasks and events that support the mentor/mentee relationships?
  - o How to maintain confidentiality
  - o How to utilize digital and social media in mentor/mentee relationships
  - o How to enhance communication skills that are essential in mentor/mentee relationships
  - o Understanding how diversity impacts the mentor/mentee relationships

3.2 Tentative text(s): English, A. (2014). Service learning through the \$100 solution. THDS Press. ISBN: 978-0-09911397-2-9

**4. Second offering of a temporary course (if applicable)**

4.1 Reason for offering this course a second time on a temporary basis:

4.2 Term course was first offered:

4.3 Enrollment in first offering:

**5. Term of Implementation: Spring 2018**

**6. Dates of review/approvals:**

Department of School of Teacher Education

Dean, College of Education and Behavioral Sciences

Office of the Provost



The image shows three handwritten signatures in blue ink, each written over a horizontal line. The top signature is 'Anna Maysen', the middle one is 'Cory Wilkins', and the bottom one is 'Trey Ball'. The signatures are written in a cursive style.

**Potter College of Arts & Letters  
Philosophy and Religion Department  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Isabel Mukonyora [bella.mukonyora@wku.edu](mailto:bella.mukonyora@wku.edu) phone: 745-5754

**7. Identification of course:**

1.9 Course prefix RELS 333

1.10 Course title: Women and Religion

**8. Current course catalog listing:** The examination of primary and secondary sources on women's contributions to western and non-western religious thought.

**9. Proposed course catalog listing:** An examination of ideas and roles of women in local and global religious traditions, societies and cultures.

**10. Rationale for revision of the course catalog listing:** The phrase "western and non-western religious thought" is too vague, and rather than draw attention to "primary and secondary" sources used to develop this course, this is an opportunity to highlight the expected learning outcomes of the colonnade program.

**11. Proposed term for implementation:** next available

**12. Dates of prior committee approvals:**

Department/ Unit : Philosophy and Religion

11/15/2018

Potter College Curriculum Committee

01/24/2019

Undergraduate Curriculum Committee

2/19/19

University Senate

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**Potter College of Arts and Letters  
English Department  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: David LeNoir, [david.lenoir@wku.edu](mailto:david.lenoir@wku.edu), 5-5712

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: SUS 099
- 1.2 Course title: Supplemental Writing Lab

**2. Revise course title: n/a**

- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

**3. Revise course number:**

- 3.1 Current course number: SUS 099
- 3.2 Proposed course number: ENG 105
- 3.3 Rationale for revision of course number: The School of University Studies has been dismantled, and this particular course has fallen under the purview of the English Department. The SUS prefix is no longer valid. The course is being renumbered at the 100 level to comply with a CPE prohibition on zero-prefix courses.

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) Prerequisite: English ACT score of 15 or below, or equivalent. Corequisite: ENGL 100C.
- 4.2 Proposed prerequisites/corequisites/special requirements: Prerequisite: English ACT score of 17 or below, or equivalent. Corequisite: ENG 100E.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Prerequisite: The revision would combine two underprepared student populations (students with English ACT scores of 15 or below and those with scores of 17 or 16) into a single group to reflect CPE's designation of readiness, which is an English ACT score of 18 or higher. Corequisite: ENGL 100C no longer exists; ENG 100E is its current equivalent.
- 4.4 Effect on completion of major/minor sequence: Not applicable.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: **SUS 099C. SUPPLEMENTAL WRITING LAB. (1)** *Prerequisite: English ACT score of 15 or below, or equivalent. Corequisite: ENGL 100C.* Students who wish to enroll in ENGL 100C who score below 16 on the ACT must also enroll in SUS 099C, a one-credit hour co-requisite support workshop. Enrollment in ENGL 100C and SUS 099C is at the discretion of the instructor.
- 5.2 Proposed course catalog listing: **ENG 105. SUPPLEMENTAL WRITING LAB. (2)** *Prerequisite: English ACT score of 17 or below, or equivalent. Corequisite: ENG 100E.* A corequisite support course for designated students in ENG 100E. A passing

grade in this course is required in order to receive a passing grade in the corequisite ENG 100E.

- 5.3 Rationale for revision of course catalog listing: Changes to the catalog description reflect changes to number, prerequisites, corequisite course prefix, and number of credits, and simplify the description. Four changes are being proposed: 1) The revised catalog listing incorporates current course designations. 2) The number of semester hours is being changed (explained in Section 6). 3) The prerequisite is being updated (as indicated in Section 4.3). 4) Corequisite success is required because the target student population is at risk for attrition. By requiring successful completion of both courses, we expect to prepare students better for persistence as more successful students and writers.

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 1  
6.2 Proposed course credit hours: 2  
6.3 Rationale for revision of course credit hours: The current 1-hour version of this course has actually been meeting for 2 contact hours. This change does not reflect any change in course content, purpose, or objectives. Instead, the move to 2 hours more accurately reflects the commitment of the students and more realistically reflects the institution's monetary investment in the course as it has evolved.

University College, utilizing a grant, developed SUS 099 as a corequisite course to accompany enrollment in ENGL 100C. They initially designed the course as a one-contact-hour augmentation for ENGL 100C, but after finding unsatisfactory results, redesigned the course to include two contact hours, which they found to be significantly more successful. Put simply, the deficits of underprepared writers cannot be adequately serviced by a minimalist approach; the complex and deeply ingrained skills of successful writers develop over time and with persistence. We cannot hope to compensate for a failure of years of prior writing instruction in a single semester without a heavy emphasis on instructional contact.

Another factor which influenced this proposal is the current Comprehensive Academic Program Evaluation (CAPE), which has driven home the need for a careful recognition of university resources. In the University College's previous model, SUS 099 students were receiving two contact hours but paying tuition for only one hour. In addition to that disparity, they were also receiving the services of imbedded tutors. The proposed course would render a more accurate reflection of such analytics as SChP and FTE.

