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Campus-wide Coastal Hazards Resiliency Curriculum and Development of Hazard Mitigation Planning Curriculum

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A natural evolution of our 2004 DRU grant
  - How and why……?

New Orleans is a natural laboratory for hazard research across all phases….mitigation, preparedness, response and recovery

Hired faculty mitigation specialist

UNO has a long-established hazard research center with a history of interdisciplinary disaster research

Grant funded by GHOSEP through CHART
Graduate certificate in Hazard Resiliency Studies

- Three graduate courses based on triad of disaster resiliency – social, technical and political resiliency
  - Sociology, Planning, PoliSci/Public Admin
  - Broadly targeted to all graduate students in all academic disciplines

Specialization in Hazard Policy within the MPA program

- Specifically targeted at public managers
University minor in disaster resiliency studies

- Targeted at undergraduate students from all academic disciplines.
- Still in refinement stage.
- A minimum of six courses.
  - Three core (social, technical, political systems)
  - At least three additional elective courses, from a student’s home college; e.g. business, education, liberal arts, sciences, engineering.
Resiliency is a community concept

A DRU creates disaster resilience within the university, but....

A university is not a closed system

A university depends upon a disaster-resilient community
  - For students, for research grants, for faculty and staff

In turn, a community depends upon (or at least is stronger because of) a disaster-resistant university
  - Graduates with complementary specialized expertise in creating disaster-resilient social systems, policies, technical infrastructure, businesses, schools, etc.
Identified appropriate theoretical models for holistic disaster resilience
The Development Process (con’t)

- Created incentives for faculty participation in the curriculum-development process
- Identified expertise across academic disciplines
- Sociology, Public Administration, Urban Planning, Business, Engineering, Coastal Science, Education, etc.
- Determined student interest, and faculty willingness to refine and develop disaster-resiliency content in current curriculum.
The Development Process (con’t)

- Created series of faculty workshops to enhance disaster-resiliency course content in current courses.
- Explored the development of new courses if needed.
- Refined both core courses and appropriate academic discipline-centered electives.
- Implemented the undergraduate minor at UNO.
A DRU with an external focus and mission that actively promotes a…

Disaster-resilient community
- Where organizations are better prepared to respond to and recover from disaster
- Where individuals understand the importance of long-term preparation for disaster and appropriate ways to respond to hazards and catastrophes
- Where technical systems such as levees, pumping stations, and flood-control systems are effective and responsive
- And where policies are created with an understanding of the interdependencies of natural, human, technical and infrastructure systems.