



FLORIDA ATLANTIC UNIVERSITY

PAD 4894-001 XXXXX
Vulnerabilities and Resiliency
in Public Safety
Administration

3 Credit(s)
Spring 2025 - 1 Full Term

Instructor Information

Robin Larson

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Office Hours: Tuesdays and Wednesdays 10:00 a.m. to 12:00 p.m. (generally)

Phone: 561-297-4569

Please use the Canvas messaging feature to contact me at any time. This is the easiest and most efficient way to contact me. Please always confirm a meeting day, time and modality via the Canvas messaging feature.

- I (Dr. Larson) will usually respond quickly to your messages. If you don't hear back from me within 2 days, please send your message again.
- Please know that while I list office hours, I can set-up a quick Zoom call with you at almost any time that you and I have availability.

TA Name:

Office:

Office Hours: Email:

Course Description

Vulnerabilities and Resiliency in Public Safety Administration

Prerequisites: All lower-division coursework with grades of "C" or better

Focuses on issues related to social class, race, gender, diversity and multiculturalism in public safety

administration. Understanding the social, cultural, historical, geographical and physiological factors that put people differentially at risk before, during and after disasters is important in effective management of public safety and to enhance community resilience.

Instructional Method

Fully Online Class

100% of the course is delivered online.

Required Texts/Materials

Social Vulnerability to Disasters

ISBN: 9781466516373

Publisher: Taylor & Francis Group, LLC

Edition: 2nd

Course Objectives/Student Learning Outcomes

At the completion of this course, students should be able to:

1. Identify social factors that impact community vulnerability and resilience. (CG: 1)
2. Analyze public policies that are created to enhance disaster preparedness, response, and recovery. (CG: 2)
3. Identify data sources and tools that are used to assess social vulnerability. (CG: 3)
4. Analyze the capacities, resources, and needs of highly vulnerable groups. (CG: 4)
5. Develop strategies to enhance disaster preparedness and response for diverse populations. (CG: 5)
6. Describe the role of community and faith-based organizations in enhancing social capital and community resilience. (CG: 6)
7. Identify the parameters, constraints, and opportunities to tackle multicultural challenges within public safety administration. (CG: 7)
8. Identify strategies for cross-disciplinary collaboration that enable effective and equitable engagement with highly vulnerable social groups. (CG: 8)
9. Analyze sustainable strategies for disaster management. (CG: 9)

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

Assignment/Activity	Points per assignment/activity	Total possible points
Quiz (6)	25	150
Final Exam (1)	25	25
Reflection papers (6)	25	150
Discussions - postings/responses (14)	12.5	175
TOTAL		500

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.

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	Points
A	465-500
A-	450-464
B+	435-449
B	415-434
B-	400-414
C+	385-399
C	365-384
C-	350-364
D+	335-349
D	315-334
D-	300-314
F	Below 300

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 work/assignments
 - Emergencies and life circumstances sometimes interfere with our plans, so there may be an occasion when you need an extension on a due date. Please reach out to me via Canvas messaging as soon as possible so that we can figure out a workable solution for that assignment.

- Your success in this course is very important to me. We can work together to figure-out how you can complete assignments beyond due dates in ways that do not push you further behind in the course. We will need to set make-up parameters, which will give you reasonable time to complete the assignment.
- ♦ Grades of Incomplete (“I”)
 - When you experience exceptional circumstances that may impact your ability to complete the course, please reach out to me as soon as possible. There are options we can discuss that may include an “Incomplete” grade for the course, withdrawing before certain university deadlines, and even an exceptional withdrawal request through the Dean of Students.
 - The important thing is for us to figure-out a solution sooner rather than later.

Special Course Requirements

- ♦ Artificial Intelligence software like ChatGPT or Bing Chat will be used in various ways in this course.
 - You can use AI only as described in specific assignments. You must acknowledge the use of AI in those assignments with a citation such as: “Bing Chat Enterprise. Accessed 2024-01-11. Prompt: ‘Summarize the Geneva Convention in 50 words.’ Generated using <http://bing.com/chat>.”
 - Before you submit anything generated by AI software, you must review the AI output for accuracy. AI software is famous for giving you incorrect information, including fake sources. Checking to make sure sources and information are correct becomes your responsibility if you use AI.
 - If you represent AI output inappropriately as your own work, that will be treated as plagiarism.
- ♦ Discussions are an opportunity for us to learn from one another, so your contributions are really important. Please consider Discussions as important as writingpapers.
 - Your own response to the prompt should be done early in the week (i.e., have it posted by Wednesday).
 - Then on a different day later in the week, come back and read through what your colleagues have posted and comment on at least two posts.
 - Your comments on your colleagues’ posts should be respectful and further the conversation.
 - Your comments on your colleagues’ posts should not be an evaluation of their effort (don’t point out grammar or spelling errors, please), but mention where you agree (or disagree) and provide an explanation.

