

PAD 4892

**Capstone in Public Safety Administration
Online Course, Spring 2016
(3 credits)**

Dr. Alka Sapat

Office Hours: Online from: Tuesdays and Wednesdays: 11 am to 2 pm

In-person meetings: Mondays, 4-6 pm and by appointment

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Office: SO 301 B

Phone No: 561-297-0443

Prerequisites: Enrollment is restricted to BPSA majors who are in the final two semesters of their degree program have completed four of the following five core courses: PAD 3104, PAD 3820, PAD 3893, PAD 4894, and PAD 4604.

Course Description

This course synthesizes public safety and disaster management concepts and perspectives covered in the core Public Safety Administration classes. Case studies of disasters are emphasized to provide real-world examples of applied principles. This class will include readings and discussions related to the current theoretical approaches and trends in the field. Students will be expected to creatively analyze these theories and trends in order to make informed and thoughtful contributions to classroom discussion. Additionally, this course will encourage students to reflect upon and plan their future career choices in the public safety administration. Specific topics covered in this course include leadership, collaborative management, ethics, and current and new challenges to public safety.

Course Objectives

The main learning objectives of this course are to:

- ◆ Develop a comprehensive understanding of the current and emerging issues related to the field of emergency management.

- ◆ Understanding of laws, policies, and programs adopted and implemented in public safety and emergency management.
- ◆ Explore and understand ethical concerns and cultural competencies required in risk reduction and public safety.

Required Readings:

Articles are 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/>).

Please use Off Campus Connect to access materials if you wish to access materials while not on any of the FAU campuses.

Recommended Texts:

- ◆ O'Leary, R. and L. Blomgren Bingham (2009). *The Collaborative Public Manager: New Ideas for the Twenty-first Century*. Washington, D.C. : Georgetown University Press.
- ◆ Lindell, Michael, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*. Publisher: Wiley Pathways. ISBN-10: 0471772607
- ◆ *Public Safety and Security Administration* [Paperback] P.J. Ortmeier 1998 ISBN 0-7506-7079-7 Publisher: Butterworth- Heinemann.

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. Since this is a capstone class, it will require reading and reflection of articles and other reading materials. Weekly units will open up on Monday mornings and close on Sunday night at 11:59 pm. Please access all information for each week from the Weekly Units.

Office Hours:

There will be two online sessions per week on Tuesdays and Wednesdays from 11 am- 2 pm. I will also have face-to-face office hours in my Boca office (SO 301B) on most Mondays from 5:00-6:00 pm and by

appointment. I will respond to emails within approximately 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.

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 **two weeks** will drop **one** whole letter grade. Students absent from Blackboard Discussion for more than **three 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 or Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign.com or Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the SafeAssign.com/ Turnitin.com service is subject to the Terms and Conditions of Use posted on their 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, assignments, and the e-portfolio given below.*

1) Orientation quiz: (2% of Grade): This quiz is based on the syllabus and will constitute 2 % of the grade.

2) Discussion Board (DB) Postings: (8 DBs for 28% of Grade): See BB for more details.

The course schedule below lists the weeks for which Discussion Board postings are due. For each DB, the first post will serve as your original post in reply to the topic and questions posed and must be at least 400-500 words in length. It must be posted no later than midnight on Thursday, in order to allow sufficient time for other students to respond. The posts should be entered directly into the discussions, not in the form of an attachment. Attachments should be held to a minimum and only if needed for illustration - like a chart, image, or table. 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. Your first submission should be made **by Thursday midnight**. 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 night of that week. *Postings must ideally be made on different days of the week. In other words, posts would be on 3 different days of the week, with the first post being submitted by Thursday.* The discussion will end by **Sunday night (11:59 pm)** of that week. Each weekly discussion board posting accounts for 20 points. Please reference the grading rubric for guidance.

3) E-Portfolio (all components described below will be 40% of the total grade): The e-portfolio is intended to help you reflect on your undergraduate work in public safety administration and to guide you as you reflect on your career goals.

