

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs		UUPC Approval <u>11-03-25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Urban and Regional Planning College Charles E. Schmidt College of Science		
Current Course Prefix and Number URP4430		Current Course Title Planing for Hazards/ Disasters	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: RI: Planning for Hazards/ Disasters Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: This undergraduate research-intensive (RI) course is designed to provide students with an understanding of the impact of natural hazards on cities and communities. Emphasis is placed on practical mitigation and recovery strategies as they relate to planning and plan development, vulnerability concepts and methods, and the collaboration between organizations, agencies and institutions in efforts toward resilient and sustainable communities. Change prerequisites/minimum grades to: N/A Change corequisites to: N/A Change registration controls to: N/A Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: <u>Summer 2026</u>		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Malina Matos matosm@fau.edu			
Approved by Department Chair <u>DMitsova</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			Date <u>10/09/2025</u> <u>10/13/25</u> <u>10/15/25</u> <u>11-03-25</u> <u>11-03-25</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

URP 4430 Planning for Hazards Disasters

**RI: Planning for
Hazards/Disasters 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 undergraduate research-intensive (RI) course is designed to provide students with an understanding of the impact of natural hazards on cities and communities. Emphasis is placed on practical mitigation and recovery strategies as they relate to planning and plan development, vulnerability concepts and methods, and the collaboration between organizations, agencies and institutions in efforts toward resilient and sustainable communities.

RI Statement for Students

This course fulfills FAU's Research Intensive (RI) requirement. This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review.

Through a structured research project, students will engage in the full cycle of inquiry: developing research questions, collecting and analyzing data, and communicating findings. This designation emphasizes skills that are valuable in professional planning practice and graduate study.

Student Learning Outcomes

The research project is designed to achieve all six of the following Student Learning Outcomes (SLOs):

SLO 1: Knowledge. Students are expected to demonstrate content knowledge, and knowledge of core principles and skills.

SLO 2: Formulate Questions. Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline.

SLO 3: Plan of Action. Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.

SLO 4: Critical Thinking. Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others.

SLO 5: Ethical Conduct. Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice.

SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes.

Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

Undergraduate Research Certificate: FAU now offers an Undergraduate Research Certificate to recognize undergraduate students for the systematic development of excellence in undergraduate research. Students seeking a certificate must complete 12 credits in research-intensive (RI), skill-building, exposure, and research dissemination activities. Successfully completing this course earns you three credits in research intensive coursework. Learn more about the RI Certificate at the **Office of Undergraduate Research and Inquiry (OURI) | Florida Atlantic University**.

Instructional Method

Fully Online Class

100% of the course is delivered online.

Required Texts/Materials

Material assigned for this course will be available on Canvas

Course Objectives/Student Learning Outcomes

Upon successful completion of this course, students will be able to understand fully:

- The concepts and nature of disaster resilience, recovery processes, mitigation, and multiple levels of social units.
- The various policies, actions, and approaches to hazard mitigation.
- The forms and issues associated with hazard mitigation and disaster recovery planning before and after a disaster.
- Prepare communities for all-hazards disaster planning.
- Design and conduct a small-scale research project related to hazard or disaster planning.
- Collect, analyze, and interpret data using appropriate planning research methods (e.g., document analysis, GIS, surveys, or field observations).
- Communicate research findings effectively in written and oral formats, consistent with professional planning standards.

INTEGRATION OF SLOS AND RESEARCH ASSIGNMENTS

SLOs	Assignment Requirements and Assessments
SLO-1: Knowledge	Common base of knowledge required for effective professional practice in the field of planning including policy and organizational contexts. Students will demonstrate knowledge of key theories of disaster and hazard mitigation planning, and multidisciplinary interpretative views of disaster recovery. Students will also show knowledge of tools and practical skills needed to analyze planning problems related to planning for hazards, disasters, and recovery. and understand local and regional trends. Knowledge of written, oral communication, and advanced visualization techniques are also required to incorporate research findings in planning documents and present them through a website project.
SLO-2: Formulate Questions	Students are required to develop a problem statement in which they specifically address their research questions. The students are expected to present a clear concise statement of the research problem. When appropriate, the students should be able to break down principal problems into smaller solvable sub-problems.
SLO-3: Plan of Action	Students will create a plan of action for intensive case study research that will encompass the following elements: (i) scope of the study; (ii) literature review; (iii) planning context; (iv) problem statement and research methodology; (v) analysis and findings; (vi) developing a tool or a proposed solution. The students will develop hypothesis if needed, identify research methods and experimental designs, and select appropriate statistical techniques. Using the course timeline as a template, each student is expected to develop her/his own planning project management plan with specific tasks related to the topic in consideration.