- You should also offer the sources you used to support your points (just like you would include References in a paper).

Be mindful that without face-to-face interaction, subtleties and sarcasm can be misunderstood and/or offensive in the Discussions or any other form of communication. Express your thoughts and opinions with sensitivity and respect for your colleagues, since at times controversial issues may be discussed.

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.

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 counseling, support meetings, and psychiatric 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

This online course gives you flexibility in completing required assignments based on your own personal schedule. However, you must exercise self-discipline by completing the required assignments by the listed due dates and times without regular reminders. Each week, the required assignments will “open” at midnight on Mondays and will “close” on Sundays at 11:59 pm. During the week you should manage your time in order to complete the required assignments. Weekly assignments usually include three to four different activities such as reading an article, uploading a written assignment, contributing to a Discussion and commenting on two colleagues’ Discussion posts.

Assignments are due by 11:59 pm on Sundays. Please note my course policy on submitting late work (i.e., you must communicate with me as soon as possible).

Course Assignments (in brief)

- ♦ Discussions:
 - Your response to the prompt should be a minimum of two to three paragraphs (300-400 words total) that clearly convey your intended meaning. You should have your post completed by Wednesday each week.
 - Your comments or responses to at least two colleagues should be substantive (100 to 200 words total) that further enhance the discussion, not just agree or disagree. You should read through your colleagues’ posts and make your comments later in the week, and at least on a different day than your own post.
 - You should include sources that you use to support your points, and you should use APA formatting to cite those sources.

- ♦ Reflection papers should be a minimum of ONE FULL page of text (typewritten), answering a question or expressing your opinion on a topic. Turn-It-In is required.
 - You should write Reflection papers with 12-point font and double-line spacing, and you must use the proper format (APA style) when citing or referencing published materials.
 - While these papers require APA formatting, you do not need to include an Abstract, but you must include a TITLE PAGE and a REFERENCES page at the end.
- ♦ Quizzes and Exams are not open-book and will require you to prepare (read) before taking the quiz or exam. Respondus Lockdown or HonorLock will be required (on your computer), and you must access/complete the assessment in a limited timeframe.

Schedule and Assignment Due Dates

Week	Readings	Assignments Due
1	Topics:♦ <ol style="list-style-type: none"> 1. APA formatting 2. Internet “research” 3. Overview: Understanding Social Vulnerability Readings: Social vulnerability to disasters Chapter 1	Discussion
2	Topics:♦ <ol style="list-style-type: none"> 1. Worldviews and structural dimensions of disasters Readings: Social vulnerability to disasters Chapter 2	Discussion Reflection Paper 1
3	Topics:♦ <ol style="list-style-type: none"> 1. Sustainable development Readings: Social vulnerability to disasters Chapter 3	Discussion Quiz #1: Chapters 1 thru 3
4	Topics:♦ <ol style="list-style-type: none"> 1. Socially vulnerable groups: Class 	Discussion Reflection Paper 2

	<p>2. Socially vulnerable groups: Race & Ethnicity</p> <p>Readings: Social vulnerability to disasters Chapters 4 & 5</p>	
5	<p>Topics:</p> <ol style="list-style-type: none"> 1. Socially vulnerable groups: Gender 2. Socially vulnerable groups: Age <p>Readings: Social vulnerability to disasters Chapters 6 & 7</p>	<p>Discussion</p> <p>Quiz #2: Chapters 4 thru 7</p>
6	<p>Topics:</p> <ol style="list-style-type: none"> 1. Socially vulnerable groups: Disability 2. Socially vulnerable groups: Health <p>Readings: Social vulnerability to disasters Chapters 8 & 9</p>	<p>Discussion</p> <p>Quiz #3: Chapters 8 & 9</p>
7	<p>Topics:</p> <ol style="list-style-type: none"> 1. Socially vulnerable groups: Language and literacy <p>Readings: Social vulnerability to disasters Chapter 10</p>	<p>Discussion</p> <p>Reflection Paper 3</p>
8	<p>Topics:</p> <ol style="list-style-type: none"> 1. Socially vulnerable groups: Households and family 2. Socially vulnerable groups: violence <p>Readings: Social vulnerability to disasters Chapters 11 & 12</p>	<p>Discussion</p> <p>Quiz #4: Chapters 10 thru 12</p>
9	<ol style="list-style-type: none"> 1. Building capacity and community resilience: FBOs, religion and faith <p>Readings: Social vulnerability to disasters Chapter 13; Article on Canvas</p>	<p>Reflection Paper 4</p>

