

Proposed Course Syllabus
Introduction to Public Safety Administration (PAD 3006) 3 Credits

Prerequisites All lower division coursework

Course Description

This course provides an introduction to critical issues related to public safety administration and an understanding of the laws, programs, agencies, and institutions involved in the provision of public safety. Managers in public safety agencies and institutions deal with several challenges arising from environmental and natural disasters to the nature and operation of correctional institutions. Responsibilities of managers in these institutions include the development and administration of mitigation, preparedness, response, and recovery programs to address these challenges. In addition, issues related to community resilience, social, economic and political vulnerabilities, and ethical responses to risk management need to be considered and understood by public managers engaged in the provision of safety to communities. The course addresses these and other issues within the context of disaster management, homeland security, criminal justice administration, and fire/emergency management.

Course Objectives

This course provides a common foundation to students from various disciplines for understanding issues related to risk, safety and emergency management issues in the public sector. It is also an introduction to all phases of emergency management—mitigation, preparedness, response and recovery, including the social and environmental processes that generate natural and man-made risks to public safety. To understand these issues and themes, the student will explore the political system, the role of federalism and local government, bureaucratic politics and power, administrative law, ethics and the various theories of administration that guide public managers in the provision and administration of public safety.

The main learning objectives of this course are to:

- ◆ Provide students with an understanding of the administrative, institutional, and organizational framework of disaster and emergency management in the United States;
- ◆ Provide an understanding of the complexity of the American federal system and how it affects policy making, fiscal relations, and management of public safety;
- ◆ Develop an understanding of the social, political, and economic forces that generate natural and man-made risks to public safety.
- ◆ Understand the constitutional and legal underpinnings of issues related to the administration of public safety.
- ◆ Explore and understand ethical concerns and issues related to civil liberties in the context of risk reduction and public safety.

- ◆ Familiarize students with related major fields and disciplines that deal with issues of public safety, such as urban and regional planning, social work, criminal justice, and fire/emergency management.
- ◆ Develop an understanding of the complexity of government programs in terms of the participation of agencies and actors from all three levels of government, the nonprofit sector, and the private sector.
- ◆ Apply knowledge to analyze how politics affects policy design, decision making, program implementation, and administration;
- ◆ Develop an understanding of the current debate over the role of government in American society and the importance of individual responsibility; and,
- ◆ Gain knowledge of the administrative processes involved in managing major environmental hazards and disasters.

Required Texts:

- Bullock, Jane, George Haddow, Damon Coppola, and Sarp Yeletaysi. 2012. *Introduction to Homeland Security*, 4th edition, Publisher: Elsevier/Butterworth-Heinemann
ISBN: 978-1-85617-509-8
- Lindell, Michael, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*. Publisher: Wiley Pathwys. ISBN-10: 0471772607

Articles are also assigned as noted on the syllabus. These should be accessed from the FAU libraries website through the article search process (<http://www.fau.edu/library/>).

Recommended Materials:

- *Public Safety and Security Administration* [Paperback] P.J. Ortmeier 1998 ISBN 0-7506-7079-7
Publisher: Butterworth-Heinemann.

In addition, supplemental readings and materials may be assigned from time to time during the course.

Students are also encouraged to use Internet information sources and may subscribe to discussion lists for a variety of disaster organizations and related professions and receive email notification of major earthquakes and other disasters, federal disaster relief announcements, job announcements, research opportunities, and other relevant professional news from the field.

Students should **become** familiar with the following sites:

- www.fema.gov - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including a link to the Florida Emergency Management Agency).

- www.colorado.edu/hazards - for information regarding specific hazards, full texts of the Natural Hazards Center's series of working papers and quick response reports for recent disasters, and other information sources.

Other Supplemental Materials: The following topics can be found at <http://www.fema.gov/help/publications.shtm>.

