

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	Homeland Security & Emergency Management	College/School	School of Management
Prepared by	Anita Hughes	Phone	Ext 4622
Email Contact	<u>Alhughes2@alaska.edu</u>	Faculty Contact	Cameron Carlson, cdcarlson@alaska.edu

1. ACTION DESIRED

(CHECK ONE):

Trial Course ☐New Course ☒

XX

2. COURSE IDENTIFICATION:

Dept

HSEM

Course #

F605

No. of Credits

3

Justify upper/lower division status & number of credits:

This is a graduate-level course requiring critical thinking and analytic skills

3. PROPOSED COURSE TITLE:**Community Planning in Emergency Management****4. To be CROSS LISTED?**

YES/NO

No

If yes, Dept:

Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?*

YES/NO

No

If yes, Dept.

Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING:**Spring**

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING

(Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

Spring 2016**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT:

(check all that apply)

☐ 1☐ 2☐ 3☐ 4☐ 5☒ XX

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs,

Lecture

etc)

9. CONTACT HOURS PER WEEK:

3/15

LECTURE
hours/week

LAB
hours /week

PRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

HSEM F605 Community Planning in Emergency Management
3 Credits Offered Spring

This course will teach students how community and urban planning principles affect the homeland security and emergency management enterprise. This class is designed with both the traditional emergency manager and urban/community planner in mind to provide a wider perspective as to the larger considerations of urban and community planning in the planning of preparedness. Students will be taught the application of urban community planning methodologies, policies, programs and activities in the context of emergency management. This is an advanced class with the assumption that students have a foundational understanding of basic emergency management and/or homeland security. Prerequisites: must be admitted to MSDM program; or permission of HSEM Program Director. (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

XX

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,
Format 6

W = Writing Intensive,
Format 7

X = Baccalaureate
Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO XX

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

XX

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: ☒ XX

PASS/FAIL: ☐

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

Must be admitted to MSDM program; or permission of HSEM Program Director

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

No

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

There will be little to no impact. This is an online course so no space is required. Adjuncts will be used for teaching but students will be generating additional revenue in tuition. SOM has received a funding allocation for FY 15 to cover the expenses of developing courses and hiring adjuncts.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

☒ XX

Yes

Generally library resources are not necessary for this topic. Current literature and events will be used in addition to texts.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

The Veterinary Medicine program is interested in partnering with HSEM on this graduate program. They believe this graduate program of courses will benefit their doctoral students and, therefore, would bring students to the MSDM program. Beyond this positive impact on both Vet Med and MSDM there should be no impacts on other departments.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This is part of a new program for which there is interest from around the country in addition to the Vet Med program. New students will be brought into the department and into contact with UAF which gives all University programs additional exposure. It meets a student need. These students will not generally be on campus or in Fairbanks so they generate no additional competition for student services or housing. No other impacts on other departments are anticipated.


JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

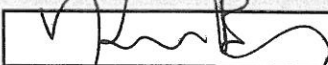
This course is part of the proposed new graduate program; Master of Security and Disaster Management. As indicated in the program proposal, there is increasing demand in this program from around the country as nothing like it exists.

The program and the courses proposed add to the level of critical thinking and analysis in topics that are important to leaders and managers in Homeland Security and Emergency Management fields across the board. Community Planning is an important part of mitigation and preparedness for Emergency Managers and requires an understanding of the agencies/offices involved, the issues and mandates community planners face, and land use planning issues. Emergency Managers must have the ability and background to work with managers in Community Planning agencies/offices and bring the emergency management issues to these discussions. Particularly as disasters such as Hurricane Sandy and the California urban/rural interface wildfire events unfold, this shared knowledge and coordination between emergency managers and community planners is increasingly important.

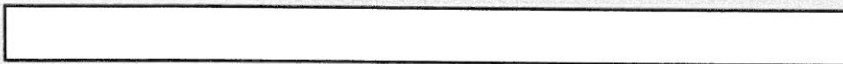
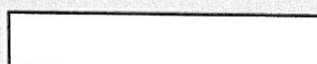
APPROVALS: Add additional signature lines as needed.