SLO-4: Critical Thinking	Students will demonstrate critical thinking skills by applying appropriate selection criteria for case study research, taking into consideration multiple perspectives, and examining implications and consequences of an action or planning alternative. The research project will also tap into students' ability to use evidence and reasoning to distinguish between categories or rank them, ability to apply standards and make judgments according to established personal, professional, or social rules or criteria, ability to build predictive models and transform knowledge. Peer reviews will be used for the initial drafts.
SLO-5: Ethical Conduct	All students are required to familiarize themselves with the rules of academic integrity and the Code of Ethics of the American Planning Association. Student projects involving primary data collection through surveys and interviews will be required to complete CITI training. Please note that survey results can be included in the project report and posted on Canvas, but survey research CANNOT be posted on the website unless a prior approval from the FAU Institutional Review Board has been obtained. Also, make sure to include <u>original images</u> (ex. pictures, maps, renderings that you created). Avoid using Internet content or make sure it is not copyright protected.
SLO-6: Communication	Students will be required to professionally write and present a research proposal, a research report (e.g., analysis, findings and recommendations), and create a presentation to communicate research results as outlined in SLO-3. Students are expected to demonstrate knowledge of technical report writing and visualization.

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 & Discussions: 15%
- Quizzes: 15%
- Midterm (Case-based applied test): 20%
- **Research Project Portfolio: 50%** - Project Proposal (10%) | Data Collection Memo (10%) | Draft Analysis (10%) | Final Paper + Poster/Presentation (20%)

Schedule

Week 1 – Introduction

- Readings: Syllabus, APA Boot Camp
- Activities: Syllabus Quiz, Introduction Forum
- **Evaluation Link:** Participation & Discussions (15%)

Week 2 – Defining Resilience & Mitigation Phases

- Readings: Masterson Ch. 1–3; Schwab Ch. 1–2
- Activities: Quiz 1, Discussion 1, Research Skills Workshop — Identify potential topics and communities of interest
- **Evaluation Link:** Participation & Discussions (15%), Quizzes (15%)

Week 3 – Assessing Hazard Exposure

- Readings: Masterson Ch. 4–5
- Activities: Quiz 2, **Research Proposal (10%)** — Choose a community and research question; submit 2–3 page proposal with preliminary sources

Week 4 – Hazard Mitigation Plans

- Readings: Masterson Ch. 7; Berke et al. (2015); Berke, Lyles, & Smith (2014)
- Activities: Discussion 2, Annotated Bibliography of at least 5 scholarly/practitioner sources (supporting Research Project Portfolio)

Week 5 – Climate Adaptation Planning

- Readings: Matos et al. (2023); IPCC reports; California guidance
- Activities: Discussion 3, **Data Collection Memo (10%)** — Document methods (secondary data, plan analysis, field/virtual observations)

Week 6 – Disaster Recovery Planning

- Readings: Schwab Ch. 3; Olshansky et al. (2012)
- Activities: Quiz 3, Midterm (Case-based applied test – 20%), Submit dataset (plans, maps, data tables) compiled for project

Week 7 – Federal Framework of Disaster Resilience

- Readings: Schwab Ch. 4; Sendai Framework
- Activities: Quiz 4, Draft outline of analysis framework (how resilience or vulnerability will be assessed)

Week 8 – Long Term Recovery

- Readings: Schwab Ch. 5–7
- Activities: Discussion 4, **Draft Analysis (10%)** — Submit preliminary findings with tables, charts, or maps

Week 9 – Creating Resilient Communities

- Readings: Schwab Ch. 8; NIST Playbook; FEMA RAPT
- Activities: Quiz 5, Peer review of draft analysis in small groups

Week 10 – Land Use and Hazard Mitigation

- Readings: Godschalk, Kaiser, & Berke; Berke & Smith (2009); May & Deyle (1998)
- Activities: Discussion 5, Revise analysis and integrate feedback into draft paper

Week 11 – Planning for the Worst

- Readings: Beatley (2009) Ch. 3–4, 6, 8

- Activities: Quiz 6, Draft conclusion and policy recommendations

Week 12 – Structural vs Non-Structural Planning

- Readings: Beatley (2009) Ch. 7, 11; Godschalk (2003)
- Activities: Final Discussion, **Final Paper + Poster/Presentation (20%)** — 10–12 page paper and professional-style 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>

AI Encouraged Policy: The use of AI to assist in work assigned in this specific course is encouraged for various purposes. The instructor hereby permits the use of AI to assist in work assigned for this course, unless the instructor expressly indicates AI is not permitted on a particular assignment. Use must be properly documented and cited per instructor guidelines.

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](#)
- [Student Support Services](#)

- [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 \(WAC\)](#)
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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.