

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department College (To obtain a course number, contact erudolph@fau.edu)			
Prefix Number	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course	Course Title	
Credits (See Definition of a Credit Hour)	Grading (Select One Option) Regular Sat/UnSat	Course Description (Syllabus must be attached; see Template and Guidelines)		
Effective Date (TERM & YEAR)				
Prerequisites <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		Academic Service Learning (ASL) course Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites	Registration Controls (For example, Major, College, Level)	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		List textbook information in syllabus or here		
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course Letter of support from Geosciences		

Approved by Department Chair <u>D Mitsova</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 10/17/2025 10/20/2025 10/22/2025 _____ _____ _____ _____ _____
---	--

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



FLORIDA ATLANTIC UNIVERSITY

URP 6439 (graduate course)

**Disasters, Hazard Mitigation &
Recovery**

3 Credit(s)

Summer 2026 - 1 Full Term

Instructor Information

Melina Da Silva Matos Sharifan

Email: matosm@fau.edu

Office: SO 284

Office Hours: Tuesdays 4:00 - 6:00 pm, or by appointment

Phone: (561) 621-0705

Course Description

This graduate-level course emphasizes **applied practice** in hazard mitigation, disaster recovery, and climate adaptation. Students will work on **real-world projects** that replicate professional planning practice, including hazard assessments, plan evaluations, and the development of resilience strategies. The course incorporates professional tools (e.g., FEMA HAZUS, ClimRR, NIST Resilience Planning Guide, APA frameworks) and emphasizes communication of findings in practitioner-ready formats.

Instructional Method

Fully Online Class

100% of the course is delivered online.

Required Texts/Materials

There is no textbook required for this course. All materials will be available on Canvas

Course Objectives/Student Learning Outcomes

By the end of the course, students will be able to:

- Apply **advanced hazard planning tools** (e.g., HAZUS, ClimRR, FEMA RAP Tool, resilience scorecards) to analyze risks and vulnerabilities.
- Conduct **plan evaluations** of hazard mitigation and climate adaptation plans using professional frameworks.
- Build **community hazard and vulnerability profiles** by integrating multiple data sources. - Collaborate in teams on **consulting-style projects** that provide applied planning recommendations.
- Communicate professional-quality reports and presentations for practitioners and decision-makers.
- Integrate community, agency, and policy perspectives into practical hazard and disaster planning strategies.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

- Participation & Professional Engagement: 10%

- Applied Labs (biweekly exercises): 20%
- Plan Evaluation Project: 15%
- Community Hazard Profile: 15%
- Midterm Case Study Exam: 15%
- Final Applied Project (Report + Presentation): 25%

Course Schedule

Week 1 – Introduction

- **Readings:** Syllabus, American Planning Association (APA). (2010). *APA Hazard Planning Resources / APA Boot Camp Materials*. APA Planning Advisory Service.
- **Activities:** Orientation to professional practice in hazard/disaster planning, Discussion 1

Week 2 – Defining Resilience in Practice

- **Readings:**
 - Masterson, J. H., Peacock, W. G., Van Zandt, S., Grover, H., Schwarz, L. F., & Scawthorn, C. (2014). *Planning for Community Resilience: A Handbook for Reducing Vulnerability to Disasters*. Island Press. Chs 1–3.
 - Schwab, J. C. (Ed.). (2010). *Hazard Mitigation: Integrating Best Practices into Planning (Planning Advisory Service Report 560)*. American Planning Association. Chs 1–2.
- **Activities:** Applied Lab 1 — UNDRR Risk Components video + short memo

Week 3 – Assessing Hazard Exposure

- **Readings:**
 - Masterson et al. (2014). *Planning for Community Resilience*, Chs 4–5.
 - Federal Emergency Management Agency (FEMA). (2020). *National Risk Index and HAZUS Resources*. <https://www.fema.gov/flood-maps/products-tools/national-risk-index>
- **Activities:** Applied Lab 2 — FEMA National Risk Index & HAZUS demo, Begin Plan Evaluation Project

Week 4 – Hazard Mitigation Plans

- **Readings:**
 - Schwab (2010). *Hazard Mitigation*, Chs 1–2.
 - Berke, P., Newman, G., Lee, J., Combs, T., Kolosna, C., & Salvesen, D. (2015). "Evaluation of Networks of Plans and Vulnerability to Hazards and Climate Change: A Resilience Scorecard." *Journal of the American Planning Association*, 81(4), 287–302.
- **Activities:** Discussion 2, Submit **Plan Evaluation Project (15%)**

Week 5 – Climate Adaptation Planning

- **Readings:**
 - Matos, M., Gilbertson, P., Woodruff, S., Meerow, S., Roy, M., & Hannibal, B. (2023). "Comparing Hazard Mitigation and Climate Change Adaptation Planning Approaches." *Journal of Environmental Planning and Management*, 66(14), 2922–2942.
 - Intergovernmental Panel on Climate Change (IPCC). (2023). *Climate Change 2023: Synthesis Report — Summary for Policymakers*. IPCC.
 - California Natural Resources Agency (CNRA). (2020). *California's Climate Adaptation Strategy Guidance*.
 - United Nations. (2015). *The Paris Agreement*.