 Date 2 Oct, 14
Signature, Chair,
Program/Department of: HSEM Program

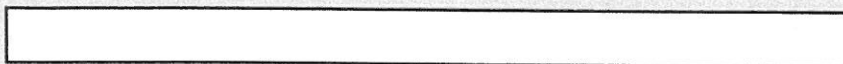
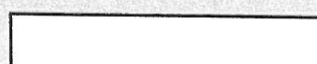
 Date 2 Oct 14
Signature, Chair, College/School
Curriculum Council for: HSEM Program

 Date 10/2/14
Signature, Dean, College/School
of: SOM

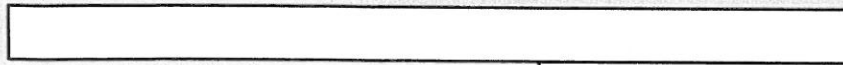
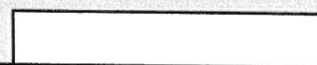

Offerings above the level of approved programs must be approved in advance by the Provost.

 Date 
Signature of Provost (if above level of approved
programs)

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

 Date 
Signature, Chair
Faculty Senate Review Committee: ☐ Curriculum Review ☐ GAAC
☐ Core Review ☐ SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

 Date 
Signature, Chair,
Program/Department of: 

HSEM F605 Community Planning in Emergency Management
3 credits

Prerequisites: Graduate standing within the MSDM program

Location: Online via Adobe Connect /Blackboard

Meeting Time: TBD

Instructor:

David Kang

Phone: 202-664-0143 (office), 907-947-4896 (home)

Email: dbkang@alaska.edu or david.kang@fema.dhs.gov

Office hours: By appointment (via Adobe Connect)

Required Texts: Planning for Post-Disaster Recovery: A Review of the US Disaster Framework by Gavin Smith. ISBN-13 #: 978-1597269452. (required)

Urban Land Use Planning, Fifth Edition by Philip R. Berke and David R. Godschalk. ISBN-13#: 978-0252030796. (required)

Various articles to be determined

Course Description:

This course is designed to teach students how community and urban planning principles impact the homeland security and emergency management enterprise. This class is designed with both the traditional emergency manager and urban/community planner in mind to provide a wider perspective as to the larger considerations of urban and community planning in the planning of preparedness. Students will be taught on the application of urban community planning methodologies, policies, programs, and activities in the context of emergency management. This is an advanced class with the assumption that students have a foundational understanding of basic emergency management and/or homeland security. Prerequisites for this course are the FEMA Independent Study 100, 200, 700, and 800,

Course Goals:

The goals for this course are for students to:

- Be able to describe and differentiate community/urban planning and emergency management tenets.
- Be able to apply emergency management and community and urban planning principles towards the development of planning policy.
- Be able to understand and apply the analytical methods used in community and urban planning to emergency management.
- Be able to understand the factors associated with land use policy that drive emergency management program decisions

Student Learning Outcomes:

After this course, a student should be able to:

- Identify and explain the community and urban planning tenets as it pertains to emergency management
- Identify and utilize the different types of community and urban planning tools to explain emergency management program impacts
- Demonstrate the ability to synthesize emergency management policy considerations based on community and urban planning methods
- Demonstrate the use of land use planning factors towards execution of emergency management program execution of response, recovery, preparedness, and hazard mitigation.

Instructional Methods:

The course format includes a hybrid of online (synchronous and asynchronous) based video lectures, discussion board forums, reading assignments, and lessons. The primary portal for delivery will be UAF Blackboard which will be supplemented by Adobe Connect for video and face to face meeting purposes. Recommended preparation: 2-4 hours weekly, including assigned reading and online participation.

Course Policies:

The following are general guidelines for student attendance, participation, class work, and behavior in class.

