

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	Amber Lammers	Phone	Ext. 4622 or 6736
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1. ACTION DESIRED (CHECK ONE): Trial Course  New Course

2. COURSE IDENTIFICATION: Dept  Course #  No. of Credits

Justify upper/lower division status & number of credits:

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/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  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:   
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)

**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)



(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 F404 Public Safety Instructional Methods  
3 Credits Offered as Demand Warrants

This course provides the student with the foundation of public safety instructional techniques. Adult education techniques, roles, issues, domains of learning, instructional models and accreditation issues will be emphasized. Course organization and planning for the public safety community including diverse learning populations will be also discussed.

**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

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

CREDITS



maximum number of credit hours that may be earned for this course?

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:  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?

No

Yes/No

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

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 will teach the course.

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

Yes

Emergency medical 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 chose 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 materials to those BEM students who are already in the emergency medical career field 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	12 Oct 15
Signature, Chair, Program/Department of:	<u>HSEM</u>	

	Date	10/09/2015
Signature, Chair, College/School Curriculum Council for:	<u>School of Management</u>	

	Date	
Signature, Dean, College/School of:	<u>School of Management</u>	

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: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> 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:		



**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at: <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 is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**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**.

<http://www.uaf.edu/disability/> 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.

5/21/2013

**Course Number and Title:** HSEM F404 – Public Safety Instructional Methods

**Credits:** 3

**Prerequisites:** HSEM 301 or permission of instructor

**Location:** TBD

**Instructor Information:**

Justin Yurong, Assistant Professor

Phone: (907) 455-2892

Cell: (907) 978-7350

Fax: (907) 455-2813

E-mail: [jyurong@alaska.edu](mailto:jyurong@alaska.edu)

Office location: University Park Building, 137

**Instructor Availability:**

Office hours are Monday, 9 am-12 pm and other times by appointment. It is best to reach me by email and to schedule a time to meet. If you need to speak to me, please email first and then text my cell phone. I will respond to phone messages within 24 hours.

**Course Description:**

This course provides the student with the foundation of public safety instructional techniques. Adult education techniques, roles, issues, domains of learning, instructional models and accreditation issues will be emphasized. Course organization and planning for the public safety community including diverse learning populations will be also discussed.

**Course Objectives:**

At the completion of this course, the successful student will be able to:

1. Discuss the roles and responsibilities of the public safety educator.
2. Be able to define and discuss domains of learning.
3. Define several instructional models and describe when each model would be utilized.
4. Understand how national and/or state accreditation influences public safety instruction courses.
5. Develop and deliver lesson applicable to the public safety realm that incorporates cognitive, psychomotor, and affective elements.
6. Develop and deliver an evaluation based on objective 5.

**Textbook Requirements:**

Required Course Textbooks:

1. Foundations of Education – An EMS Approach, 2<sup>nd</sup> Ed. Copyright 2012, Cengage Learning. ISBN: 978-1111134884.
2. Other readings as assigned (BlackBoard)

**Instructional Methods:**

This course is being delivered asynchronously utilizing the Blackboard platform. Video lectures, discussion forums, case studies, and student projects will be utilized.

**Technology Requirements:**

Since this course is being delivered asynchronously via Blackboard, students must have access to a computer with **reliable, high-speed** internet access is required. Additionally, students who are outside of the Fairbanks, AK area will need to submit their final project in a video format so access to a camera is required.

**Attendance:**

Since this course is being delivered asynchronously, attendance at a predefined times is not required. Students are required to **actively** participate in online discussion forums which is defined as at least **three** significant posts per module – Your contribution to the course plus two unique comments on a classmates post. For the purpose of this course, a significant post is defined as at least 250 words for your post free of spelling and grammatical errors that directly applies or adds to the discussion modules. Follow-up posts are not length dependent, but should add to the content the original author posted, or pose a follow up question. Avoid “Gee I Agree” posts. **All initial discussion board posts are DUE at 11:59pm on Thursdays. All follow-up posts are DUE at 11:59pm on Saturdays.**

**Assessment of Learning and Grading System:**

*Evaluation:* Grades will be based on the total number of points earned for various learning activities. Student evaluation will be based on:

- **Final Student Project (50%):** See project guidelines on blackboard (150 points total)
  - 5% - Lesson Proposal (15 points)
  - 15% - Completed Lesson Plan (45 points)
  - 5% - Lesson Evaluations (15 points)
  - 25% Delivery of the Lesson (75 points)
- **Course Development Assignments / Case Studies (50%)**
  - 10 assignments worth 10 point each (100 points)
  - 2 case studies (4 -6 pages in length) (50 points total)

**Grading:**

Final Student project= 50% (150 points)

Assignments /Case Studies = 50% (150 points)

**Total = 300 points**

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

**Late Assignment Policy:**

Students are expected to turn in ALL assignments ON TIME. Students who do not submit assignments by the due date will have the grade for that assignment penalized 50%. **All assignments MUST** be completed prior to 5/2/2016. Students failing to submit all assignments will automatically receive a failing grade in the course.