**7. Revise schedule type: n/a**

- 7.1 Current schedule type:  
7.2 Proposed schedule type:  
7.3 Rationale for revision of schedule type:

**8. Revise grade type:**

- 8.1 Current grade type: Letter grade  
8.2 Proposed grade type: Pass/Fail

8.3 Rationale for revision of grade type: The shift to a Pass/Fail format serves two purposes: 1) To emphasize for the student the relationship of this course as support for ENG 100E rather than as a separate class. 2) To assuage concerns that these two additional hours might skew students' GPAs inappropriately.

**10. Proposed term for implementation: 201930**

**11. Dates of prior committee approvals:**

Department/ Unit English

01/24/2019

Potter College Curriculum Committee

01/24/2019

Undergraduate Curriculum Committee

2/19/19

University Senate

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**Ogden College of Science & Engineering  
School of Engineering & Applied Sciences  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: John Khouryieh, hanna.khouryieh@wku.edu, 270-745-4126

**1. Identification of course:**

1.11 Course prefix (subject area) and number: AMS395

1.12 Course title: Fundamentals of HACCP

**2. Current prerequisites/corequisites/special requirements: AMS301**

**3. Proposed prerequisites/corequisites/special requirements: Junior Standing**

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

The Hazard Analysis and Critical Control Point (HACCP) system is a food safety management program that is implemented to prevent food safety problems from occurring rather than trying to identify them after they are present. The course content does not require the knowledge of the science of food.

Below are some examples of universities that offer this course without a prerequisite: Cornell University, North Carolina State University, University of Florida, Pennsylvania State University, Iowa State University, Kansas State University, Texas A&M University, University of Arkansas

**5. Effect on completion of major/minor sequence:**

This will allow students to be able to continue on their appropriate matriculation through the Food Processing & Technology Certificate program.

**6. Proposed term for implementation: Summer 2019**

**7. Dates of prior committee approvals:**

School of Engineering and Applied Sciences

12/07/2018

Ogden College Curriculum Committee

2/7/19

Undergraduate Curriculum Committee

2/19/19

University Senate

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(Action Item)

**Proposal to Create a New Course:** MATH 105: Corequisite Support for Algebra  
**Ogden College**  
**Department/Unit:** Mathematics

**Section 1: Proponent Contact Information**

- 1.1 Name/Title:** Leslie Plumlee
- 1.2 Email address:** [leslie.plumlee@wku.edu](mailto:leslie.plumlee@wku.edu)
- 1.3 Phone #:** 270-745-6210

**Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number:** MATH 105
- 2.2 Course CIP code:** 27.0101
- 2.3 Course title:** Corequisite Support for Algebra
- 2.4 Abbreviated Course title:** Coreq Support for Algebra
- 2.5 Credit hours/Variable credit:** 1
- 2.6 Repeatability:** N/A
- 2.7 Course Term: Is this course intended to span more than a single term?**  
YES  NO
- 2.8 Course Catalog Description:** Corequisite support for students in Math 115C, Math 116C, or Math 123. Topics include functions, graphs and fundamental concepts of algebra.
- 2.9 Prerequisite/Corequisites/Restrictions:** Corequisites: One of the following: (MA 115C or MA 116C) and (Math ACT <20 and MPE <12) or MATH 123 and (Math ACT <22 and MPE <14)
- 2.10 Additional Enrollment Requirements:** N/A
- 2.11 Other Special Course Requirements:** Exams for this course will be administered outside the scheduled class time.
- 2.12 Grade Type:** Standard
- 2.13 Schedule Type:** Lab

### Section 3: Description of proposed course

- 3.1 Course Content Summary:** This course will build basic to intermediate algebra skills via adaptive learning software, with classroom support from graduate students in Mathematics.
- 3.2 Learning Outcomes:** Upon successful completion of this course, students should be able to:
- Solve linear and quadratic equations
  - Solve linear and absolute value inequalities
  - Write and graph linear equations with two variables
  - Factor algebraic expressions
  - Evaluate polynomials and perform polynomial operations
  - Evaluate a function for a specified value
  - Perform operations with rational expressions
  - Write a radical in simplest radical form
- 3.3 Assessment/Evaluation:** Students will progress through adaptive learning software to develop skills. When their work indicates mastery of assigned topics, the students will take proctored exams to verify that mastery has been achieved.

### Section 4: Rationale

- 4.1 Reason for developing this proposed course:** Formerly, students who lacked the necessary preparation (as determined by an inadequate standardized test score) for admission to MATH 115, MATH 116, MATH 123 would enroll in Basic Algebra (DMA 055C) or Intermediate Algebra (DMA 096C) for remediation. Pursuant to the Council on Post-Secondary Education directive that freshmen be admitted directly into credit-bearing courses, this option will no longer exist as of Fall 2019. This course will provide developmental-level remediation to students concurrent with their enrollment in the credit-bearing 100 level courses.
- 4.2 Relationship to similar courses offered by other university departments/units:**
- Do any other courses already being offered by other university departments/units share content with this proposed course? YES  NO
  - Are any of the proposed pre/co-requisites for this course offered by another university department/unit? YES  NO

### Section 5: Projected Enrollments/Resources

- 5.1 How many students per section are expected to enroll in this proposed course?** 30
- 5.2 How many sections of this course per academic year will be offered?** 15
- 5.3 How many students per academic year are expected to enroll?** 400-500

- 5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.** Enrollment trends in DMA 055C and DMA 096C for the past three academic years were used for estimation.
- 5.5 Proposed method of staffing:** The lab sections will be staffed with Mathematics Graduate Assistants with oversight by a designated faculty member. Funding for additional graduate assistantships is being requested through Ogden College.
- 5.6 Instructional technology resources:** The department currently has one classroom equipped with 30 desktop computers, which will house this course. If enrollments exceed initial estimates, access to additional classrooms with computers may be needed.
- 5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES  NO