Participation

You will be expected to participate in the discussions during this class. Because the course will be conducted via distance learning, participation via Blackboard is crucial. I will be monitoring and tracking your "attendance" via Blackboard as well as engaging in discussions. Comments to the discussion topics are due based on the schedule listed below. Any posting after the due date/time, will not be credited with points.

Format for work

All written work should be typed and formatted in Word, Excel, OpenOffice, HTML or PDF format. All written assignments should be submitted electronically to the instructor, at the email addresses at the top of the syllabus. Any other format of the work (on CD, flash drive, or paper) will NOT be accepted.

Email, Blackboard

You will need access to your UAF email account (username@alaska.edu). You can access this at <http://google.alaska.edu> or forward it to your preferred email address. However, most of my communication with you will be through this address. You need to check this often. All of the materials I handout in this class, as well as assignments and tests will be on the UAF Blackboard System. Make sure you can login, and have access to the course.

Due Dates and Late Work

Submit assigned work on or before the due date. Check the Course Schedule at the end of this syllabus for due dates. Some assignments can be revised once before its final grading, and you may use class discussion and participation to revise your assignment. Students offer many reason for late work: flat tires, computer problems, illness, cold weather, etc. No matter what the reason, the bottom line is that either work **was** completed and turned in on time, or the work **was not** completed and turned in when required. I will not accept late work with out a very reasonable excuse. Assignments are due at the beginning of class on the specified due date, in this case will be no later than midnight Saturdays. Again, the instructor can accept late work at his discretion. I will determine the value of the late work based on the severity and circumstances behind the tardiness.

I strongly suggest that you plan and schedule your work early (and not wait until the last minute). I also recommend that you have backup systems in place so you can have all the work completed on schedule.

Time Management

Be prepared to read and learn the text somewhat independently. In this class, a substantial amount of time is allocated for assignments and other activities. As a result, time spent on traditional lecture is limited to video presentations. In order to cover the course material, I will provide you an additional video overview of the context that you be covering in your unit course work. Time is organized to cover the core components of each chapter, often to supplement your required reading. It is important that you keep up with the reading assignments, and use the time

you have allocated for this class wisely.

A tentative schedule is included at the end of this syllabus. Any deviation in the schedule will be announced during class and those changes will take priority over the published schedule. It is the students' responsibility to keep up-to-date on whatever schedule changes the instructor makes.

Honor Code

High ethical standards are expected in this class. They are key to establishing trust and credibility. The standards in this class adhere to the UAF Student Code of Conduct:

1. *Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.*
2. *Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.*
3. *No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.*

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents' policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of student affairs, visit www.alaska.edu/bor/ or refer to the student handbook that is printed in the back of the class schedule for each semester. Students are encouraged to review the entire code.
2012-2013 UAF Catalog

I place a strict emphasis on students creating original work. Cheating and plagiarism are unacceptable. Any student found cheating or to have plagiarized work, will receive an automatic "F" grade for the course, and will no longer be welcome in class. If you are not sure what cheating or plagiarism means, please ask me to clarify them.

Course Evaluation:

Assignments:

Unit Quizzes	20% or 200 points
Mid Term Paper (Units 1-3)	30% or 300 points
Final Paper (Units 4-7)	30% or 300 points
Class Participation	20% or 200 points.

Grading Policy:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

1. *Attend class via Black Board (BB) and actively participate in discussions.* It is important for you:

- To prepare for class by reading assigned materials and/or completing assignment.
- To contribute to discussions assignments.
- Actively engage other students and the instructions if you do not understand the concept.

This course is a cumulative and consists of phases that build on each other. It is imperative that the concepts are understood during the phase it is taught otherwise it will be difficult maintain awareness throughout the rest of the phases. Participation of this course will be a graded event.