The e-portfolio will include the following components:

- a) Write a personal statement detailing the reasons why you pursued the public safety administration degree what you intend to do with the degree after graduation, and what readers should take away from the portfolio (2 pages).
- b) Reflection and Evaluation: Identify three classes that made a particular impact on your evolution as a public safety administration student or professional employee, identify what was special about the class and to submit one project from each of the three classes that

represents your best work. Write a two page essay reflecting upon and evaluating your learning in these courses;

- c) Career Aspirations: You need to write a short two-page essay about your career aspirations, indicating a plan for reaching your goals.
- d) Resume: Finally, you will submit an up-to-date professional resume. For those of you who do not have a job in government, you will also spend some time researching and reporting on employment opportunities available to you, including web sites and FAU's employment services.

More details on the portfolio are posted on Blackboard under Portfolio. The Capstone Portfolio is due at the end of the semester.

- 4) Policy Review Presentation : 20% of Total Grade:** Completing a presentation (PowerPoint or presentation software) of a key program/policy in the field of Public Safety Administration. The review presentation (15 slides) should describe the policy, provide a brief background to its adoption and implementation, discuss how this policy impacts aspects of public safety and emergency management, and key strengths and weaknesses of the policy. The presentation should be accompanied by a one-page handout that summaries the key points from the presentation.
- 5) Attendance, Participation and Timeliness (10% of the grade):** Online courses require a great deal of self-discipline and motivation. To encourage and reward timely work and to incentivize good contributions, 5% of the grade will be given for work that is completed regularly on time and that is thoughtful, analytical, and well-written with correct and complete citations and references.

Course Assessment and Grading Schedule:

Item		Points	% of Total Grade
Orientation Quiz		20	2%
Discussion Board Postings	8 @20 points each	160	28%
Policy Review Presentation and Summary		80	20%
Attendance, Timeliness, and Participation		40	10%
E-Portfolio		100	40%
TOTAL		400	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: Assignments must be turned in as specified on the assignment on the day/date and time due. **Medical documentation is required** for any exceptions.

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 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 APA format. The library has reference material for the APA style or you should purchase a style guide/APA manual.

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 Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); 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: Overview: Spring 2016

DB: Discussion Board

Readings that can be accessed from the class portal on Blackboard (under Weekly Units) are noted with the parentheses (BB) following the title of the reading. Case Studies can be found on BB under (Case Studies). The list of all readings for each week is on Blackboard under Course Syllabus and under the Weekly Units.

Journal articles (not denoted with the BB in parentheses) need to be acquired independently through the FAU library online system.

Course Schedule				
	Week/Date	Material covered	Readings	Homework
Jan 11-15	Week 1	Introduction: Syllabus Course description, objectives, attendance, grading, professional and ethical conduct	Orientation materials	*Orientation quiz Getting to Know You DB
Weeks 2-4:				
Jan 19-22	Week 2	Overview of the Field	-Overview of Emergency Management -Weick, K.E. (1993). The collapse of sensemaking in organizations: The Mann Gulch disaster. <i>Administrative Science Quarterly</i> . 628-652. --Case studies	DB 1
Jan 25-29	Week 3	Leadership in Emergencies and Crises	Readings on BB	DB 2

Feb 1-5	Week 4	Exploring Careers in Public Safety	Readings on BB -Online Field Trip (BB)	Portfolio Assignment 1: Personal Statement
Weeks 5-6:				
Feb 8-12	Week 5	Collaborative Management and Organizing for Emergency Management	- Case Studies and Reading on (BB)	DB 3
Feb 15-19	Week 6	Policy Review	-Research the policy/program you want to discuss for your policy review. Submit your choice and provide five references for your bibliography	Submit (by 2/21/15) Chosen Policy/Program and five references (via Journal on BB)
Weeks 7-9				
Feb 22-26	Week 7	ICS and NIMS	-ICS and NIMS (Reading on BB) -Renaud, Cynthia. "The Missing Piece of NIMS: Teaching Incident Commanders How to Function in the Edge of Chaos." <i>Homeland Security Affairs</i> 8, Article 8 (June 2012). https://www.hsaj.org/articles/221 - Jensen, J. and Waugh, W. L. (2014), The United States' Experience with the Incident Command System: What We Think We Know and What We Need to Know More About. <i>Journal of Contingencies and Crisis</i>	DB 4

