

FORMAT 1

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

SUBMITTED BY:

Department	Environmental Studies	College/School	CRCD
Prepared by	Clint Reigh	Phone	907-842-5109
Email Contact	creigh@alaska.edu	Faculty Contact	Dr. Todd Radenbaugh

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept **ENVI** Course # **117P** No. of Credits **1**

Justify upper/lower division status & number of credits: **There are no prerequisites for this course. It is designed to serve as an introduction spill response and planning for rural environmental workers.**

3. PROPOSED COURSE TITLE: **Community Spill Response**

4. To be CROSS LISTED? YES/NO **NO** If yes, Dept: Course #

(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 #

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 (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15) **Spring 2015**

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 6 weeks to full semester

OTHER FORMAT (specify)
Mode of delivery (specify lecture, field trips, labs, etc) **Course will follow a lecture format using any combination of the following delivery methods: elearning, face to face, audio conference, and field trip.**

9. CONTACT HOURS PER WEEK: **14** LECTURE hours/weeks 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) **Course could be offered in an intensive format over 3-5 days or over a period of up to 4 weeks.**

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)

ENVI F117P Community Spill Response

1 credit Offered as demand warrants

Overview of responses to petroleum and other spills that threaten community health with emphasis placed upon the issues, techniques, and the basic elements of spill response in Alaskan communities. Topics include: storage tanks above and underground, spill contamination site treatment, state and federal governmental regulations related to spills, spill reporting/incident action plans, and practical procedures in spill response. *Graded pass/fail (1+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:

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

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, ("X" for Core) Format 8

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

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

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?

0 TIMES CREDITS

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

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: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

none

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

15. SPECIAL RESTRICTIONS, CONDITIONS none

16. PROPOSED COURSE FEES none

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

Yes

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

Spring 2014, ENVI 193P Community Spill Response
Description:

This course will familiarize potential rural spill responders with both state and federal spill response guidance. In addition the curriculum will review the Alaska Department of Environmental Conservation (ADEC) response resources, which are designed to be mobilized to remote communities.

18. ESTIMATED IMPACT

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

Minimal impact on budget, facilities, and classroom space. Classes will be taught by approved adjunct instructors.

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 Yes **no additional resources needed**

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)

Environmental Studies and Tribal Management have been identified as programs/departments that should be positively impacted by the addition of the course.

Memo from Kevin Illingworth, Coordinator of Tribal Management Program

"This email is to support the Environmental Studies program in the development of ENVI 115 Rural Solid and Hazardous Waste Management, ENVI 116 Rural Alaska Landfill Operator, ENVI 117 Community Spill Response. This course will have a positive impact on the Tribal Management Program and on the academic and vocational success of Tribal Management students and tribal communities in Alaska.

Tribes across the State of Alaska are in dire need for education and training opportunities related to environmental science and natural resource management. In 2001 the Tribal Management Program responded to this need by developing an area of emphasis in Environmental and Natural Resource Management within the Tribal Management program. With limited resources, the TM program has focused it's efforts on the Natural Resource Management side, and is very pleased to see the expansion coursework within the Environmental Studies program to help meet this need. Several TM graduates have graduated with ENVI coursework, and we expect that number to increase as more ENVI courses become available, both as on-sit intensives, as well as distance courses.

The Tribal Management program strongly supports the Environmental Studies program in the development of these much needed courses." 9/18/2014

21. POSITIVE AND NEGATIVE IMPACTS

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

The UAF CRCD Environmental Studies Program and its constituent communities will benefit from the proposed course. CRCD endeavors to serve the rural communities throughout the state. Rural communities require informed individuals to plan for and execute community spill response. This course will offer educational opportunities to help develop rural workforce. There are no foreseen negative impacts on other programs or departments.

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.

The UAF CRCD serves the educational needs of communities in rural Alaska. The public health of communities in rural Alaska depends upon environmental workers with the skills necessary to manage hazardous waste spills, especially at landfills. The proposed course will assist in meeting this demand by providing an overview on the unique needs and circumstances of spill response in Alaska communities. Its applied approach will provide opportunities for students to develop an understanding of problems that they will likely face responding to spills.

Alaskan communities are vulnerable to a variety of hazardous waste spills due to their reliance upon petroleum products for transportation, heating, and electrical generation. Petroleum spills adds a risk and

ATTACH COMPLETE SYLLABUS (as part of this application). The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.


State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

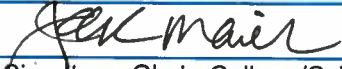
8/1/2012

burden that may be somewhat mitigated through community spill preparedness. Trained individuals in rural communities that understand spill preparedness, response planning, and incident command can improve the capacity of communities to mitigate a hazardous spill.

ENVI 117P maintains academic rigor by requiring students to: participate in class discussions, complete thorough course activities, develop strategies for addressing rural hazardous material spills, and apply course material to real-world spill scenarios. Students must complete several activities leading up to a simulated rural spill scenario.

APPROVALS: Add additional signature lines as needed.

