NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

Course Name: Managing at the Wildland-Urban Interface: Collaborating for Healthy Forests and Communities

Course Number: FES 454/554

Credits: 3

Instructor name: Bruce Shindler

Instructor email: bruce.shindler@oregonstate.edu

Instructor phone: (541) 737-3299

Instructor website: http://fes.forestry.oregonstate.edu/faculty/shindler-bruce

Teaching Assistant name and contact info: N/A

Course Description:

This course focuses on interactions among natural resource professionals and community stakeholders for managing lands at the wildland-urban interface (WUI). Of concern are social, economic, political, and ecological issues. These issues all influence the ability of agency personnel and landowners to address forest/rangeland health and wildfire in urbanizing landscapes. In these settings the goal is to reach agreement on fire management programs and build joint responsibility for fuel reduction and restoration activities. In some cases, where fire events have already occurred, this means joint planning for restoring communities and local forests. In each of these situations, the quality of decisions is improved by a multi-agency effort that includes a role for citizens and an environment in which all can interact. Such partnerships offer opportunities to experiment with management approaches, capitalize on local knowledge, and build support for decisions. This course is highly relevant to resource professionals in the U.S. and beyond (e.g., Canada, Australia, Spain, Greece) where increasing population growth at the urban fringe and changing climate conditions are putting communities at greater risk.

There are no pre-requisites for this course; however, it is a senior and graduate student level course for individuals pursuing a career in the natural resource professions. Most of you will already have experience in the settings we discuss, either from seasonal or full-time appointments. Your insights will make this class richer and more diverse.

Communication:

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. The instructor will reply to course-related questions and email within 24-48 hours.
Technical Assistance:
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources:
There is no required textbook for the class. All materials and resources will be provided online:

- Required readings—many of which are directly suited to a management audience (meaning you will not get just a stack of journal articles from the science literature).
- Power point lectures with instructor audio
- Field based videos with resource professionals
- DVDs (provided by instructor and colleagues)
- Additional readings and website links on topical issues—consult the weekly assignment page for details each week.
- Students… I consider each student a resource for this class. Every one of you has on-the-job and/or real life experiences about our subject. Many of you are living (personally or jobwise) in the WUI right now. I expect you to share your ideas and opinions on our Discussion Board and nudge others to do the same. Our class will be richer for what each of you brings to our conversations.

Blackboard:
This course will be delivered via Blackboard where you will interact with your classmates and with your instructor. Within the course Blackboard site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and exams. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes:
The course will target fire affected communities where resource professionals/practitioners are seeking ways to work cooperatively with federal, state, and local agencies as well as citizen groups and property owners. Their ability to come together in a collaborative planning environment will lead to more durable, well supported decisions. Upon completion of this course students will be able to:

1. Explain the at-risk nature of WUI communities, the role of expectations among stakeholders, and the importance of tradeoffs in these situations.
2. Explain the elements of complex (wicked) natural resource problems and their relevance for managing at the wildland urban interface.
3. Apply concepts of adaptive integrated resource management to problems associated with forest health, fire management, and climate change.
4. Describe homeowner hazard risk assessment and mitigation strategies for fuel reduction and defensible space.
5. Describe current community fire mitigation programs (e.g., Fire Adapted Communities, Community Wildfire Protection Planning, FireWise, FireSmart).
6. Identify and utilize the range of organizational and community resources available for effective decision making in at-risk communities.
7. Describe management actions that lead to desired outcomes for building trust among agencies and stakeholders.
8. Describe three levels of public outreach and how to build effective communication strategies for each.
9. Discuss the merits and challenges of the Ready, Set, Go homeowner evacuation program.
10. Describe the challenges of maintaining recreation lands near the WUI, including elements of managing for ecological aesthetics versus visual aesthetics.
11. Describe the need to assess project scale (small vs. landscape level) and how these circumstances affect planning processes.
12. Describe differences in public expectations and management challenges for pre-fire fuel reduction programs and post-fire restoration.