Feb 29- Mar 4	Week 8	Ethics and Cultural Competencies for Public Safety Administration	Management, 22: 5–17. doi: 10.1111/1468-5973.12034 - Case study and other materials on BB	DB 5
March 7-11	Week 9	SPRING BREAK	Enjoy!	
Weeks 10-16				
March 14-18	Week 10	Understanding Key Policies	Policy Review (See BB for Details) -Work on Policy Review (gather information)	Submit outline for policy review presentation (Due 3/20/16)
March 21-25	Week 11	Surprise Management and Black Swans	Readings on BB	DB 6
March 28- April 1	Week 12	Climate Change- New Challenges	-Freitag, B. (2007). How emergency managers address our warning climate: Relying of the basics – an essay. Peer review doc found at FEMA Training.gov -O'Brien, G., O'Keefe, P., Rose, J., & Wisner, B. (2006). Climate change and disaster management. <i>Disasters</i> , 30(1), 64-80. -Kelman, I. (2008). Island evacuation. <i>Forced Migration</i>	DB 7

		<i>Review, 31(October), 20-21.</i>		
April 4 – 8	Week 13	Policy Review Presentation	Policy Review Presentation	Submit Policy Review Presentation (due on 4/10/15)
April 11- 15	Week 14	Professionalization in the Field and the Future of Emergency Management	Readings on BB	DB 8
April 18 – 22	Week 15	Work on Portfolios	Portfolio Work and Q and A	Portfolio Work
April 28	Week 16	Final Week	Portfolios and Wrap-up	Online submission of Capstone portfolio (Due April 28, 2016)

Additional Readings for Reference:

Raymond J. Burby, ed., *Cooperating with Nature: Confronting Natural Hazards with Land-Use Planning for Sustainable Communities* (Washington, DC: Joseph Henry Press, 1998).

Ian Burton, Robert W. Kates, and Gilbert F. White, *The Environment as Hazard*, 2nd Edition (New York: The Guilford Press, 1993).

Louise K. Comfort, ed., *Managing Disaster: Strategies and Policy Perspectives* (Durham, NC: Duke University Press, 1988).

Combs, Cindy C. 2000. *Terrorism in the Twenty-First Century*. Prentice Hall: New Jersey.

Drabek, Thomas and Gerard J. Hoetmer, eds., *Emergency Management: Principles and Practice for Local Government* (Washington, DC: International City/County Management Association, 1991).

Kunreuther, Howard and Richard J. Roth, Sr., eds., *Paying the Price: The Status and Role of Insurance Against Natural Disasters in the United States* (Washington, DC: Joseph Henry Press, 1998).

McEntire, David A. 2009. *Introduction to Homeland Security: Understanding Terrorism with and Emergency Management Perspective*. New York, NY: John Wiley and Sons, Inc. Pp. 11-14.

Mileti, Dennis S. ed., *Disasters by Design: A Reassessment of Natural Hazards in the United States* (Washington, DC: Joseph Henry Press, 1999).

National Academy of Public Administration, *Building an Emergency Management System to Meet People's Needs in Natural and Manmade Disasters* (Washington, DC: NAPA, February 1993).

National Research Council, *Facing the Challenge: The U.S. National Report to the IDNDR World Conference on Natural Disaster Reduction, Yokohama, Japan, May 23-27, 1994* (Washington, DC: National Academy Press, 1994).

Rutherford M. Platt, ed., *Disasters and Democracy: The Politics of Extreme Natural Events* (Washington, DC: Island Press, 1999).

Richard T. Sylves and William L. Waugh, Jr., eds., *Disaster Management in the U.S. and Canada* (Springfield, IL: Charles C Thomas Publishers, 1996).

Richard T. Sylves and William L. Waugh, Jr., eds., *Cities and Disaster* (Springfield, IL: Charles C Thomas Publishers, 1990).

William L. Waugh, Jr., *Terrorism and Emergency Management* (New York: Marcel Dekker, 1990).

William L. Waugh, Jr., and Ronald J. Hy, eds., *Handbook of Emergency Management* (Westport, CT: Greenwood Press, 1990).