	Date	02/Oct/2014
Signature, Chair, Program/Department of: Environmental Studies		

	Date	20 Oct 2014
Signature, Chair, College/School Curriculum Council for: CRCD		

	Date	10/3/14
Signature, Dean, College/School of: For Pete Pinney		

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:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**University of Alaska Fairbanks
Bristol Bay Campus
Course Syllabus**

Term:	Spring or Fall
Course Title:	Community Spill Response
Dept. & Num:	ENVI 117P
Credits:	1
Grading	Pass/Fail
Prerequisites:	none
Dates:	<i>various</i>
Days - times:	<i>Wednesday through Friday</i>
Location:	<i>Participating locations in Alaska</i>

Instructor:	John Brown
Position:	Adjunct Instructor
Phone:	907-269-7688
Fax:	(907) 269-7648
Email:	john.brown@alaska.gov
Office Hours	Available by appointment

Text:	Course related readings will be provided by the instructor prior to class (see Course Readings , page 2)
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Course Description:

Overview of responses to petroleum and other spills that threaten community health with emphasis placed upon the issues, techniques, and the basic elements of spill response in Alaskan communities. Topics include: storage tanks above and underground, spill contamination site treatment, state and federal governmental regulations related to spills, spill reporting/incident action plans, and practical procedures in spill response.

Goals:

This course will familiarize students on state and federal petroleum spill response guidance for rural spill responders. In addition it reviews the Alaska Department of Environmental Conservation (ADEC) response resources, which are designed to be mobilized to remote communities. Students become familiar with the necessary elements of safely reporting and responding to hazardous spills in rural communities.

Learning Objectives:

Upon completion of this course, the student will:

- Be familiar with: State and Federal spill reporting guidance, OSHA Hazardous Waste Operations and Emergency Response Guidance for Marine Oil Spills, OSHA 3172 (29 CFR 1910.120)
- Be aware of the State and Federal response plans and guidance which includes:
 - Alaska Unified Plan
 - Alaska Subarea Plans
 - Alaska Incident Management Guide (AIMS)
 - Alaska Spill Tactic for Alaska Responders (STAR)
 - ADEC Permits Tool

- Have a thorough understanding of the hazards to health and safety associated with spill response.
- Develop a basic understanding of programs and procedures related to response strategies and tactics, and participate in a spill tactics exercise
- Understand and be able to apply the essential steps in serving as a first responder to rural Alaska community spills by becoming familiar with ICS 201 (1-5) initial incident briefing forms.
- Become familiar with a range response equipment used in the state of Alaska by observing and assisting with the set of a land based strike team.

Instructional Methods

- Class assignments
 - reading assignments completed prior to class
 - in class assignments
- lectures and presentations
- group activities
- discussions

Note: Because this course includes substantial hands-on training, participants should be physically able to take part in the simulated response exercises and wear air-purifying respirators and other personal protective equipment (PPE). Please contact the course instructor if you have concerns about participation.

Course Schedule:

<i>Date / Time</i>	<i>Topic</i>	<i>Type of Instruction</i>	<i>Hours</i>
Wednesday			
12:30 pm	Introductions	classroom	0
1:00 pm	Leaky Underground Storage Tank Prevention, Issues, and Solutions	classroom	1.5
2:30 pm	Break		
2:45 pm	State and Federal spill response guidance I *Assignment 1 – Reading Assignment 1	classroom	1.5
3:15 pm	Break		
3:30 pm	State and Federal spill response guidance II *Assignment 2 – Reading Assignment 2	classroom	1.5
5:00 pm	Discussion and closing statements	classroom	0
Thursday			
8:00 am	Spill Reporting Exercise	classroom	1.5
9:30 am	Break		
9:45 am	Incident Action Plan familiarization ICS 201 I	classroom	1.5
11:15 am	Lunch		
1:00 pm	Incident Action Plan familiarization ICS 201 II *Assignment 3 – Reading Assignment 3	classroom	1.5
2:30 pm	Break		

2:45 pm	Oil Spill Response Tactics I	classroom	1.5
4:15 pm	Discussion and closing statements	classroom	0
Friday			
10:30 am	Table Top Exercise *Assignment 4 – In class Assignment I	classroom	1.5
12:00 pm	Lunch		
1:00 pm	Decontamination of Equipment & PPE Activity: Hands-on Field Exercise at ADEC Warehouse *Dress-Out of All Participants in Level D/ Set Up DECON, Oil Spill Response Activity Field Exercise, Active Decon of Trainees, Demobilize Response Equipment, Tour of Alaska Chadux Spill Response Facility *Assignment 5 – Inclass assignment II	classroom	4
5:00 pm	Discussion and end of Couse		
Total Instructional Hours = 18.5			

Course Assignments:

Please complete the course readings and assignments prior to the first day of class.