**Section 6: Proposed term for implementation:** Fall 2019

**Section 7: Supplemental/Supporting Documentation:**

**Ogden College of Science and Engineering  
Department of Psychological Sciences  
Proposal to Create a Temporary Course  
(Action Item - Second Offering)**

Contact Person: Andrew Mienaltowski, [andrew.mienaltowski@wku.edu](mailto:andrew.mienaltowski@wku.edu), (270) 745-2353

**13. Identification of proposed course:**

- 1.13 Course prefix (subject area) and number: PSYS 175
- 1.14 Course title: University Experience
- 1.15 Abbreviated course title: PSYS UNIV EXPERIENCE  
(maximum of 30 characters or spaces)
- 1.16 Credit hours: 1
- 1.17 Schedule type: Seminar
- 1.18 Prerequisites/corequisites: None
  - 1.18.1 Restrictions: For beginning college freshmen or transfer students with fewer than 36 semester hours of credit
- 1.19 Grade type: Standard letter grade
- 1.20 Course description: Transition to university experience for Psychological Science majors. Topics include learning skills, campus resources, research tools, exploration of majors, specializations within discipline, career trends, and professional development.

**14. Rationale**

- 2.3 Reason for offering this course on a temporary basis:  
Courses like UC 175 provide academic programs with an opportunity to impart useful information to undergraduates that can benefit students as they transition to university experiences, including choosing academic tracks, considering future career directions, and utilizing campus resources to stay connected to the academic program. This is vital to the psychological sciences, as students have many possible tracks of study to select from while making progress toward a career. Because of the curriculum freeze, an application for a new course was not viewed as prudent. Such a proposal would be routed through the appropriate curriculum channels after the freeze pending CAPE.
- 2.4 Relationship of the proposed course to courses offered in other academic units:  
No other department was consulted. Students who complete this course would not take a university experience course offered by other units.

**15. Description of proposed course**

15.1 Course content outline

The proposed course will be offered in seminar format; students will attend for one hour per week and learn about a variety of topics that are relevant to their orientation to the university as a psychological science student. Topics to be discussed include, but are not limited to:

- Professional training tracks within the psychological sciences
- Development of a personal plan for academic success
- Utilization of campus information technology
- Navigation of campus resources, from library to student organizations
- Financial considerations within discipline-specific training
- Student engagement through internships and research

- Identity development and maintenance as a professional in the psychological sciences
- Orientation to scientific discovery
- The scientist-practitioner model
- Preparation for careers in psychological science

15.2 Tentative text(s)

Kuther, T. L. (2015). *The Psychology Major's Handbook, 4th ed.* Wadsworth.

Dunn, D. S., & Halonen, J. S. (2016). *The Psychology Major's Companion: Everything You Need to Know to Get Where You Want to Go.* Worth.

**16. Second offering of a temporary course (if applicable)**

16.1 Reason for offering this course a second time on a temporary basis:

Would like to have the course on the Fall schedule for incoming freshmen to register for.

Adding a new course would not be done until after the curriculum freeze has been lifted.

16.2 Term course was first offered: Fall 2018

16.3 Enrollment in first offering: 24 students registered for this course in Fall 2018

**17. Term of Implementation: Fall 2019**

**18. Dates of review/approvals:**

Department of Psychological Sciences

2/1/19

Dean, Ogden College of Science & Engineering

2/7/19

Undergraduate Curriculum Committee

2-19-19

Office of the Provost

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**Ogden College of Science and Engineering  
Office of the Dean  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. David E. Oliver [david.oliver@wku.edu](mailto:david.oliver@wku.edu) 270-745-4181

**1. Identification of proposed course:**

- 1.21 Course prefix (subject area) and number: EMDS 400
- 1.22 Course title: Emergency Management Policy and Practices
- 1.23 Abbreviated course title: EM Policy and Practices
- 1.24 Credit hours: 3.0 Variable credit (yes or no) No
- 1.25 Grade type: Standard Letter Grade
- 1.26 Prerequisites/co-requisites: None
- 1.27 Course description:

Provides an in-depth look at the history of disaster response and emergency management within the U.S. and globally. Focuses on the Incidental Command System and the integration of incident management across local, state, federal and international response agencies.

**2. Rationale:**

- 2.5 Reason for developing the proposed course:

This course is being developed as a critical component of an under graduate level certificate program in Emergency Management Disaster Science. There is a demonstrated need to provide an advanced technical preparedness and management curriculum that will enhance the abilities of graduates to properly apply principles of emergency management in all phases of disaster preparedness and response. This course is the foundation upon which the balance of the core components of the certificate program will rest.

- 2.6 Projected enrollment in the proposed course:

The projected initial enrollment would be 12-15 students.

- 2.7 Relationship of the proposed course to courses now offered by the department: None

- 2.8 Relationship of the proposed course to courses offered in other departments:

There are no direct (duplicate) courses found in other WKU departments.

- 2.9 Relationship of the proposed course to courses offered in other institutions:

There are other programs that offer courses with similar focus area including ones offered by Eastern Kentucky University. However, the courses reviewed are developed using a program management approach; this course as well as the other

courses in the proposed certificate program are designed from a science and engineering perspective, resulting in the development of an advanced emergency management acumen, presented from a technical process prospective.