- [National Incident Management System \(NIMS\)](#)
- [Fire Management Assistance Grant Program \(FMAGP\)](#)
- [Best Practices and Case Studies](#)
- [Emergency Management Guide for Business & Industry](#)
- [Extension's Agent's Handbook for Emergency Preparation and Response](#)
- [Long-Term Community Recovery \(LTCR\)](#)
- [Mitigation Planning](#)

Teaching Methodologies:

The course objectives shall be accomplished through an *online-only class format*. Instructional methods include reading assignments, lectures, online discussions, writing assignments, exams, and videos. Weekly units will open up on Monday mornings and close on Sunday evenings at 5 pm.

Office Hours:

I will hold two one hour live chat sessions per week on Mondays from 12-1 pm and on Wednesdays from 5-6:30 pm. I will also have face-to-face office hours in my Boca office (SO 301B) on Wednesdays from 4-6 pm and by appointment. I will respond to emails within 24 hours Monday through Friday, except holidays and weekends. For those who cannot make it office hours in Boca, I will schedule Blackboard chat sessions or telephone calls to address issues which cannot be adequately addressed by email. More details on communication are provided below.

Computer Requirements

Note: You cannot take this class if you do not have regular and consistent access to a reliable working computer with Internet access.

Operating System

A computer that can run Mac OSX or Win XP or higher

Peripherals

Headphones or speakers

Software

I recommend the following software.

Software downloads when available are linked below.

Microsoft Office (2003 for Windows/2004 for Mac) or higher; or [Open Office 3](#) or higher
[Adobe Acrobat Reader](#) 9 or higher
[Flash Player](#) 10 or higher
[Shockwave Player](#) 11 or higher
[Windows Media Player](#) 12 or higher
[Quicktime Player](#) 7 or higher
[Real Player SP](#) or higher
[Java](#) 6 or higher
Anti-virus Software ([AVG Free](#))
Other software that the course requires or recommends and how to obtain it (if applicable)

Recommended Internet Browsers (at least one from the list below)

[Internet Explorer](#) 8 or higher
[Firefox](#) 3 or higher

If you do not have access to a computer, or if you experience technical difficulties with yours, you can use the campus open labs. Please see [Open Computer Labs - Location and Hours](#).

Course Requirements

Attendance

Student responsibilities include reading all the assignments for the week and being an active member in online class discussions. Online class participation is essential and attendance is *mandatory*. Your participation plays an important role and much learning comes from the contributions of others; students missing multiple classes and assignments inevitably do poorly when it comes to tests and grades. PowerPoint slides may summarize chapters, *but they are insufficient alone for understanding of the material*.

With respect to attendance, please note the following:

- Students absent from Blackboard Discussion for more than three weeks will drop **one** whole letter grade. Students absent from Blackboard Discussion for more than four weeks will receive a grade of F without exception.
- Students absent from a required blackboard discussion, assignment, examination, or any other task will receive no grade for that blackboard, assignment, or examination, or other tasks. The only exceptions are for documented medical issues.
- Absence from Blackboard Discussion does not absolve the student from homework, assignments, or work progress due on the day of absence and the work due the following week. It is the student's sole responsibility to get information on the material covered and assignments given.

It is possible that as the course progresses, I may elect to change some of the assignments. This will be communicated before the assignment is due through your blackboard site. This includes any changes to required readings. It is *your responsibility* to keep up to date on all assignments.

Finally, "Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign.com for the detection of plagiarism. All submitted papers will be

included as source documents in the SafeAssign.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the SafeAssign.com service is subject to the Terms and Conditions of Use posted on the SafeAssign.com site." In addition, students will receive and be expected to follow the College for Design and Social Inquiry guidelines on plagiarism. These are linked on your Blackboard site.