Assignment #1- Underground Storage Tanks / Contaminated Sites

<http://dec.alaska.gov/spar/ipp/docs/ust/LDP%20Fact%20Sheet.pdf>

http://dec.alaska.gov/applications/spar/ipp/ld_probation.asp?tfm_order=ASC&tfm_orderby=Probation

<http://dec.alaska.gov/spar/ipp/ust/third.htm>

<http://dec.alaska.gov/spar/ipp/ust/USTCA.htm>

<http://dec.alaska.gov/spar/ipp/docs/2014%20UST%20Inspix.pdf>

- reading assignment 1
 - Describe the minimum amount of diesel that must be spilled for a site to be considered contaminated
 - Give three solutions/procedures that can mitigate a contaminated site

Assignment #2 – State and Federal Spill Response Guidance

<https://dec.alaska.gov/spar/perp/docs/commun.pdf>

<http://dec.alaska.gov/spar/perp/plans/uc.htm>

http://dec.alaska.gov/SPAR/statutes_regs.htm

- reading assignment 2
 - Describe five governmental regulations for handling bulk diesel.
 - Describe three differences and three similarities in Federal and State regulations concerning spill response.

Assignment #3 – Incident Action Plans

<https://dec.alaska.gov/spar/perp/docs/commun.pdf>

https://dec.alaska.gov/spar/perp/docs/AIMS_Guide-Complete%28Nov02%29.pdf

<http://www.ecy.wa.gov/epcra/guidanceforpreparingtribalerpsfinal.pdf>

- reading assignment 3
 - Describe are 5 procedures that must part of an Incident Action Plan.
 - Where would you go to find an action plan to deal with marine spills?
 - Define and describe the process of an ICS.

Assignment #4 – Oil Spill Response Tactics

http://dec.alaska.gov/spar/perp/star/final/NORS_STAR_vMarch2014.pdf

- in-class assignment 1 questions
 - What is the purpose of STAR?
 - What are the roles of a Field Team leader?
 - What are the risks and benefits of transferring of oily liquids?

Assignment #5 – Field Exercise

http://dec.alaska.gov/spar/perp/star/final/NORS_STAR_vMarch2014.pdf

- in-class assignment 2 questions
 - Describe in less than 5 sentences what NORS tactics are.
 - List the steps of vessel decontamination, and why is it necessary to do them in a specific order?
- Apply your knowledge of spill response by conducting a hands-on demonstration supervised by your instructor.

Evaluation and Grading Policy:

This course is a pass fail course. Students must receive greater than 70% in order to pass. Grades will be determined based on the percentages listed below:

- 10% — classroom participation
- 15% — Assignment 1
- 15% — Assignment 2
- 15% — Assignment 3
- 15% — Assignment 4
- 30% — Assignment 5

Grades will be assigned based upon the following rubric:

	Excellent	Proficient	Below Proficient
Participation (10 points)	Student attends all classes and arrives on time. Student adds ideas to class discussion. Student is on task during assignments. (10-9)	Student attends most classes and mostly arrives on time. Student sometimes adds ideas to class discussion. Student is mostly on task during assignments. (8-7)	Student misses three or more classes or is mostly late. Student rarely participates in class discussion. Student is off task during assignments. (6-0)
Assignments 1-4	Student completes reading or in class assignment. Student applies their own knowledge to reading assignments. Student completes in class assignments by expanding upon course	Student completes reading or in-class assignments. Student understands reading assignments. Student completes in class assignments by based upon course readings and class discussion.	Student does not complete reading or in-class assignments. Student does not show understanding of reading assignments. Student in class assignments are not based upon

	readings and class discussion. (15-13)	(12-9)	course readings and class discussion. (8-0)
Assignment 5	Student fully understands theory and demonstrates excellent technique in following ICS and responding to simulated spill scenario. (30-27)	Student can describe and carry out proper technique in following ICS and responding to simulated spill scenario. (26-19)	Student cannot completely carry out proper technique in following ICS and responding to simulated spill scenario. (18-0)

Course Policies:

- Students will conduct themselves honestly and responsibly, and respect the rights of others.
- Attendance is mandatory.
- Students must follow the rules and directions of any sponsoring business.

The instructor reserves the right to amend the course outline as needed to meet student educational needs.

Student Support Disability Services:

University of Alaska Fairbanks Bristol Bay Campus Student Services at:
PO Box 1070
Dillingham, Alaska 99576
907-842-5109, 800-478-5109, Fax: 907-842-5692

Support and Tutoring is available to eligible students through UAF Student Support Services or Bristol Bay Campus. Contact UAF via the Internet at <http://www.uaf.edu/sssp/> or BBC by calling the toll free number at 1.800.478.5109.

Library services are available at <http://www.uaf.edu/library/> or call the toll free library information number at 1.800.478.5348 and ask for the off-campus librarian.

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDD) campuses and UAF's Center for Distance Education (CDE). Disability Services provides academic accommodations to enrolled students who are identified as being eligible for these services and insures that UAF students have equal access to the campus and course materials. If you have specific physical, psychiatric or learning disabilities and require reasonable accommodations, please let the instructor know as soon as possible so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Disability Services and request a letter of accommodation.

Disability Services is located in room **208 of the Whitaker Building** on the UAF Fairbanks Campus and can be reached weekdays between 8:00 am and 5:00 pm at:
Phone - (907) 474-5655
TTY - (907) 474-1827

Email - uaf-disabilityservices@alaska.edu

Federal reporting obligations under Title IX:

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.