The identified certificate programs that were analyzed included:

East Tennessee State University - Emergency/Disaster Response Management Undergraduate Minor

Eastern Kentucky University - Homeland Security Program (Undergraduate Minor and Certificate in Disaster Management)

Eastern KY University - Certificate in Disaster Management

University of North Carolina, Chapel Hill – Certificate Program in Community Preparedness and Disaster Management

### **3. Discussion of proposed course:**

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

Upon successful completion of this course, the student will

- Describe the historical evolution of incident management on a global scale from World War I to present.
- Demonstrate the ability to effectively apply the Incident Command System (ICS) to a variety of situations including events planning and incident response.
- Explain the function and application of each ICS position including command staff, general staff, branch, division, group, taskforce, strike team, and unit.
- Relate the prescribed escalation of command from local, state, federal as defined in the National Incident Management System (NIMS) and National Response Framework.
- Construct a strategic plan designed to facilitate the development of effective partnerships among critical response partners.
- Apply the Five-Phases of Emergency Management to a prescribed scenario involving a specific location and hazard category.

3.3 Content outline:

A: Introduction to Emergency Management

B: Evolution of Emergency Management Practice from a Global Prospective

C: Incident Command System



- Introduction to the Incident Command System
- Incident Command System for Single Resources and Initial Action Incidents
- Intermediate Incident Command System for Expanding Incidents
- Advanced Incident Command System for Command and General Staff
- National Incident Management System (NIMS) an Introduction
- National Response Framework

D: Establishing Critical Resource Partnerships in Emergency Management

E: Application of the Five Phases of Emergency Management

### 3.4 Student expectations and requirements:

Students admitted to the program must demonstrate an ability to successfully function in a team environment, coupled with strong analytical skills, and a willingness to partner with other students from a variety of academic and professional backgrounds to focus on development of sound strategic goals and tactical implementation plans to resolve complex issues related to disaster management.

Students must meet all university admission requirements

Student success in this course will be measured using a multi-faceted evaluation criteria. The measurement tools will include level of active class participation including contribution to oral and posted discussions, completion of individual group assignments including research projects, papers, and presentations. There will also be a series of quizzes, standardized exams (FEMA Course Segments), and a comprehensive final exam that will factor into the overall measure of course completion.

### 3.5 Tentative texts and course materials:

FEMA Emergency Management Institute (EMI) ICS Curriculum

Introduction to Emergency Management (Sixth Edition) 2017

*Author(s): George Haddow, Jane Bullock and Damon P. Coppola*

ISBN: 978-0-12-803064-6

## 4. Resources:

4.1 Library resources: Yes

4.2 Computer resources: Yes

## 5. Budget implications:

5.1 Proposed method of staffing:

Course delivery will utilize a combination of full-time and adjunct faculty as required in accordance with established university and Ogden College policy.

5.2 Special equipment needed: None

5.3 Expendable materials needed: Copy costs for essential course materials.

5.4 Laboratory materials needed: None

**6. Proposed term for implementation:**

Proposed 1<sup>st</sup> Cohort delivery in Fall 2019

**7. Dates of prior committee approvals:**

Office of the Dean

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

August 23, 2018

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November 30, 2018

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**2-19-19**

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**Ogden College of Science and Engineering**  
**Office of the Dean**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Dr. David E. Oliver [david.oliver@wku.edu](mailto:david.oliver@wku.edu) 270-745-4181

**1. Identification of proposed course:**

- 1.28 Course prefix (subject area) and number: **EMDS 401**
- 1.29 Course title: Natural and Technological Disaster Risks
- 1.30 Abbreviated course title: Natural & Tech Disaster Risks
  
- 1.31 Credit hours: 3.0 Variable credit (yes or no) No
- 1.32 Grade type: Standard Letter Grade
- 1.33 Prerequisites/co-requisites: EMDS 400 or Permission of Instructor
- 1.34 Course description: Technical aspects of planning for and responding to natural and technological hazards across applicable science and engineering disciplines.

**2. Rationale:**

- 2.10 Reason for developing the proposed course:

This course is being developed as a critical component of an undergraduate level certificate program in Emergency Management Disaster Science. There is a demonstrated need to provide an advanced technical preparedness and management curriculum that will enhance the abilities of students to properly apply principals of emergency management in all phases of disaster preparedness and response. This course focuses on the most common natural disasters, and technological hazard types that have historically caused the greatest loss of life and property, as well as disruption of critical infrastructure.

- 2.11 Projected enrollment in the proposed course:

The projected initial enrollment would be 12-15 students.

- 2.12 Relationship of the proposed course to courses now offered by the department:

None

- 2.13 Relationship of the proposed course to courses offered in other departments:

There are no direct (duplicate) courses found in other WKU departments.

- 2.14 Relationship of the proposed course to courses offered in other institutions:

There are other programs that offer courses with similar focus area including ones offered by Eastern Kentucky University. However, the courses reviewed are

developed using a program management approach; this course as well as the other courses in the proposed certificate program are designed from a science and engineering perspective, resulting in the development of an advanced emergency management acumen, presented from a technical process prospective.

The identified certificate programs that were analyzed included:

East Tennessee State University - Emergency/Disaster Response Management Undergraduate Minor

Eastern Kentucky University - Homeland Security Program (Undergraduate Minor and Certificate in Disaster Management)

Eastern KY University - Certificate in Disaster Management

University of North Carolina, Chapel Hill – Certificate Program in Community Preparedness and Disaster Management

### **3. Discussion of proposed course:**

3.6 Schedule type: Lecture

3.7 Learning Outcomes:

Upon successful completion of this course, the student will

- Analyze historical accounts of significant natural and technological disasters on a global basis, to gain insight as to the aftermath impacts on modern emergency management practices.
- Describe potential impacts of naturally occurring events including meteorological and geological phenomenon on people, critical infrastructure, and the environment.
- Examine and correctly interpret leading indicative data regarding potential risks of events, probability of occurrence, and predictability of timing, scope, etc. to formulate prevention and mitigation strategies.
- Evaluate and correctly document resource needs for a prescribed incident type and scope, using FEMA Incident Management process.
- Actively collaborate in a group environment to develop a comprehensive hazard assessment and response pre-plan for a randomly selected event and location utilizing basic and advanced data collection resources and methods.

3.8 Content outline:

A: Historical review of major global disasters and their impacts.

