

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 and 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, <u>cdcarlson@alaska.edu</u>; ext 6537

1. ACTION DESIRED (CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
--------------	--------------------------	------------	-------------------------------------

2. COURSE IDENTIFICATION:

Dept	HSEM	Course #	F440	No. of Credits	3
------	-------------	----------	-------------	----------------	----------

Justify upper/lower division status & number of credits:

This course is for a concentration within the BEM degree. It requires a 300-level course as a prerequisite and 400-level status is appropriate.

3. PROPOSED COURSE TITLE: **Advanced Principles of Fire service Administration**

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: **As Demand Warrants**

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)

Fall 2014, offered as Special Topics

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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery	Lecture					

(specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

3/15

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)

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 F440 Advanced Principles of Fire Service Administration
3 credits Offered As Demand Warrants

The class will build a strong base of knowledge for upper-division students not yet working in the emergency services as well as appeal to seasoned chief fire officers. Topics include community risk management, strategic planning, labor relations, leadership and visioning, managing change, politics, organizational culture, and data analysis. This course aligns with the United States Fire Administration (USFA) Fire and Emergency Services Higher Education curriculum. Prerequisites: HSEM F301 or permission of the instructor. (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:

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

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?

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**

HSEM F301 or permission of instructor

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

Yes/No

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

Fall 2014, HSEM F493

18. **ESTIMATED IMPACT**

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

This course is primarily taught in a hybrid online/in class format so that the small HSEM classroom will be utilized. Adjunct faculty have taught the course and will continue to do so.

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

Fire service materials will generally be used. In the event that other library materials will be needed, they will be contacted.

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)

There will be no impact on other departments. HSEM students are specifically drawn to this course.

21. **POSITIVE AND NEGATIVE IMPACTS**

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


There are no negative impacts. This course offers more options for HSEM BEM students to specialize in their chosen field.

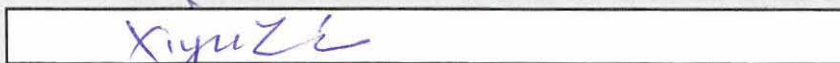
JUSTIFICATION FOR ACTION REQUESTED


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 is a new course designed to provide specific material to those BEM students who are already in the fire service and wishing to advance or to those new students who might be looking for their first career jobs. It provides more choices for BEM students and may expose some to a field they might never have thought about.

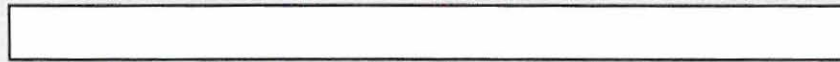
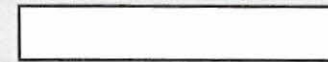
APPROVALS: Add additional signature lines as needed.

 Date 6 Nov 2014
Signature, Chair,
Program/Department of: HSEM


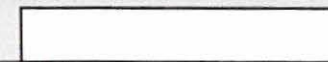
 Date 11/10/2014
Signature, Chair, College/School
Curriculum Council for: School of Management

 Date 11/10/2014
Signature, Dean, College/School
of: Management

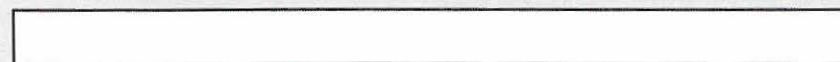
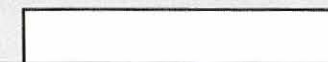

Offerings above the level of approved programs must be approved in advance by the Provost.

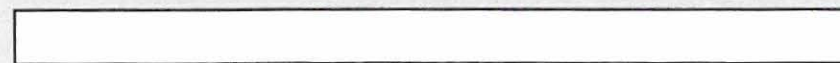
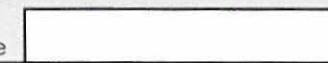

 Date 
Signature of Provost (if above level of approved programs)

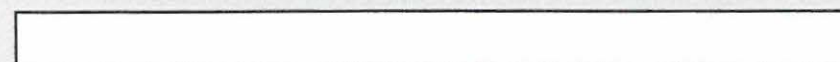
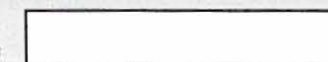

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

 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: 

Advanced Principles of Fire Service Administration

HSEM F440

3 Credits

Prerequisites: HSEM 301 or permission of instructor

Location: TBD

Meeting Time: TBD

Instructor Information

Instructor: Douglas Schrage, MS

Office Hours: TBD

Office Location: Whitaker Building

Work Telephone: (907) 474-7681

E-mail: drschrage@alaska.edu

Textbook

Graner, Ron (2007). The Fire Chiefs Tool Box. Fire Engineering Books and Videos.

Jones, Clayton (Editor) (2006). Chief Fire Officer's Desk Reference. Jones and Bartlett Publishers.

Case studies, journal articles, and other publications as assigned.

Course Description

The content will build a strong base of knowledge for upper division students not yet working in the emergency services as well as appeal to seasoned chief fire officers. Topics include community risk management, strategic planning, labor relations, leadership and visioning, managing change, politics, organizational culture, and data analysis. This course aligns with the United States Fire Administration (USFA) Fire and Emergency Services Higher Education curriculum.