Note: Online courses afford students flexibility by allowing them to complete work around their own personal schedule. However, online courses require that the student exercise self-discipline by completing the required assignments on time and without regular reminders. *Please note the due dates of the Discussion Board postings, quizzes, assignments, and the final exam given below.*

1) Discussion Board Postings: (20% of Grade): Starting from the second week of class, for each week, where there is a Discussion Board posting indicated, please respond to either the question posted or post an original message based on the reading on the Discussion Board for that week. Your first submission should be made **by mid-week**. Your second submission should be a reply/comment to at least **two** posts by your fellow registered students (you are encouraged to make more replies as well) and should be made by Sunday evening of that week. The discussion will end by **Sunday evening** (5:00 pm) of that week. Each weekly discussion board postings account for 20 points. The first post will serve as your original post in reply to the topic and must be 250-500 words in length and must be posted no later than midnight on Wednesday, in order to allow sufficient time for other students to respond. The remaining two posts are to be responses to other students' posts. These must be at least 100 words in length and must contribute to the conversation through supportive addition or critique. When the responses are of the latter, they must argue the issue, never the author. More details, guidelines, and a grading rubric for Discussion Board postings can be found in the Discussion Board Guidelines under Discussions. In total, 10 Discussion Board posts are due.

2) Quizzes, 10% each: There will be three quizzes for this class. The quizzes are on the days noted on the syllabus and will be a combination of multiple-choice, T/F, matching and short answer questions. The quizzes will cover the materials discussed in the readings and classes. Please note that they are not cumulative. The quizzes will be held on dates noted on the syllabus. Further instructions for the quizzes will be available on Blackboard.

You must take all quizzes on the day they are assigned. There will be NO MAKEUPS without express advance permission of the instructor. Requests for makeups must be made at least 1 month in advance except in the case of a documented emergency. Failing to take the test on the assigned date and time will result in the loss of one-half grade per day missed. Failing to take a test within one week of the assigned date will result in an automatic grade of "F".

3) Disaster Case Analysis (20%):

1. Each student will select a major U.S. or international disaster and prepare a written analysis not to exceed 8 double-spaced, typed pages (min 11 pt. font, 1 inch margins all around), including bibliography. The paper is worth 100 points.
2. The analyses should include:

- a) a brief (1-2 page) description of the disaster and the emergency management effort;
- b) the nature of the disaster (i.e., natural or technological/man-made);
- c) the number of human casualties and amount of property loss;
- d) the government(s) having jurisdictional responsibility and involved in the disaster response and recovery effort;
- e) the involvement of nonprofit and for-profit actors in the response and recovery effort;
- f) the major policy issues raised—e.g., lack of mitigation effort, inadequacy of preparedness, response failure, recovery problems; and
- g) what disaster planning the community had done prior to the incident.

3. Professor approval of topics is required.

The due date is noted in the course schedule.

4) **Comprehensive Final Exam: 20% of Total Grade:** There will be a final exam given at the end of the semester during finals week that will consist of multiple choice, short answer, and essay questions. Be advised that no “make-up” exam will be given in this course.

Course Assessment and Grading Schedule:

Item		Points	%
Discussion Board Postings	10 @20 points each	200	30
Disaster Case Analysis		100	20
Quizzes	3 @100 ea.	300	30
Final Examination		100	20
TOTAL		700	100%

GRADES - Grades will be based on the following point ranges:

A	93 - 100 %	C	73 - 76.9 %
A-.....	90 - 92.9 %	C-.....	70 - 72.9 %
B+.....	87 - 89.9 %	D+.....	67 - 69.9 %
B	83 - 86.9 %	D	63 - 66.9 %
B-.....	80 - 82.9 %	D-.....	60 - 62.9 %
C+.....	77 - 79.9 %	F	00 - 59.9 %

Letter grades are defined as follows:

A to A-	Exceptional work, above and beyond the requirements and exhibiting creative advancement in design theory or application.
B+ to B-	Good work, meeting all of the requirements and exhibiting creative solutions that respond to the important project issues, communicated clearly.
C+ to C	Average work, meeting the minimum requirements and exhibiting a consistent effort in research and design process, communicated clearly.
C- to D-	Marginal work, meeting less than the minimum requirements while exhibiting inconsistency in design research, process, and lacking in clarity.
F	Failing work, meeting less than the minimum requirements.

Late Work: Please note the policies on the quizzes and exams above. For other assignments, they must be turned in as specified on the assignment on the day/date and time due. Otherwise they will receive reduced credit (5 points for each day that it is turned in late, including holidays and weekends); if turned in more than a week late, 0 points will be assigned regardless of the total number of points for the submission. Turnaround time for grading late papers/assignments may not be timely.