**Additional Course Policies:**

The UAF Student Code of Conduct will be the backbone of the course policies. Students are expected to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or violates the rights of others is prohibited. The university may initiate disciplinary action and impose disciplinary sanctions against any student found responsible for committing, attempting to commit or intentionally assisting in the commission of any of the following prohibited forms of conduct. Furthermore, the instructor reserves the right to administratively withdraw any student that violates any section of this syllabus:

1. cheating, plagiarism or other forms of academic dishonesty

2. forgery, falsification, alteration or misuse of documents, funds or property
3. damage or destruction of property
4. theft of property or services
5. harassment
6. endangerment, assault or infliction of physical harm
7. disruptive or obstructive actions
8. misuse of firearms, explosives, weapons, dangerous devices or dangerous chemicals
9. failure to comply with university directives
10. misuse of alcohol or other intoxicants or drugs
11. violation of published university policies, regulations, rules or procedures

### ACADEMIC HONESTY

Students are expected to conduct themselves as EMS professionals during the entire course. As such academic dishonesty in any form **will not be tolerated**. Examples of academic dishonesty include, but are not limited to: submitting any work which the student did not personally complete, sharing or receiving answers on any individual assignment, falsifying any clinical document, falsifying any document submitted as part of the student's coursework, copying or paraphrasing any written or recorded work and passing it off as your own. **If you know of academic dishonesty that is taking place and don't report it, you will be held as guilty as the person performing the act!**

Often, students are not **intentionally** trying to be dishonest. Before submitting any assignment ask yourself this question: "Is the work that I am submitting completely my own? If the answer is "No", then you will need to provide the source of the information (APA format is required for this course). Please contact the instructor if you have any questions.

### 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.

### ADA Policy

Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment with the Office of Disability Services (Phone # 474-5655). Please inform me of your needs and if I need to meet with the Office of Disability Services to provide the appropriate accommodations and support to assist you in meeting the goals of the course.

*Important note:* We believe that every student has the ability to succeed in this course. It is our responsibility to provide a quality learning experience and it is up to each student to learn and apply the course materials. Students earn their grades through course assignments. We cannot grade on effort—we must grade on work submitted as evidence of learning. Our job is to provide you with the tools, support, and assistance along with the occasional push you need to excel; it is your commitment to the coursework that will determine your level of excellence.



**Course Schedule:****Week 1 (14 January – 15 January)**

Review of syllabus and Course Assignments

Readings

- N/A

Assignments

- Discussion Board – Student Introductions

**Week 2 (18 January – 22 January) – The Educator**

Readings

- Chapter 1 – Attributes of Effective Educators
- Chapter 2 – EMS Educator Roles
- Case Study 1 – The new EMS educator

Assignments

- Discussion Board – Introductions (If not already complete)
- Assignment #1 – EMS Educator Roles and Responsibilities
- Case Study 1 Discussion

**Week 3 (25 January – 29 January) – The Student, Part 1**

Readings

- Chapter 3 – Principles of Adult Learning

Assignments

- Assignment #2 – Principles of Adult Education
- PAEI Questionnaire - <http://www.labr.net/apps/paei/inventory.php?Start=Start>
- PAEI Zinn PDF

**Week 4 (1 February – 5 February) – The Student, Part 2**

Readings

- Chapter 4 – Learning Styles
- Chapter 5 – Diversity
- Kolb Learning Style PDF

Assignments

- Assignment #3 – Learning Style Assessments
- Kolb Learning Style Assessment
- Final Project “Proposal” Due (Uploaded to Blackboard)

**Week 5 (8 February – 19 February) – Education Essentials Part 1**

Readings

- Chapter 6 – The learning environment
- Chapter 7 – Domains of Learning
- Chapter 8 – Goals and Objectives

Assignments

- Assignment #4 – Domains of Learning
- Student Project – Goals and Objectives section

**Week 6 (15 February – 19 February)**

## Readings

- Chapter 9 – Lesson Plans
- Chapter 10 – Legal Issues

## Assignments

- Assignment #5 – Legal Issues
- Lesson Plan Draft 1 Posted to Blackboard

**Week 7 (22 February – 26 February)**

## Readings

- Chapter 11: Introduction to Teaching Strategies
- Chapter 12: Teaching All Domains

## Assignments

- Assignment #6 – Teaching Domains
- Review The National EMS Education Standards document on Blackboard

**Week 8 (29 February – 4 March)**

## Readings

- Chapter 13: Tools for Individual Learning
- Chapter 14: Tools for Small Group Learning
- Chapter 15: Tools for Large Group Learning
- Chapter 16: Using Technology to Enhance Learning

## Assignments

- Assignment #7 – Group Learning Tools and YOUR Lesson
- Lesson Plan Draft 2 Due - Blackboard

**Week 9 (7 March – 11 March)**

## Readings

- Chapter 17 – Tools for Distance Learning
- Chapter 18 – Tools for Simulation
- Chapter 19 – Tools for Field and Clinical Learning

## Assignments

- Assignment #8 – What makes a good FTO / Field Mentor?

**Spring Break****Week 10 (21 March – 25 March)**

## Readings

- Chapter 20 – Principles of Evaluation of Student Performance
- Chapter 21 – Using Written Evaluation Tools
- Chapter 22 – Other Evaluation Tools

## Assignments

- Assignment #9 – Evaluation Tools



**Week 11 (28 March – 1 April)**

## Readings

- Chapter 23 – Remediation
- Chapter 24 – Administrative Issues

## Assignments

- Assignment #10 – Remediation
- Lesson Plan Evaluation Tools Due

**Week 12 (4 April – 8 April)**

## Readings

- N/A

## Assignments

- Case Study 2 – The Problem Student
- ***FINAL DRAFT*** – Lesson Plan Due

**Week 13 (11 April – 15 April)**

## Readings

- N/A

## Assignments

- Case Study 3
- Deliver Lessons

**Week 14 (18 April – 22 April)**

- Deliver Lessons – All deliveries and video uploads **MUST** be complete no later than 4/24 at 11:59pm

**Week 15 (25 April – 29 April)**

- Peer Review of Lessons