B: Natural Hazards Study

- Hurricanes, Cyclones, and Typhoons

- Thunderstorms, Lightening and Tornados
- Flooding
- Intense Heat, Drought
- Winter Weather-Snow, Ice, Extreme Cold
- Volcanos, Earthquakes, and Subsidence

#### C: Exploration of Primary Technological Hazards

- Fires – Structural
- Fires – Transportation (Airplanes, Ships, Commercial Vehicles)
- Fires – Woodland, Brush
- Hazardous Materials Incidents
- Structural Failures / Collapse
- Major Industrial Incidents
- Aircraft Emergencies and Crashes
- Maritime Disasters

#### D: Technical Application of Risk Assessment Tools

#### E: Developing Effective Target Hazard Plan Elements

### 3.9 Student expectations and requirements:

Students admitted to the program must demonstrate an ability to successfully function in a team environment, coupled with strong analytical skills, and a willingness to partner with other students from a variety of academic and professional backgrounds to focus on development of sound strategic goals and tactical implementation plans to resolve complex issues related to disaster management.

Students must meet all university admission requirements

Student success in this course will be measured using a multi-faceted evaluation criteria. The measurement tools will include level of active class participation including contribution to oral and posted discussions, completion of individual group assignments including research projects, papers, and presentations. There will also be a series of quizzes, midterm, and comprehensive final exams that will factor into the overall measure of course completion.

### 3.10 Tentative texts and course materials:

FEMA Emergency Management Institute (EMI) ICS Curriculum

FEMA Risk Assessment Applications

Hazard Mitigation and Preparedness: An Introductory Text for Emergency Management and Planning Professionals, Second Edition

*Anna K. Schwab, Dylan Sandler, David J. Brower*

ISBN 9781466595569

Quantitative Risk Assessment (QRA) for Natural Hazards  
*Edited by Nasim Uddin, Ph.D., P.E.; and Alfredo H. S. Ang, Ph.D.*  
ISBN (PDF): 978-0-7844-7637-6

**4. Resources:**

- 4.3 Library resources: Yes
- 4.4 Computer resources: Yes

**5. Budget implications:**

- 5.5 Proposed method of staffing:

Course delivery will utilize a combination of full-time and adjunct faculty as required in accordance with established university and Ogden College policy.

- 5.6 Special equipment needed: None
- 5.7 Expendable materials needed: Copy costs for essential course materials.
- 5.8 Laboratory materials needed: None

**6. Proposed term for implementation:**

Proposed 1<sup>st</sup> Cohort delivery Fall 2019

**7. Dates of prior committee approvals:**

Office of the Dean  
Ogden College Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

August 23, 2018

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November 1, 2018

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**2-19-19**

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**Ogden College of Science and Engineering  
Office of the Dean  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. David E. Oliver [david.oliver@wku.edu](mailto:david.oliver@wku.edu) 270-745-4181

**1. Identification of proposed course:**

- 1.35 Course prefix (subject area) and number: **EMDS 402**
- 1.36 Course title: Resiliency in Response to Terrorism and Violence
- 1.37 Abbreviated course title: Resiliency in Response to Terrorism & Violence
- 1.38 Credit hours: 3.0 Variable credit (yes or no) No
- 1.39 Grade type: Standard Letter Grade
- 1.40 Prerequisites/co-requisites: EMDS 400 or Permission of Instructor
- 1.41 Course description:

Explores issues emerging from acts of terror and extreme violence, including the impact on organizations and society. Examines practical approaches to resiliency assessment including risk identification, prevention initiatives, impact analysis, response, and recovery planning.

**2. Rationale:**

- 2.15 Reason for developing the proposed course:

This course is being developed as a critical component of an undergraduate level certificate program in Emergency Management Disaster Science. There is a demonstrated need to provide an advanced technical preparedness and management curriculum that will enhance the abilities of graduates to properly apply principals of emergency management in all phases of disaster preparedness and response. This course focuses on the complex and dynamic problems associated with acts of terrorism and violence and the potential impacts on people and infrastructure.

- 2.16 Projected enrollment in the proposed course:

The projected initial enrollment would be 12-15 students.

- 2.17 Relationship of the proposed course to courses now offered by the department:

None

- 2.18 Relationship of the proposed course to courses offered in other departments:

Public Administration course PS 350 Political Terrorism as described in the WKU Undergraduate Course Catalog:

*A survey of terrorism, recent trends, organizational structure, negotiations, role of the media, counter terrorism, and the impact on modern democracies*

Has some relevance and potential overlap with the beginning segments of this course segments A,B & C as provided section 3.3 Course Outline.

However, the remaining segments D-F are unique and do not appear in the documentation related to PS 350.

2.19 Relationship of the proposed course to courses offered in other institutions:

There are other programs that offer courses with similar focus area including ones offered by Eastern Kentucky University. However, the courses reviewed are developed using a program management approach; this course as well as the other courses in the proposed certificate program are designed from a science and engineering perspective, resulting in the development of an advanced emergency management acumen, presented from a technical process prospective.

The identified certificate programs that were analyzed included:

East Tennessee State University - Emergency/Disaster Response Management Undergraduate Minor

Eastern Kentucky University - Homeland Security Program (Undergraduate Minor and Certificate in Disaster Management)

Eastern KY University - Certificate in Disaster Management

University of North Carolina, Chapel Hill – Certificate Program in Community Preparedness and Disaster Management

**3. Discussion of proposed course:**

3.11 Schedule type: Lecture

3.12 Learning Outcomes:

Upon successful completion of this course, the student will

- Research historical accounts of acts of terrorism and violence on a global basis, and assess direct impacts on life, infrastructure, and environment, as well as indirect impacts such as costs of mitigation efforts, effects on commerce, and impacts on ordinary citizens.
- Describe the motivational elements that promote a person(s) to plan and execute acts of terror and/or violence.
- Conceptualize the global evolution of modern day terrorism.
- Recognize the broad and ever changing dynamics of terror tactics and the broad spectrum of violence mechanisms available to terrorism actors, and their potential impacts.
- Explore advances in technologies and practices aimed at detecting potential terror actors and/or their mechanisms for perpetrating acts of terror.



