General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Submission Information

College/School	Department/School
Watts College of Public Service & Community Solutions (CPP)	School of Public Affairs (CPUBAFF)

Submission Type

New Request

Requested Effective Date

Fall 2024

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
PAF	360	3

Course Information
Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Emergency Management I

Course Catalog Description

Emergency management, including basic issues of all-hazards management, phases of emergency management and basic operational systems of incident command and the broader incident management system in the United States.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): minimum 45 hours OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

General Studies Gold Designation Request

Requested Designation

Governance and Civic Engagement (CIVI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

PAF 360_Bassett_Fall 23.pdf

> Governance and Civic Engagement (CIVI)
> Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.
>
> Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

Group 1:
1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Group 2:
1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI learning outcomes for this course.

Group 1

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

CIVI Learning Outcome 1 (Group 1): Analyze the context and consequences of one or more collective decision-making theories or practices.

To assess this CIVI learning outcome, we rely on the Yellowdig Case Study Participation assignments throughout the course. Per the assignment description in the syllabus, "There is a weekly discussion board post on Yellowdig for each disaster case study. Every student is expected to complete assigned materials (e.g., readings, videos, roles, etc.) and respond to the prompts on a weekly basis. Discussion board posts generally include writing preparatory questions or reflections relevant to the case study."

In completing these case studies, students will be applying theories of emergency management to specific situations. These theories are core to the course. As Page 2 of the syllabus lists course-wide learning objectives. Number one reads, "List and describe the four phases of emergency management and apply them to natural and man-made disasters." The theory of emergency management thus helps guide decision makers in times of crisis toward actions that further the social good. And the Yellowdig Case Study Participation assignments assess how students apply those theories to specific cases.

CIVI Learning Outcome 2 (Group 1): Define an element of the common good and propose a way to pursue it within a specific contemporary context.

To assess this CIVI learning outcome, we rely on the on the comprehensive Final Exam. We use a comprehensive exam because this CIVI learning outcome is aligned with many of the course's overall goals. For instance, Page 2 of the syllabus lists course-wide learning objectives. Number two reads, "Understand legislative and/or policy events that played a significant role in the history of emergency management." Pages 9 – 10 of the syllabus show the course schedule. There, we see that this learning objective makes it clear that emergency management's historical roots (see module 1) are oriented toward mitigating the social harm caused by disasters. In modules 3 and 4, we see the course apply this idea to the contemporary context of natural hazards and other disasters by promoting disaster preparedness and effective disaster response.

The Final Exam assesses this CIVI learning outcome by asking students to explain how and why emergency management can mitigate social harm. Questions are both multiple-choice and open-ended, meaning students are required to explain in their own words how emergency management can aid the common good.

CIVI Learning Outcome 3 (Group 1): Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

To assess this CIVI learning outcome, we rely on the on the the Reflection Essay. This assignment is asks students to evaluate different instances of disasters and how decision makers responded. In doing so, students are required to use external sources and integrate them into their written evaluation. They are thus required to make an argument based on external evidence.

Per the assignment description in the syllabus, "The reflection essay compares and contrasts three case studies. At least two of the three case studies should have been previously discussed in class. The reflection essay is limited to 3,000 words and must include at least five (5) scholarly journal articles not previously used in class."

Form Submission - Proposer

Submitted for Approval | Proposer

Akheil Singla - March 13, 2024 at 9:15 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Margaretha Bentley

Spiro Maroulis - March 13, 2024 at 9:50 PM (America/Phoenix)

Shannon Portillo

GSC Coordinator Review

Sent Back

Kaitlyn Dorson - March 14, 2024 at 10:18 AM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Kuali Curriculum Management (CM). If you don't have access to Kuali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Kuali CM course proposals. Please see the General Studies Request FAQ for more information: https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5lLS07EEnNu34Z35S8CrAEVk/

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Akheil Singla - March 18, 2024 at 2:45 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Margaretha Bentley

Spiro Maroulis - March 18, 2024 at 4:53 PM (America/Phoenix)

Shannon Portillo

GSC Coordinator Review

Approved

Kaitlyn Dorson - March 20, 2024 at 5:07 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - March 21, 2024 at 1:25 PM (America/Phoenix)

Please move required GS Gold syllabus statement to earlier in the syllabus (we recommend placing it after the course-specific learning outcomes).

Form Submission - Proposer

Submitted for Approval | Proposer

Akheil Singla - March 25, 2024 at 11:39 AM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Margaretha Bentley

Spiro Maroulis - March 25, 2024 at 12:32 PM (America/Phoenix)

Shannon Portillo

GSC Coordinator Review

Approved

Kaitlyn Dorson - March 25, 2024 at 2:55 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - March 25, 2024 at 3:05 PM (America/Phoenix)

In the syllabus, please only include the Learning Outcomes for Group 1.
You will be able to delete the original syllabus and upload the revised syllabus when the form is sent back to you. If you have any questions, please email me at azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Akheil Singla - March 26, 2024 at 2:56 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Margaretha Bentley

Spiro Maroulis - March 26, 2024 at 4:54 PM (America/Phoenix)

Shannon Portillo

GSC Coordinator Review

Approved

Kaitlyn Dorson - March 27, 2024 at 10:47 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - March 27, 2024 at 4:19 PM (America/Phoenix)

Pre-GSC Meeting

Approved

Kaitlyn Dorson - March 29, 2024 at 11:56 AM (America/Phoenix)

April Randall

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Tamara Rounds

Michelle Saint

Megan Foutz - April 19, 2024 at 3:33 PM (America/Phoenix)

Revise and resubmit. Please give specific examples of the materials students will be learning and analyzing (examples of case studies, yellowdig prompts and case studies etc.)

Julia Thompson

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Akheil Singla

College Notification

Notification

Judy Krysik

Margaretha Bentley

Cody Telep

Olya Sharifi

Chris Hiryak

William Terrill

ATCS ASU Course Notification

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin