

Revised 7/23/07

PROPOSAL SUMMARY AND ROUTING FORM


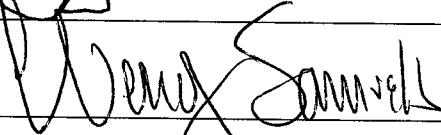


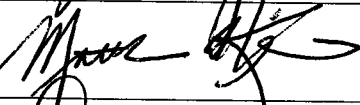
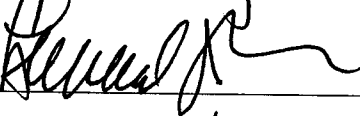
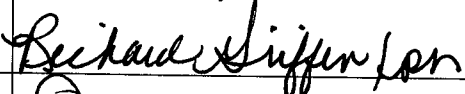

Proposal Title: SOCY 347: Sociology of Disasters

Initiating Unit or Individual: Dr. G. Thomas Behler

Contact Person's Name: Dr. Thomas Behler e-mail: behlert@ferris.edu phone: 591-3611

Date or Term of Proposal Implementation: Spring 2009

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		4/23/08	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty		4/23/08	<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		4/23/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee		10/9/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean		10/9/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee		10/16/08	<input checked="" type="checkbox"/> Support 9-0 <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate		10/23/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs		10/24/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)

Board of Trustees (Date Approved)

President's Council (Date Approved)

COLLEGE OF ARTS AND SCIENCES COURSE ASSESSMENT TEMPLATE
DEPARTMENT OF LANGUAGES AND LITERATURE
COURSE PREFIX, NUMBER AND TITLE: SOCY 347: Sociology of Disasters

CURRENT DATE: 10/2/2008

STUDENT LEARNING OUTCOMES

1. Possessing a general knowledge of the nature, consequences, and implications of a variety of both natural and man-made emergency or disaster situations;
2. Completing at least two FEMA "online" course examinations, aimed at documenting competence in various aspects of emergency preparedness and response;
3. Becoming certified in at least one additional relevant competency area (e.g. Red Cross CPR or First Aid training; acquiring an amateur radio license; or completing CERT training);
4. Developing an ability to think sociologically about disaster and emergency situations; and
5. Becoming both socially and politically involved in issues of concerning the field of emergency preparedness and response, especially on the local community level.

EVALUATION OF STUDENT ACHIEVEMENT

1. A series of short descriptive and analytical papers;
2. Actual "online" exams aimed at certifying competence in various aspects of emergency preparedness and response;
3. Passing required exams or completing required certification procedures
4. A major group project, oral class presentation, and frequent class discussions;
5. Required attendance at relevant public meetings where the involved players actually deal with ongoing issues

COURSE EVALUATION STRATEGIES (How will course successes be measured?)

1. Measured via online exams, in class exercises and a final project.
2. Completion of certification processes.

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

The course will present a sociological approach to a variety of both natural and man-made disasters or emergency situations. After a basic sociological framework of analysis has been established, specific types of disasters or emergency situations will be examined in terms of their nature, consequences, and overall sociological significance. The future policy implications of these events and the various societal responses to those events also will be explored.

The rationale to delete the Sociology of Handicapped course is this course has not been offered for a long time and when it was offered it had to be cancelled due to low enrollment. Sociology of Disasters is a more relevant course in the times we live in and it will serve students better than the Sociology of Handicapped course.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
SOCY	347	Sociology of Disasters

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
SOCY	355	Sociology of the Handicapped

c. Existing Course(s) to be Modified:

Prefix	Number	Title
---------------	---------------	--------------

d. Addition of existing FSU courses to program

Prefix	Number	Title
---------------	---------------	--------------

e. Removal of existing FSU courses from program

Prefix	Number	Title
---------------	---------------	--------------

***Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.**

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.
2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title Sociology of Disasters

Initiator(s): Dr. G. Thomas Behler

Proposal Contact: Dr. Thomas Behler **Date Sent:** 4-APR-2008

Department: Social Sciences **Campus Address:** ASC 2108
(Please print)

Responding Department: Social Sciences

Chair/Head/Coordinator: Dr. J. Andy Karafa  **Date Returned:** 4/23/08

Based upon department faculty review on April 15, 2008, we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: Sociology of Disasters

Projected number of students per year affected by proposed change: 0

Initiator(s): Dr. G. Thomas Behler

Proposal Contact: Dr. G. Thomas Behler Date Sent: 22-APR-2008

Department: Social Sciences Campus Address: ASC 2108
(Please print)

Liaison Librarian Signature: Francesca Rosen Date: 10-9-08

Dean of FLITE Signature: Alan M. Meyer Date Returned: 10-10-08

Based upon our review on _____ (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ _____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:	Number	Title
SOCY	347	Sociology of Disasters

Course Description:

The main goal of this course will be to develop the students' ability to understand and appreciate a sociological approach to a variety of both natural and man-made disasters or emergency situations. After a basic sociological framework of analysis has been established, specific types of disasters or emergency situations will be examined. An attempt will be made to help the students discover the sociological significance of these events, and the responses to those events as they occurred. An emphasis also will be placed on the future implications of these events and responses, in relation to relevant policy concerns. Specifically, one of the main questions that will be addressed will center around what these events and responses can teach us as we look toward developing future mitigation, preparedness, response, and recovery strategies for those disaster or emergency situations that are yet to occur.

Due to the newness and rapidly-changing nature of the Sociology of disasters/emergency preparedness, this course will not have a textbook. Nor will the course be taught as a traditional lecture class. Instead, the course will utilize a number of alternative instructional resources, such as outside guest speakers, internet web sites, and relevant videos or DVD's.