Communication

Email: Students are required to maintain active e-mail accounts throughout the term. Please use your FAU email only when emailing me. ***Except for Saturdays, Sundays and holidays, or when I am out of town, I will generally respond to messages within 24 hours.*** Such messages should only be used to communicate personal or confidential matters; otherwise, use the FAQ discussion board. Please do not use the messages tab in blackboard. I would prefer you email me directly for personal or confidential matters at asapat@fau.edu.

Netiquette

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are now in a college level course. Such communication is not appropriate here. Maintain your professionalism at all times. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, using sarcasm, only capital letters, or other styles that might work in conversation can come across very negative online, so this form of communication should not be used.

Academic Integrity

Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as the student's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized.

As members of the FAU community, students are expected to be honest in all of their academic coursework and activities. [Academic dishonesty](#), such as cheating of any kind on examinations, course assignments or projects, plagiarism, misrepresentation and the unauthorized possession of examinations or other course-related materials, is prohibited.

[Plagiarism](#) is unacceptable in the university community. Academic work that is submitted by students is assumed to be the result of their own thought, research or self-expression. When students borrow ideas, wording or organization from another source, they are expected to acknowledge that fact in an appropriate manner.

Students who share their work for the purpose of cheating on class assignments or tests are subject to the same penalties as the student who commits the act of cheating.

When cheating or plagiarism has occurred, instructors may take academic action that ranges from denial of credit for the assignment or a grade of "F" on a specific assignment, examination or project, to the assignment of a grade of "F" for the course.

Students may also be subject to further sanctions imposed by the judicial officer, such as disciplinary probation, suspension or dismissal from the University. Please view the complete list of university regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

Citing Sources

Papers written for this course will be required to be in MLA/APA format. The library has reference material for the MLA/APA style or you can use one of the following:

List of recommended MLA/APA style resources with hyperlinks when available.

Research Initiative

As part of FAU's ongoing quality assurance plan, samples of student performance such as test results, projects, papers, etc. may be used. The data gathered will not identify individual students and is not related to the student's grade for the course, but will be used to improve student learning at FAU.

Special Needs

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework are encouraged to register with the Office for Students with Disabilities (OSD)--in Boca Raton, SU 133 (5561-297-3880); in Davie MOD1 (954-236-1222); in Jupiter, SR 117 (561-799-8585), or at the Treasure Coast, CO 128 (772-873-3305)—and follow all OSD procedures. More information, including office locations and contact information, is available at the OSD website: <http://www.osd.fau.edu/>

Course Schedule

The following is intended to be a general schedule of topics to be covered in class. Modifications may be required throughout the semester. As noted, each weekly unit will run from Monday morning to Sunday evening of the weeks listed.

DB: Discussion Board

Articles listed should be accessed from the FAU library website.

Course Schedule			
Week/Date	Material covered	Readings	Homework
Week 1	Introduction: Syllabus Course description, objectives, attendance, grading, professional and ethical conduct	Orientation materials	Visit homepage of Department of Homeland Security & the Federal Emergency Management Agency. Write a summary of what you find in no less than 400 words.
Week 2	Stakeholders in Emergency Management	Lindell et al., Chapters 1 and 2	DB 1
Week 3	Overview: Administrative Framework	Bullock et al., Chap. 1 & 2	DB 2
Week 4	Principal Hazards: Natural, Technological, and Others	Bullock et al., Chapter 3, Lindell et al., Chapter 5	Quiz 1
Week 5	Managing public safety: Institutions, programs, and ethical concerns	Bullock et al., Chap. 4, Lindell et al., Chapter 10 Additional readings on BB	DB 3
Week 6	Social vulnerability and Resilience issues for public safety administration	Lindell et al., Chapter 6 -Laska, S., and Morrow, B. (2007). "Social vulnerabilities and Hurricane Katrina: An Unnatural disaster in New Orleans." <i>Marine Technology Society Journal</i> , 40(4) 16-26.	DB 4
Week 6	Fire Service & Environmental Safety	-Fire Control http://www.fema.gov/hazard/fire/fire_before.shtm http://www.fema.gov/hazard/wildfire/wf_before.shtm -Environment Safety http://www.fema.gov/plan/ehp/ehpreview/index.shtm -Steelman, T. A. (2008). Communities and wildfire policy, in forest community	DB 5