**Slash Course**
This is a slash course meaning that it is open to undergraduate and graduate students. Graduate students are likely to have a greater level of experience and interpretation of our course material, and I expect their efforts will reflect this. There are two additional (graded) responsibilities for grad students. One is being a Discussion Board leader for one of the 10 weeks; the other is a written assignment which involves a draft planning strategy for a problem associated with managing in a public natural resource agency. Details for each will be provided.

**Evaluation of Student Performance**
- Discussions – 200 points
- Written assignments -- 300 points
- Midterm Exam – 150 points
- Final Exam – 150 points
- Total – 800 points

Graduate student responsibilities will add another 100 points to their possible score.

<table>
<thead>
<tr>
<th>Undergrads (800 points possible)</th>
<th>Graduate Students (900 points possible)</th>
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<tbody>
<tr>
<td>A 720-800 points</td>
<td>A 810-900 points</td>
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<tr>
<td>B 640-710 points</td>
<td>B 720-809 points</td>
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<tr>
<td>C 560-639 points</td>
<td>C 630-808 points</td>
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<td>D 480-559 points</td>
<td>D 540-629 points</td>
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<td>F 479 and lower</td>
<td>F 539 and lower</td>
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**Course Content**

<table>
<thead>
<tr>
<th>Week</th>
<th>Title</th>
<th>Topics</th>
<th>Assignments (other than Discussion Boards)</th>
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</thead>
</table>
| 1    | The WUI and multi-party management | Overview and logistics  
What is at stake in the WUI?  
Perceptions and expectations  
Fire: everyone’s responsibility |  |
| 2    | WUI characteristics and land use planning | Forest health  
At-risk communities  
Legislated solutions | Assignment 1: Memo to supervisor |
| 3    | Integrated resource management at the WUI | Components and constraints  
Ecological/human adaptation to climate change  
Context: biological & social | Assignment 2: Critique of Evergreen Magazine guest editorials |
| 4    | Homeowner risk assessment and mitigation | Risk and uncertainty  
Understanding of fire’s role  
Fuel reduction strategies | Assignment 3: Homeowner risk mitigation |
| 5    | Planning strategies in local communities | Fire adapted communities  
CWPP’s/FireWise/FireSmart | Assignment 4: Reflection note on readings |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Subtopics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Creating citizen-agency partnerships</td>
<td>Interagency cooperation, The case for collaboration, Identifying local resources, Trust-building</td>
<td>Assignment 5: Up-Front Thinking process, Exam 1</td>
</tr>
<tr>
<td>7</td>
<td>Public outreach</td>
<td>Assessing community interests, Communication strategies, Three levels of message delivery, Institutional barriers</td>
<td>Assignment 6: Discussion Board assessment of DVD (group activity)</td>
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<tr>
<td>8</td>
<td>Decision-making in local settings</td>
<td>Expectations, Procedural considerations, Group dynamics, Agency leadership</td>
<td>Assignment 7: Decision-making considerations</td>
</tr>
<tr>
<td>9</td>
<td>Protecting recreation values near the WUI</td>
<td>Issues and challenges, Visual aesthetics vs. ecological aesthetics</td>
<td>Assignment 8: Reflection note on readings</td>
</tr>
<tr>
<td>10</td>
<td>Planning in a post-fire environment</td>
<td>Short-term issues/expectations, Strategies for restoration and reaching agreement</td>
<td>Grad Student Assignment: Multi-party planning strategy</td>
</tr>
<tr>
<td>11</td>
<td>Finals week</td>
<td></td>
<td>Exam 2</td>
</tr>
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**Course Policies**

**Discussion Participation**
Students are expected to participate in all graded discussions with substantive, thoughtful posts that add to the professional nature of this course. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

**Proctored Exams**
Exams will not be proctored; however, there will be a time limit requirement. The week before each exam I will distribute a study guide to help you organize your efforts. Exams will be administered through Blackboard.

**Makeup Exams**
Makeup exams will be given only for missed exams excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

**Exam Time Limits**
Exams in this class are timed; if you exceed the time limit on an exam, you will be assessed a penalty of 10% for every ten minute interval beyond the time limit.

**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in
other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Statement Regarding Students with Disabilities**
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**Expectations for Student Conduct**
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: Information and Regulations.

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.
Tutoring

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Blackboard class by clicking on the Tools button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.