- **Activities:** Applied Lab 3 — Compare two adaptation plans, Begin Community Hazard Profile

Week 6 – Disaster Recovery Planning

- **Readings:**
 - Schwab (2010). *Hazard Mitigation*, Ch. 3.
 - Olshansky, R. B., Hopkins, L. D., & Johnson, L. A. (2012). “Disaster and Recovery: Processes Compressed in Time.” *Natural Hazards Review*, 13(3), 173–178.
- **Activities:** Midterm Case Study Exam (15%)

Week 7 – Federal Frameworks of Disaster Resilience

- **Readings:**
 - Schwab (2010). *Hazard Mitigation*, Ch. 4.
 - United Nations Office for Disaster Risk Reduction (UNDRR). (2015). *Sendai Framework for Disaster Risk Reduction 2015–2030*.
 - U.S. Global Change Research Program (USGCRP). (2018). *Fourth National Climate Assessment*. U.S. Government Publishing Office.
- **Activities:** Applied Lab 4 — Federal frameworks analysis, Continue Community Hazard Profile

Week 8 – Long-Term Recovery

- **Readings:** Schwab (2010). *Hazard Mitigation*, Chs 5–7.
- **Activities:** Draft Community Hazard Profile due, Peer feedback workshop

Week 9 – Creating Resilient Communities

- **Readings:**
 - Schwab (2010). *Hazard Mitigation*, Ch. 8.
 - National Institute of Standards and Technology (NIST). (2015). *Community Resilience Planning Guide for Buildings and Infrastructure Systems – Playbook*. U.S. Department of Commerce.
 - Federal Emergency Management Agency (FEMA). (2020). *Resilience Analysis and Planning Tool (RAPT)*.
- **Activities:** Applied Lab 5 — Using resilience planning tools, Submit **Community Hazard Profile (15%)**

Week 10 – Land Use and Hazard Mitigation

- **Readings:**
 - Godschalk, D. R., Kaiser, E. J., & Berke, P. R. (1999). “Integrating Hazard Mitigation and Local Land Use Planning.” In R. J. Burby (Ed.), *Cooperating with Nature: Confronting Natural Hazards with Land-Use Planning for Sustainable Communities* (pp. 85–118). Joseph Henry Press.
 - Berke, P., & Smith, G. (2009). *Hazard Mitigation, Planning, and Disaster Resiliency: Challenges and Strategic Choices for the 21st Century*. In *Sustainable Development and Disaster Resiliency* (pp. 1–23). IOS Press.
 - May, P., & Deyle, R. (1998). “Governing Land Use in Hazardous Areas with a Patchwork System.” In R. J. Burby (Ed.), *Cooperating with Nature* (pp. 57–82). Joseph Henry Press.
 - Olshansky, R. B., & Kartez, J. D. (1998). “Managing Land Use to Build Resilience.” In R. J. Burby (Ed.), *Cooperating with Nature* (pp. 167–201). Joseph Henry Press.
- **Activities:** Discussion 3, Begin **Final Applied Project**

Week 11 – Planning for the Worst

- Readings: Beatley, T. (2009). *Planning for Coastal Resilience: Best Practices for Calamitous Times*. Island Press. Chs 3–4 (pp. 29–54); Ch. 6 (pp. 59–71); Ch. 8 (Worcester County, MD pp. 99–110).
- Activities: Field-based project simulation, Team work on Final Project

Week 12 – Structural vs Non-Structural Strategies

- Readings:
 - Beatley, T. (2009). *Planning for Coastal Resilience: Best Practices for Calamitous Times*. Island Press. Ch. 7 (pp. 59–71); Ch. 11 (Charleston County, SC pp. 129–134).
 - Godschalk, D. R. (2003). “Urban Hazard Mitigation: Creating Resilient Cities.” *Natural Hazards Review*, 4(3), 136–142.
- Activities: Final class presentations, Submit **Final Applied Project (25%)** (Report + Presentation)

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

Attendance Policy:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations

or participation in University-approved activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a university-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance is mandatory even in an online class. Students are expected to access the Canvas course page at least three times per week during the semester. Weeks start at 12:00 am Monday and end at 11:59 pm on the following Sunday.

If you are unable to meet this requirement, prior notice must be given at least one week before the anticipated missed module. Failure to do so may result in missed coursework regardless of the reason. If you miss a week due to an unanticipated event, it is your responsibility to notify the instructor via email in a reasonable amount of time.

A reasonable amount of time to contact the instructor is considered the week after an unanticipated absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%

A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Late submissions for quizzes are generally not accepted. However, in accordance with University policy, students who miss a quiz due to documented illness, family emergency, or other University-approved absence will be allowed a make-up opportunity without grade penalty, provided they notify the instructor within a reasonable timeframe.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic

exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

Available on the Course Module.

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.



Charles E. Schmidt College of Science
Department of Geosciences
Science and Engineering Building, SE 456
777 Glades Road
Boca Raton, FL 33431
561.297.3250
<http://www.geosciences.fau.edu>

October 20, 2025

Dear Dr. Diana Mitsova,

This letter is to express the Dept. of Geosciences' support for the proposed course, URP 6439 – Disasters, Hazard Mitigation & Recovery.

Best Regards,

A handwritten signature in black ink, appearing to read "T. Briggs", is positioned below the "Best Regards," text.

Tiffany Roberts Briggs, Ph.D.
Chair & Associate Professor
Department of Geosciences
briggst@fau.edu



Charles E. Schmidt College of Science
Department of Geosciences
Science and Engineering Building, SE 456
777 Glades Road
Boca Raton, FL 33431
561.297.3250
<http://www.geosciences.fau.edu>

October 20, 2025

Dear Dr. Diana Mitsova,

This letter is to express the Dept. of Geosciences' support for the proposed course, URP 6439 – Disasters, Hazard Mitigation & Recovery.

Best Regards,

A handwritten signature in black ink, appearing to read "T. Briggs", is positioned below the "Best Regards," text.

Tiffany Roberts Briggs, Ph.D.
Chair & Associate Professor
Department of Geosciences
briggst@fau.edu