10	<p>Topics:</p> <ol style="list-style-type: none"> 1. Building capacity and community resilience: Animals 2. Building capacity and community resilience: Communities <p>Readings: Social vulnerability to disasters Chapters 14 & 15</p>	<p>Discussion</p> <p>Quiz #5: Chapters 13 thru 15</p>
11	<p>Topics:</p> <ol style="list-style-type: none"> 1. Building capacity and community resilience: Measurement of vulnerability <p>Readings: Social vulnerability to disasters Chapter 16</p>	<p>Discussion</p> <p>Reflection Paper 5</p>
12	<p>Topics:</p> <ol style="list-style-type: none"> 1. Building capacity and community resilience: Change and empowerment <p>Readings: Social vulnerability to disasters Chapter 17</p>	<p>Discussion</p>
13	<p>Topics:</p> <ol style="list-style-type: none"> 1. Building capacity and community resilience: New ideas for practitioners <p>Readings: Social vulnerability to disasters Chapter 18; Article on Canvas</p>	<p>Discussion</p> <p>Quiz #6: Chapters 16 thru 18</p>
14	<p>No assigned readings</p>	<p>Discussion</p> <p>Reflection Paper 6</p>
15	<p>Study days</p>	
16	<p>NOTE DATES! The Final Exam will be open on the following dates:</p>	<p>Final Exam</p>

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Program(s) Descriptions

Public Safety Administration
Bachelor of Public Safety Administration (B.P.S.A.)

Disaster Management Concentration
Law Enforcement and Corrections Concentration

(Minimum of 120 credits required)

The Bachelor of Public Safety Administration (B.P.S.A.) is an undergraduate degree program for South Florida professionals and preprofessionals interested in police and disaster response practice and administration. Its overall purpose is to provide: 1) a professional/preprofessional degree program for students entering the fields of law enforcement, homeland security and disaster response; 2) interested students a foundation for continuing in a professionally focused graduate program and 3) an “umbrella degree” that allows students to combine key areas from several disciplines to graduate with a preprofessional degree. Students graduating from the program will have improved opportunities in the police, homeland security (airports, seaports, etc.) and disaster management fields throughout South Florida and the United States.

Admission Requirements

For admission to this program, students must meet the general admission requirements of the University as described in the [Admissions section](#) of the catalog.

Prerequisite Coursework for Transfer Students

Students transferring to Florida Atlantic University must complete both lower-division requirements (including the requirements of the General Education Program) and requirements for the college and major. Lower-division requirements may be completed through the A.A. degree from any Florida public college, university or state college or through equivalent coursework at another regionally accredited institution.

All courses not approved by the Florida Statewide Course Numbering System that will be used to satisfy requirements will be evaluated individually on the basis of content and will require a catalog course description and a copy of the syllabus for assessment.

Degree Requirements

The Bachelor of Public Safety Administration requires 60 credits, including 18 credits in core requirements, 12 credits in one of two concentrations and 30 credits in electives as follows:

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Required Core Courses - 18 credits

(The six courses below must be completed with a "C" or better.)

Introduction to Public Safety Administration	PAD 3820	3
Public Safety Systems	PAD 3893	3
Organizational Behavior and Administrative Communication	PAD 3104	3
Administrative Process and Ethics	PAD 4604	3
Vulnerabilities and Resiliency in Public Safety Administration	PAD 4894	3
Diversity and Social Vulnerability in Public Safety Administration		
Capstone in Public Safety Administration	PAD 4892*	3

* Prerequisites for Capstone: Enrollment is restricted to B.P.S.A. majors who are in the final two semesters of their degree program and who have taken four of the following five courses: PAD 3104, PAD 3820, PAD 3893, PAD 4604 and PAD 4894.