Course Outcomes:

The course has five basic outcomes. Students will be expected to demonstrate their fulfillment of each of

1. Possessing a general knowledge of the nature, consequences, and implications of a variety of both natural and man-made emergency or disaster situations;
2. Completing at least two FEMA "online" course examinations, aimed at documenting competence in various aspects of emergency preparedness and response;
3. Becoming certified in at least one additional relevant competency area (e.g. Red Cross CPR or First Aid training; acquiring an amateur radio license; or completing CERT training);
4. Developing an ability to think sociologically about disaster and emergency situations; and
5. Becoming both socially and politically involved in issues of concerning the field of emergency preparedness and response, especially on the local community level.

Assessment Plan:

In order to determine the extent to which these outcomes are being achieved, students will be assessed via a number of practically oriented assignments, including:

1. A series of short descriptive and analytical papers;
2. Actual "online" exams aimed at certifying competence in various aspects of emergency preparedness and response;
3. Passing required exams or completing required certification procedures
4. A major group project, oral class presentation, and frequent class discussions;

5. Required attendance at relevant public meetings where the involved players actually deal with ongoing issues

Course Outline including Time Allocation:

Weeks 1 and 2—Introduction of sociological principles and concepts of Disasters and Emergency Preparedness

Week 3—Overview of important basic concepts in the field of disasters and emergency preparedness

Week 4—Summary overview of major hazards facing Michigan and the United States

Weeks 5 through 8—Detailed consideration of the nature, consequences, and public-policy implications of selected types of emergency or disaster situations that either have occurred, or could occur here in Michigan

Weeks 9 and 10—Detailed consideration of the nature, consequences, and public-policy implications of selected types of emergency or disaster situations that either have occurred, or could occur in the United States

Week 11—Emergency/disaster mitigation, preparedness, response, and recovery: some personal considerations.

Week 12—The dynamics and mechanics of emergency-disaster mitigation, preparedness, response, and recovery on the state and local level—agencies involved, etc.

Week 13—The dynamics and mechanics of emergency-disaster mitigation, preparedness, response, and recovery on the Federal government level—FEMA, NSA, Department Of Homeland Security, etc.

Week 14—“On line” certification test week—Students will take and complete the FEMA IS22 “Are You Ready?” course, plus one other internet class of their choice. (List of acceptable possibilities will be provided.)

Week 15—Class group project presentations.

Final exam—Detailed course evaluation and other wrap-up activities (both written and oral)—will involve all class members.

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 200901 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix

SOCY
(x)

b. Number

347

c. Enter Contact Hours per week in boxes.

LECTure 3 hr/wk

LAB

INDEPENDent Study – Check

d. Course Title: Sociology of Disasters

Practicum:

Seminar:

(Limit to 30 characters/spaces.)

e. College Code: CAS

f. Department Code: SOCS

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable X Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) X Undergraduate Graduate Professional

l. Grade Method: Check (x) X Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.


o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

The course will present a sociological approach to a variety of both natural and man-made disasters or emergency situations. After a basic sociological framework of analysis has been established, specific types of disasters or emergency situations will be examined in terms of their nature, consequences, and overall sociological significance. The future policy implications of these events and the various societal responses to those events also will be explored.

p. Term(s) Offered: Spring (See instructions for listing.) q. Max. Section Enrollment: 30

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCG Chair Signature/Date:



10/16/08

Academic Affairs Approval Signature/Date:



10/16/08

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

Check (x)

b. Number

c. Enter Contact Hours per week in boxes.

LECTure

LAB

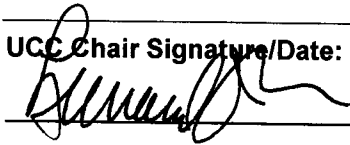
INDEpendent Study –

Practicum:

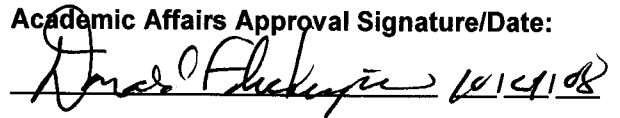
Seminar:

d. Full Course Title:

UCC Chair Signature/Date:



Academic Affairs Approval Signature/Date:



Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website:
<http://www.ferris.edu/HTMLS/academics/gened/gened.html>

Upon review, the form below will be completed by the **University General Education Committee** for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: SOCY **Course Number:** 347

Course Title: Sociology of Disasters **G. E. Codes Requested:** S

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding

Initiator: Dr. G. Thomas Behler **Date Sent:** 22-APR-2008

Proposal Contact: Dr. G. Thomas Behler **Email:** behlert@ferris.edu

Department: Social Sciences **Campus Address:** ASC 2108

Please Print

University General Education Committee: _____

Chair: _____ **Date Returned:** _____

Based upon University General Education Committee review on _____(date), we

- Support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s).)
- Do not support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

DEPARTMENT OF SOCIAL SCIENCES

COLLEGE OF ARTS & SCIENCES

FERRIS STATE UNIVERSITY

TO: Matt Klein, Dean, Arts & Sciences
FROM: J. Andy Karafa, Department Head, Social Sciences
RE: SOCY 347
DATE: 10/03/08

The recommended cap for SOCY is 30. The standard cap for a Sociology lecture course is 40.

The cap reduction is warranted for the following reasons. First, this course is designed to provide a great deal of "real-world," hands-on exposure to the area of disasters and emergencies. For example, students are taken to the Emergency Response Center and provided an emergency situation to which they must respond. Such simulations include only so many roles; if the group is too big, not everyone can play a direct part and the educational impact is limited.

Second, the National Incident Management System (NIMS) now specifies a group size of 3-7 when groups are asked to perform emergency management and response functions. In order to comply with this standard and create a realistic simulation of "real-world" activities, a reduced cap is needed. (If meeting this standard requires the formation of too many groups, the educational experience is limited, as described in the previous paragraph.)