### 3.13 Content outline:

A: Historical review of major acts of terrorism and violence.

B: Motivational factors involved in Terrorist Acts

C: Dynamic Evolution of Global Terrorism

D: Mechanisms of Terror Attacks

- Explosives
- Arson/Incendiary Devices
- Biological Agents
- Chemicals as Weapons
- Nuclear Threats
- Armed Attacks
- Kidnappings and Hostage Taking
- Hijacking/Skyjacking
- Use of Vehicles and Machinery in Attacks
- Agricultural Terrorism
- Cyber Attacks

E: Application of Science and Technology in Prevention of and Response to Acts of Terror

- Assessing Infrastructure Vulnerability
- Concepts of Passive Hardening
- Visual Monitoring and Alerting Systems
- Detection Systems for Explosives and Chemicals
- Protection of Large Public Events and Venues

F: Development and Application of Counter Terrorism Policies, Procedures, and Training for Governmental, Business, Industry, and the General Public.

### 3.14 Student expectations and requirements:

Students admitted to the program must demonstrate an ability to successfully function in a team environment, coupled with strong analytical skills, and a willingness to partner with other students from a variety of academic and professional backgrounds to focus on development of sound strategic goals and tactical implementation plans to resolve complex issues related to disaster management.

Students must meet all university admission requirements

Student success in this course will be measured using a multi-faceted evaluation criteria. The measurement tools will include level of active class participation including contribution to oral and posted discussions, completion of individual group assignments including research projects, papers, and presentations. There will also be

a series of quizzes, midterm, and comprehensive final exams that will factor into the overall measure of course completion.

3.15 Tentative texts and course materials:

The Science and Technology of Counterterrorism - 1st Edition  
Author: Carl Young – 2014 Butterworth-Heinemann  
Published Date: 12th March 2014  
ISBN: 9780124200562

**4. Resources:**

4.5 Library resources: Yes

4.6 Computer resources: Yes

**5. Budget implications:**

5.9 Proposed method of staffing:

Course delivery will utilize a combination of existing full-time and adjunct faculty as required in accordance with established university and Ogden College policy.

5.10 Special equipment needed: None

5.11 Expendable materials needed: Copy costs for essential course materials.

5.12 Laboratory materials needed: None

**6. Proposed term for implementation:**

Proposed course launch Fall 2019

**7. Dates of prior committee approvals:**

Office of the Dean

August 23, 2018

Ogden College Curriculum Committee

November 1, 2018

Undergraduate Curriculum Committee

2-19-19

University Senate

**Ogden College of Science and Engineering  
Office of the Dean  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. David E. Oliver [david.oliver@wku.edu](mailto:david.oliver@wku.edu) 270-745-4181

**1. Identification of proposed course:**

- 1.42 Course prefix (subject area) and number: **EMDS 403**
- 1.43 Course title: Advanced Disaster Planning, Management, and Preparedness
- 1.44 Abbreviated course title: Adv Disaster Planning and Mgt
- 1.45 Credit hours: 3.0 Variable credit (yes or no) No
- 1.46 Grade type: Standard Letter Grade
- 1.47 Prerequisites/co-requisites: EMDS 401 and 402 or Permission of Instructor
- 1.48 Course description: Requires application of key concepts to complete emergency management plans spanning all phases of emergency management.

**2. Rationale:**

- 2.20 Reason for developing the proposed course:

This course is being developed as a critical component of an undergraduate level certificate program in Emergency Management Disaster Science. There is a demonstrated need to provide an advanced technical preparedness and management curriculum that will enhance the abilities of graduates to properly apply principals of emergency management in all phases of disaster preparedness and response. This course focuses proper application of emergency planning practices in development of specific plans, practices, procedures, and training to assure quality elements are in place in a comprehensive emergency management structure.

- 2.21 Projected enrollment in the proposed course:

The projected initial enrollment would be 12-15 students.

- 2.22 Relationship of the proposed course to courses now offered by the department:

None

- 2.23 Relationship of the proposed course to courses offered in other departments:

There are no direct (duplicate) courses found in other WKU departments.

- 2.24 Relationship of the proposed course to courses offered in other institutions:

There are other programs that offer courses with similar focus area including ones offered by Eastern Kentucky University. However, the courses reviewed are

developed using a program management approach; this course as well as the other courses in the proposed certificate program are designed from a science and engineering perspective, resulting in the development of an advanced emergency management acumen, presented from a technical process prospective.

The identified certificate programs that were analyzed included:

East Tennessee State University - Emergency/Disaster Response Management Undergraduate Minor

Eastern Kentucky University - Homeland Security Program (Undergraduate Minor and Certificate in Disaster Management)

Eastern KY University - Certificate in Disaster Management

University of North Carolina, Chapel Hill – Certificate Program in Community Preparedness and Disaster Management

### **3. Discussion of proposed course:**

3.16 Schedule type: Lecture

3.17 Learning Outcomes:

- Upon successful completion of this course, the student will
- Apply advanced technical tools and resources that are vital for the development of functional strategic plans for all Five Phases of Emergency Management: Prevention, Mitigation, Planning, Preparedness, Response, and Recovery.
- Demonstrate the ability to gather accurate data regarding potential hazards,
- Perform analysis to quantify the associated risks from potential hazards data
- Develop balanced, effective policy, procedures, plans, training methodologies, and communications to accomplish identified strategic goals.