Course Goals

This course is intended to provide the student with advanced knowledge of contemporary issues necessary for a current or aspiring fire chief to succeed in today's public safety environment.

Student Learning Outcomes

- Describe the role of the fire/emergency medical services department as a part of the community government and comprehensive plan.
- Explain the importance of a good working relationship with public officials and the community as a whole.
- Identify local, state, and national organizations that will be beneficial to your department.

- Assess ways to create a positive climate for change and introduce new ideas within the organization.
- Describe how an organization can respond to current or emerging events or trends.
- Explain the benefits of employee involvement in departmental decisions.
- Develop a clear understanding of the national assessment models and their respective approaches to certification.

Instructional Methods

This course is offered in a traditional classroom format involving face-to-face interaction between and among the students and the instructor. In addition, students may participate on-line in real time or via asynchronous (recorded) collaboration. Activities will include reading assignments, lectures, facilitated and open discussions, case studies, on-line discussion boards, and student presentations. Students are required to have ready access to a computer with Internet access.

Course Outline

Week 1

Leadership and Followership

Week 2

Politics and Relationships
Persuasion and Influence

Week 3

Personnel Management
Labor Relations

Week 4

Budgeting and Resource Management
Communication and Public Access

Week 5

Organization and Culture
Management Dynamics

Week 6

Decisionmaking Strategies and Methods
Building Consensus

Week 7

Policy Development and Implementation
Implementing External Mandates

Week 8

Project Management
Information Technology

Week 9

Strategic Planning
Anticipating Change

Week 10

Operational Planning
Standards of Cover

Week 11

Change Management
Social and Cultural Considerations

Week 12

Planning for a Sustainable Organization

Week 13

Community Risk Dynamics
Risk Assessment and Planning
Economic Development and Emergency Planning

Week 14

Professional & Personal Development

Week 15

Final Project Presentations

Week 16

Final Project Presentations

Course Policies

Students are expected to remain up to date with the scheduled lesson plans on a weekly basis. Students will be penalized for the late submission of class assignments or should they fall behind by more than two weeks (outside of emergency or mutually agreed upon circumstances). Each late assignment will be docked 10% for every day it is late. If you miss an exam, due to an excused absence, you will have one week to schedule a make-up during the instructor's office hours. Additionally, each student is expected to attend class and participate in the classroom debates. If you have more than 3 unexcused absences throughout the semester you will lose 10% of your final grade.

Students are expected to observe academic honesty. Dishonest practices including giving or receiving assistance in any manner or form during an examination, unauthorized possession of exam questions, and plagiarism (willfully presenting another person's writings, opinions or thoughts as one's own, without proper credit and documentation) will not be tolerated.

Violations of the UAF Student Code of Conduct will be referred to the appropriate authority for possible disciplinary actions including removal of violator from this course.

Evaluation

20% Case Study #1 and #2 Research Paper and Presentation (200 points): Each student will conduct two case study analyses and develop papers and presentations based on a selected case study from the list provided. The paper will consist of a double spaced, 3-5 page paper not including the cover page. The presentation will be between 7-10 minutes in length and consist of no more than 12 slides.

20% Tests (300 points): There will be 2 tests given throughout the semester. Each test will be worth 150 points and have a combination of multiple choice, true/false, and essay questions.

10% Participation (100 points): Each student is expected to attend class and participate in the classroom debates. If you have more than 3 unexcused absences throughout the semester you will lose 10% of your final grade.

10% Student led discussions, Small group activities (100 points): Participation is important in this class. Student led discussions will be assigned and conducted on a weekly basis. There will also be small group activities used to supplement the discussions through the use of group/individual research and analysis.

30% Final Project (300 points): Individuals (assigned in week 4) are to develop and deliver, through independent research, a final paper and and presentation. The paper, which will be developed in consultation with the instructor, needs to be between 8 and 10 pages in length with an accompanying presentation (between 10 to 15 minutes in length). This project will be due in week 13 to provide the necessary time for presentations. More information will be provided during week 4.

Please note the following breakdown in points:

Tests	300
Case Studies	200
Participation	100
Discussion and Activities	100
<u>Final Project</u>	<u>300</u>
Total	1000

A= 90-100% (900-1000 points)

B= 80-89% (800-899 points)

C= 70-79% (700-799 points)

D= 60-69% (600-699 points)

F= 59 % or less (599 points or less)

Support Services

Students are encouraged to utilize the UAF Writing Center in 801 Gruening (Phone # 474-5314) as needed to assist in the development and refinement of their written products. Students are also encouraged to use the UAF Speaking Center for coaching and practice. The Center is located in 507 Gruening. Call 474-5470 for Speaking Center hours and to schedule an appointment. Please contact me as required should you need to contact other subject matter support services relevant to the development of your leadership or class projects/topics.

Disabilities Services

Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment with the Office of Disability Services (Phone # 474-7043). Please inform me of your needs and if I need to meet with the Office of Disability Services to provide the appropriate accommodations to assist you in meeting the goals of the course.