2. *Complete homework assignments and tasks.* Homework assignments are related to specific quizzes and discussions in the class. The weekly reading assignment from our text book is designed to create a base for the discussions. Failure to do so will put you at a disadvantage during course activities. Homework assignments will consists of readings and completion of FEMA's Emergency Management Institute's (EMI) Independent Study (IS) Program. All written homework assignments, should be submitted electronically, and thoroughly proofed for spelling, typos, and correct grammar and word usage. The overall assignment should be a high quality, professional looking document. Completion of the online Independent Study Program will be part of the graded process; you must complete all of the IS courses, print out a certificate and provide proof of completion via .pdf (or equivalent) on Blackboard. All homework assignments will be conducted from 0001 Sunday to midnight next Saturday, which will give you one week to complete the unit.

3. *Complete regular quizzes at the beginning of the course.* There will be two online quizzes based on the week's assignments. The quiz will cover multiple units and consist of multiple choice, multiple answer, and true/false type questions. You are allowed to use the book for reference during this time, but do not expect to pass the quiz without reading the chapters. The quizzes are a part of your grade and cannot be made up at a later date. You will have only one attempt to do the quizzes in one sitting.

4. *Complete a mid-term exam.* The mid term exam will cover the first units of the course and will be graded event. The mid term will consist of multiple choice, multiple answer, and true/false type questions. It will be conducted via Black Board and you will only have one attempt.

5. *Complete a final paper.* The final paper will cover the last units of the course and will be a graded event. The final exam will be based on a topic that incorporates how urban and community planning principles or tenets can be used within the context of emergency management mission areas of response, recovery, preparedness, and hazard mitigation. Detailed instructions will be provided in a separate document.

Support Services:

For assistance in improving written products, take advantage the UAF Writing Center in 801 Gruening, 907 474-5314. Please reach out to the instructor or support staff for subject matter support services relevant to the development of your classroom projects/topics.

Students with Disabilities:

Students with learning or other disabilities who may need special accommodations are encouraged to make an appointment with the Office of Disability Services, <http://www.uaf.edu/disability/> (907 474-5655 or TTY at 907 474-1827). Please inform your instructor of any impediments to meeting course objectives which cannot be fully addressed by the Office of Disability Services. I will work with the Office of Disabilities Services (208 Whitaker Bldg) to provide reasonable accommodation to students with disabilities.

Course Calendar:

Week 1 and 2

- Unit 1: Introductions, Class Protocols, Overview and Definitions
 - a. Introductions
 - b. Class protocols and delivery mechanics
 - c. Urban Planning
 - d. Community Planning
 - e. Emergency Management

Week 3 and 4

- Unit 2: The Role of the Community Planning in Emergency Management
 - a. Tenants and principles of Community and Urban Planning
 - b. Tenants and principles of Emergency Management
 - c. Synthesis of the tenants and principles

Quiz

Week 5 and 6

- Unit 3: Infrastructure Vulnerability Assessments and Geospatial Data Analysis
 - a. Vulnerability assessments and risk mitigation in community and urban planning
 - b. Use of geospatial data to portray vulnerability assessments and risk mitigation
 - c. Methodology crosswalks to reduce vulnerability and risk

Week 7 and 8

- Unit 4: Land Use and Economic Development Policy Emergency Management
 - a. Flood Plain Management Program
 - b. Protect or develop, the persistent tension
 - c. Socio-economic considerations

Week 9 and 10

Mid Term Paper

- Unit 5: Hazard Mitigation, Recovery and Resilient Community Development
 - a. The FEMA Hazard Mitigation Program
 - b. Integrating vulnerability and risk reduction programs

Week 11 and 12

- Unit 6: Preparedness Cycle Comparisons to Project Timelines
 - a. The role of project planning within emergency management
 - b. Map Modernization Case Study

Week 13 and 14

- Unit 7: Socialization and Planning Platforms
 - a. The role of community engagement and stakeholder involvement
 - b. Sharing of resources, the systems approach towards accomplishment
 - c. The Corps of Engineer Silver Jacket Program Case Study

Week 15

Final Paper Due