3.18 Content outline:

A: Selection and Application of Risk Assessment Instruments

B: Critical Data Gathering and Analysis for Emergency Management Planning

C: Facility/Organizational Specific Planning

Developing Facility Emergency Plans

- Evacuation Planning and Execution
- Shelter in Place Plans
- Lockdown – Violence Response Plans
- Relocation / Reunification Planning
- Fire/Medical Response Plan Options
- Facility Continuity of Operations Planning

D: Municipal Emergency Planning

- Developing Emergency Management Plans
- Hazard Mitigation Planning Process
- Disaster Recovery/Continuity of Operations Plans

E: Developing a Comprehensive Emergency Management Training Program

F: Designing Effective Emergency Drills and Exercises

G: Post Incident / Exercise Debriefing and After Action Report Preparation

3.19 Student expectations and requirements:

Students admitted to the program must demonstrate an ability to successfully function in a team environment, coupled with strong analytical skills, and a willingness to partner with other students from a variety of academic and professional backgrounds to focus on development of sound strategic goals and tactical implementation plans to resolve complex issues related to disaster management.

Students must meet all university admission requirements

Student success in this course will be measured using a multi-faceted evaluation criteria. The measurement tools will include level of active class participation including contribution to oral and posted discussions, completion of individual group assignments including research projects, papers, and presentations. There will also be a series of quizzes, midterm, and comprehensive final exams that will factor into the overall measure of course completion.

3.20 Tentative texts and course materials:

Crisis Management and Emergency Planning: Preparing for Today's Challenges  
Michael J. Fagel, Ph.D. CEM - ISBN 9781466555051  
December 4, 2013 by CRC Press

**4. Resources:**

4.7 Library resources: Yes

4.8 Computer resources: Yes

**5. Budget implications:**

5.13 Proposed method of staffing:

Course delivery will utilize a combination of full-time and adjunct faculty as required in accordance with established university and Ogden College policy.

5.14 Special equipment needed: None

5.15 Expendable materials needed: Copy costs for essential course materials.

5.16 Laboratory materials needed: None

**6. Proposed term for implementation:**

Proposed 1<sup>st</sup> Cohort delivery Spring 2020

**7. Dates of prior committee approvals:**

Office of the Dean

August 23, 2018

Ogden College Curriculum Committee

November 1, 2018

Undergraduate Curriculum Committee

2-19-19

University Senate

**Ogden College of Science and Engineering  
Office of the Dean  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. David E. Oliver [david.oliver@wku.edu](mailto:david.oliver@wku.edu) 270-745-4181

**2. Identification of proposed course:**

- 1.49 Course prefix (subject area) and number: **EMDS 404**
- 1.50 Course title: Trends in Disaster Preparedness and Management
- 1.51 Abbreviated course title: Trends in Disaster Prep
- 1.52 Credit hours: 3.0 Variable credit (yes or no) No
- 1.53 Grade type: Standard Letter Grade
- 1.54 Prerequisites/co-requisites: None
- 1.55 Course description:

Guided discussions of research into the elements that comprise current practices in emergency management.

**2. Rationale:**

- 2.25 Reason for developing the proposed course:

This course is being developed as a critical component of an undergraduate level certificate program in Emergency Management Disaster Science. There is a demonstrated need to provide an advanced technical preparedness and management curriculum that will enhance the abilities of students to properly apply principals of emergency management in all phases of disaster preparedness and response. This course focuses on recent events and current trends in preparedness and emergency management.

- 2.26 Projected enrollment in the proposed course:

The projected initial enrollment would be 12-15 students.

- 2.27 Relationship of the proposed course to courses now offered by the department:

None

- 2.28 Relationship of the proposed course to courses offered in other departments:

There are no direct (duplicate) courses found in other WKU departments.

- 2.29 Relationship of the proposed course to courses offered in other institutions:

There are other programs that offer courses with similar focus area including ones offered by Eastern Kentucky University. However, the courses reviewed are developed using a program management approach; this course as well as the other courses in the proposed certificate program are designed from a science and engineering perspective, resulting in the development of an advanced emergency management acumen, presented from a technical process prospective.

The identified certificate programs that were analyzed included:

East Tennessee State University - Emergency/Disaster Response Management Undergraduate Minor

Eastern Kentucky University - Homeland Security Program (Undergraduate Minor and Certificate in Disaster Management)

Eastern KY University - Certificate in Disaster Management

University of North Carolina, Chapel Hill – Certificate Program in Community Preparedness and Disaster Management

### **3. Discussion of proposed course:**

3.21 Schedule type: Lecture

3.22 Learning Outcomes:

Upon successful completion of this course, the student will:

- Demonstrate means and methods to gather germane data and conduct research focused on emerging issues in emergency management.
- Explore significant global events that involved natural and/or technological hazard components, organize key lessons learned, and proposed methods for integration of findings into effective policy and/or procedures.
- Examine changing dynamics of terror related acts and the effects of preparedness and mitigation practices on the frequency and severity of outcomes.
- Analyze after action reports from significant global disasters and develop application guides based on key considerations.

3.23 Content outline:

A: Introduction to Advanced Research Techniques and Resources

B: Natural Disaster Events Review and Discussion

C: Incidents Involving Technological Hazards Review and Discussion

D: Changing Dynamics of Terrorism with Focus on Recent Incidents and Projected Evolution



## E: Identifying and Utilizing Key Resources through Engaged Partnerships

### 3.24 Student expectations and requirements:

Students admitted to the program must demonstrate an ability to successfully function in a team environment, coupled with strong analytical skills, and a willingness to partner with other students from a variety of academic and professional backgrounds to focus on development of sound strategic goals and tactical implementation plans to resolve complex issues related to disaster management.

Students must meet all university admission requirements

Student success in this course will be measured using a multi-faceted evaluation criteria. The measurement tools will include level of active class participation including contribution to oral and posted discussions, completion of individual group assignments including research projects, papers, and presentations.