		connections: implications for research, management, and governance. In E. M. Donoghue & V. Sturtevant (Eds.), Washington, DC: Resources for the Future.	
Week 7	Cybersecurity Management and Border Security Issues	Bullock et al., Chap. 6 and 8 -Additional readings on BB	Quiz 2
Week 8	Terrorism and Transportation Security	-Bullock et al., Chap. 5 and 7. -Laporte, T. and H. G. Frederickson, "Airport Security, High Reliability, and the Problem of Rationality," Public Administration Review, 62 (September 2002), Special Issue on Homeland Security, pp. 34-44.	DB 6
Week 9	Law Enforcement: Policing, Courts, Disaster Law and Civil Liberties	-Lindell et al., Chapter 14 -Bonkiewicz L. and B. Ruback Policing Iowa's Katrina: Law Enforcement Response in Flood Disasters <i>Policing (2010) 4(4): 373-383</i> -Additional readings on BB	DB 7
Week 10	Disaster Management: Mitigation plans, actions, & programs; prevention actions & programs	-Bullock et al., Chap. 10 -Lindell et al., Chapter 7 Mitigation Planning at http://www.fema.gov/help/publications.shtm	DB 8
Week 11	Disaster Management: Preparedness Actions & Programs	-Bullock et al., Chap. 9 -Lindell et al., Chapter 7	Quiz # 3
Week 12	Disaster Management: Response: Federal, State, Local and Household and the National Response Framework	-Bullock et al., Chap. 7 -Lindell et al., Chapter 8	DB 9
Week 13	Disaster Management: Recovery	Lindell et al., Chapter 11 -Mitchell, C.M., A-M. Esnard and A. Sapat. 2011. Hurricane Events and the Displacement Process in the United States. <i>Natural Hazards Review</i> DOI:10.1061/(ASCE)NH.1527-6996.0000064	DB 10
Week 14	Communication and Perception	Bullock et al., Chap. 11 Lindell et al., Chapter 4	Disaster Case Analysis Due

Week 15	The Future of Homeland Security	Bullock et al., Chap. 13	Final Exam: Part I (Essay Questions)
Week 16	Final Exam	Final Grade Issued Semester Over	Final Exam Part II (Non-Essay)

Additional Reading Material and References:

References:

- Birkland, Thomas. 2006. *Lessons of Disaster: Policy Change after Catastrophic Events*. Washington, D.C.: Georgetown University Press.
- Burby, Raymond (Ed.). 1998. *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press.
- Drabek, Thomas. 2010. *The Human Side of Disaster*. Taylor and Francis
- Florida Department of Community Affairs. 2010. *Post-Disaster Redevelopment Planning: A Guide for Florida Communities*.
- Mileti, Dennis S. 1999. *Disasters by Design: A Reassessment of Natural Hazards in the United States*.
- National Research Council. 2007. *Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management*
- Phillips B.D. 2009. *Disaster Recovery*. Boca Raton: CRC Press
- Schwab, J., K. C. Topping, C. C. Eadie, R. E. Deyle, and R. A. Smith. 1998. *Planning for post-disaster recovery and reconstruction*. Washington D.C: American Planning Association.
- Schwab, James C (Ed). 2010. *Hazard Mitigation: Integrating Best Practices into Planning*. Planning Advisory Service Report # 560. Chicago, IL: American Planning Association
- Tierney, K., M. Lindell, and R. Perry. 2001. *Facing the Unexpected: Disaster Preparedness and Response in the United States*. Washington, DC: Joseph Henry Press.
- Waugh, William L. Jr. 2000. *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, New York: M.E. Sharpe.