Public Safety Administration to Nonprofit Management

Bachelor of Public Safety Administration (B.P.S.A.) to Master of Nonprofit Management (M.N.M.)

Combined Program

(Minimum of 153 credits required)

The B.P.S.A./M.N.M. combined degree program enables outstanding students to graduate with both a Bachelor of Public Safety Administration and a Master of Nonprofit Management in as little as five years. The program is 153 credits. Students complete 120 credits for the undergraduate degree and 33 credits for the graduate degree. Students complete the undergraduate degree first, taking no more than 12 credits of graduate coursework during their senior year, which are then used to satisfy requirements for both degrees. Prospective students must formally apply to this program and meet all admission requirements, including the minimum GPA of 3.25 on a 4.0 scale.

Required Core Courses - 18 credits

Organizational Behavior and Administrative Communication	PAD 3104	3
Introduction to Public Safety Administration	PAD 3820	3
Public Safety Systems	PAD 3893	3

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Administrative Process and Ethics	PAD 4604	3
Capstone in Public Safety Administration	PAD 4892	3
Vulnerabilities and Resiliency in Public Safety Administration Diversity and Social Vulnerability in Public Safety Administration	PAD 4894	3

Concentration Courses - 12 credits

Free Electives - 30 credits - Choose up to 12 credits from the M.N.M. Program

Senior Year (Fall) PAD 6142, Introduction to Nonprofit Management

Senior Year (Spring) Options for 3 or 6 credits include:
PAD 6166, Human Resource Management for Nonprofits;
PAD 6206, Fundraising for Nonprofit Organizations;
PAD 6233, Grant Writing and Project Management;
PAD 6260, Financial Management for Nonprofit Managers; or
other 5000- or 6000-level electives

Summer Options for 3 or 6 credits include:
PAD 6143, Public Policy and Nonprofit Organizations;
PAD 6165, Legal and Ethical Issues in Nonprofit Organizations; or
other 5000- or 6000-level electives

M.N.M. (Fall) Choose up to 9 credits from Core or Elective courses

M.N.M. (Spring) Choose up to 6 credits from Core or Elective courses;
PAD 6943, Internship - Nonprofit Organizations

Public safety Administration to Public Administration
Bachelor of Public Safety Administration (b.p.s.a.) to Master of Public Administration (m.p.a.)
Combined Program

(Minimum of 156 credits required)

The B.P.S.A./M.P.A. combined degree program enables outstanding students to graduate with both a Bachelor of Public Safety Administration and a Master of Public Administration in as little as five years. The program is 156 credits. Students complete 120 credits for the undergraduate degree and 36 credits for the graduate degree. Students complete the undergraduate degree first, taking no more than 12 credits of graduate coursework during their senior year, which are then used to satisfy

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requirements for both degrees. Prospective students must formally apply to this program and meet all admission requirements, including the minimum GPA of 3.25 on a 4.0 scale.

Required Core Courses - 18 credits

Organizational Behavior and Administrative Communication PAD 3104		3
Introduction to Public Safety Administration	PAD 3820	3
Public Safety Systems	PAD 3893	3
Administrative Process and Ethics	PAD 4604	3
Capstone in Public Safety Administration	PAD 4892	3
Vulnerabilities and Resiliency in Public Safety Administration	PAD 4894	3
Diversity and Social Vulnerability in Public Safety Administration		

Concentration Courses - 12 credits

Free Electives* - 30 credits. Choose up to 12 credits from the M.P.A. Program

* **Note.** STA 2023 is a prerequisite for admission to the M.P.A. program, so this course must be taken either as part of a student's B.P.S.A. elective courses or prior to full admission into the M.P.A. program.

Course Description

Vulnerabilities and Resiliency in Public Safety Administration ~~Diversity and Social Vulnerability in Public Safety Administration~~ (PAD 4894) 3 credits

Prerequisites: All lower-division coursework with grades of "C" or better

Focuses on issues related to social class, race, gender, diversity and multiculturalism in public safety administration. Understanding the social, cultural, historical, geographical and physiological factors that put people differentially at risk before, during and after disasters is important in effective management of public safety and to enhance community resilience.

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