### 3.25 Tentative texts and course materials:

None

## 4. Resources:

4.9 Library resources: Yes

4.10 Computer resources: Yes

## 5. Budget implications:

5.17 Proposed method of staffing:

Course delivery will utilize a combination of full-time and adjunct faculty as required in accordance with established university and Ogden College policy.

5.18 Special equipment needed: None

5.19 Expendable materials needed: Copy costs for essential course materials.

5.20 Laboratory materials needed: None

## 6. Proposed term for implementation:

Proposed Course Launch 2019

**7. Dates of prior committee approvals:**

Office of the Dean

August 23, 2018

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Ogden College Curriculum Committee

November 1, 2018

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Undergraduate Curriculum Committee

**2-19-19**

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University Senate

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**Ogden College of Science and Engineering  
Office of the Dean  
Proposal to Create a New Certificate Program  
(Action Item)**

Contact Person: Dr. David E. Oliver, Director EHS/Emergency Manager  
[David.Oliver@wku.edu](mailto:David.Oliver@wku.edu) (270) 745-4181

**1. Identification of program:**

- 1.1 Program title: Emergency Management Disaster Science
- 1.2 Required hours in program: 15-18
- 1.3 Special information: N-A
- 1.4 Catalog description:

The certificate provides students, whether traditional or working professionals, an in-depth acumen related to incident management, risk identification, emergency planning, and emergency management program evaluation.

The certificate consists of four core courses EMDS 400 – 403, and the choice of an additional elective course, EMDS 404, or six credit hours of upper division courses in applicable subject areas (Examples: Education Administration, Leadership, Engineering, Meteorology, etc with approval of program faculty) to complete the program.

- 1.5 Classification of Instructional Program Code (CIP): 43.0302  
Crisis/Emergency/Disaster Management.

**2. Learning outcomes of the proposed certificate program:**

Upon completion of the program, students will:

- Possess an increased readiness as public or private sector leaders to more effectively plan for and respond to emergencies.
- Display a strong technical acumen regarding the risks posed to people, infrastructure, and the environment from natural, technological, and people-caused disasters.
- Possess a strong skill set in modern emergency management that can stand alone or be combined with their chosen academic and/or professional pursuits to provide an enhanced credential that results in increase hire-ability and/or promote-ability.

**3. Rationale:**

3.1 Reason for developing the proposed certificate program:

Since the events of 09-11-01, the focus on readiness for disasters has been growing. In recent years, because of several significant disasters including natural and people-caused, there has been a significant increase in regulatory mandates for organizations to have a comprehensive emergency management program. These requirements drive the need to have staff that understand the required program elements and have the ability to develop and implement the various plans required for compliance. In preparation for this proposal, a series of meetings were conducted with college deans, department heads, public-school officials, and representatives from all branches of emergency services at the state and regional levels. All expressed a current need that was not currently being

fulfilled, and thus the development of this certificate program took shape.

The students completing this program will have demonstrated the ability to assess the preparedness needs of an organization and facilitate the development of appropriate emergency plans for all facets of Emergency Management.

Furthermore employers in both the public and private sectors are increasingly creating positions within their organizations for emergency managers and coordinators. This program will help prepare students to meet the requirements of this expanding area of employment.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

The EMDS certificate may serve as either a standalone certificate with the successful completion of EMDS 400-404, or as an enhancement to another undergraduate program of study within Ogden College with the completion of EMDS 400-403 coupled with six upper division hours from an applicable program area. (Examples: Chemistry, Physics, Engineering, Meteorology, etc.)

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

As noted in section 3.2 the one EMDS certificate requirements may be satisfied with six upper division hours from an applicable program area, including programs in Ogden and other colleges, such as Education Administration, Sports Management, Leadership, Public Health, etc. This six credit hours will substitute for EMDS 404.

3.4 Projected enrollment in the proposed certificate program:

12-15 Students in the initial cohort.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Eastern KY University - Certificate in Disaster Management

University of North Carolina, Chapel Hill – Certificate Program in Community Preparedness and Disaster Management

3.6 Relationship of the proposed certificate program to the university mission and objectives:

1) Increase the readiness of public and private sector leaders to more effectively plan for and respond to emergency situations. The program will support the mission of WKU in preparing leaders to better serve their organizations and communities.

2) Provide students with a strong technical acumen regarding the risks posed to people, infrastructure, and the environment from natural, technological, and people-caused disasters. The program provides a unique opportunity to support the WKU mission in “providing research, service and lifelong learning opportunities for its students, faculty, and other constituents”.

3) Provide students with a strong skill set in modern emergency management that can stand alone or be coupled with their chosen academic and/or professional pursuits to provide an enhanced credential that results in increase hire-ability and/or promote-ability.

4) Provide a thoroughly inclusive and rigorous program of study that provides scientific inquiry, applied research and practical application exposure that prepares the student with an immediate readiness to function in complex emergency management situations.

**4. Curriculum:**

EMDS 400: Emergency Management Policy and Practices	3 Credit Hours
EMDS 401: Natural and Technological Disaster Risks	3 Credit Hours
EMDS 402: Resiliency in Response to Terrorism and Violence	3 Credit Hours
EMDS 403 – Disaster Planning, Management, and Preparedness	3 Credit Hours
EMDS 404- Trends in Disaster Preparedness and Management	3 Credit Hours

**5. Budget implications:**

Initially the program coordination, course development and delivery will be accomplished using adjunct faculty. When the demand for the course reaches a level with sustained numbers of students at 15 or above full time faculty position(s) may be requested.

**6. Proposed term for implementation:** Beginning Fall 2019

**7. Dates of prior committee approvals:**

Office of the Dean	<u>November 26, 2018</u>
Ogden College Curriculum Committee	<u>November 30, 2018</u>
Undergraduate Curriculum Committee	<u><b>2-19-19</b></u>
University Senate	_____
Board of Regents	_____