SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
COLLEGE OF APPLIED SCIENCES AND ARTS
OFFICE OF OFF-CAMPUS ACADEMIC PROGRAMS
COURSE NUMBER AND TITLE: PSM 414
Credit Hours: 3 Lecture: 3 Lab: 0

Faculty:

I. FSM Mission Statement:
Public Safety Management is a broad based management educational program designed to augment and develop managerial skills necessary for a career in the fire service or continued advancement within the field.

II. Course Description:
This course examines and exercises relationships and issues and field work in Homeland Security and Emergency Management development within the context of Public Safety related organizations, including Understanding and evaluating roles and supervisor activities, organizational development, application of professional duties and responsibilities.

III. Prerequisite:
Public Safety or Fire Science major or consent of department

IV. Required Textbook and Reference:

Recommended:

*Homeland Security Exercise and Evaluation Program*

V. Course Content/Outcomes: (Cognitive Objectives also indicate/explain the topics that will be covered in the course)

Outcome #1:

Cognitive Objective: Understand the functional responsibilities of supervisory personnel, influences on professional and ethical issues raised in operational deployments.

A. Describe the various processes and elements of administration that affect the public safety emergency response services.
B. Discuss how institutional values of response organizations impact operational response.
C. Describe the applicability of ethics codes to the public safety agencies involved in disaster planning and emergency response.
D. Discuss the opportunities and obstacles for progressive relations with the multi-governmental multi agency disaster response.

Outcome #2:

Cognitive Objective: Understand the opportunities for positive professional development and advance relationship building affects an operational conflict in the midst of a disaster response.

A. Discuss the general applicability of National Response Framework.
B. Discuss the applicability of specifically adopted local codes to the public safety planners and response personnel i.e. Functional Needs and ADA.

Outcome #3:

Cognitive Objective: Understand the challenges of public safety, homeland security and emergency management guidelines and the effect of locally adopted policy in the middle of disaster response.

A. Discuss the policy and code development process with emphasis nationally accepted best practices.

Outcome #4

Cognitive Objective: Evidence the ability to assess HSEEP training and exercises for emergency services organization and meet those needs through multifaceted program design serving both the adult student and the organizational needs.
A. Describe the methods for assessing training and exercise needs.
B. Define categories that encompass capabilities and expected learning outcomes.
C. Discuss opportunities presented by internally and externally delivered certification programs.
D. Discuss the need for and aspects of career and professional development program.

**E. Outcome #5**

**Cognitive Objective:** Demonstrate competent knowledge of national best practices in emergency preparedness

A. Describe the need for adherence to best practices.
B. Discuss techniques to develop local plans based on established federal plans.
C. Describe the elements of an Emergency Operations Plan.
D. Participate in Table Top Exercise.

**Outcome #6:**

**Cognitive Objective:** Demonstrate knowledge of the importance of health and safety programs in a public safety agency and the external regulations governing such programs.

A. Discuss the various approaches to safety and safety programs.
B. List and discuss the external government and regulatory agencies that influence fire organization safety rules and administration.
C. Discuss the need for an operation of an Employee Assistance Program.
D. Examine and discuss the issue of violence in the workplace.

**VI. COURSE POLICIES/PROCEDURES**

**Students are expected to:**

- Participate in online (D2L) and in class discussion and activities
- Turn in completed assignments when due.
- Take all quizzes and tests when due.
- This course will require independent work and the establishment of relationships on your part. No one can accomplish the objectives based solely on in-class work. If you miss a session it is your responsibility to determine any assignments, etc.
- A student who does not withdraw officially from a course may receive a grade of 'F', depending on course progress or course attendance, which will become a part of the student's permanent record. The withdrawal date is listed in the General Information sheet.
- As always, each student is responsible for adhering to the SIUC Code of Student Conduct as stated in the college catalog.
Classroom Rules of Engagement:

1. Cell phones, pagers, etc. will be set on vibrate or the mode that will be least disruptive should they be activated.
2. Laptops/computers/tablets may be used but such use is to be limited to those activities that support or add to the students commitment to the class

VII. Methods of Instruction:

Teaching and learning in this course will be accomplished via lecture and study and evaluation of cases pertaining to public sector human resource management. Class members will complete small group and individual activities requiring review and evaluation of pertinent magazine and journal articles, web sites, and other sources of human resource management information. Group discussion will also be an important component of teaching and learning in the class. Students will prepare a written report regarding a personnel issue important to their department and will make an oral presentation about that issue to other class members.

VIII. Exit Competencies

Upon completion of this course the student will:

1. Through considerable participation in discussion with the instructor and his or her peers, completion of a variety of small group and individual activities including public speaking, and successful completion of written examinations:
   a. Demonstrate knowledge of important issues in public safety emergency response
   b. Demonstrate the ability to successfully resolve challenges presented during disasters that involve local agencies
   c. Demonstrate the understanding that success in executing a plan for disaster response which will lead to success in managing relationships established in advance of a large scale response

2. Through successful completion of exercises such as table top exercises, functional exercises or case studies, demonstrate the ability to work and deploy within a multi-agency response environment

3. Through assessment of peer oral presentations, demonstrate the ability to critically evaluate local governmental planning needs

4. Demonstrate the ability to accept peer evaluation of their own delivery of information about public safety emergency response
IX. Course Grade:

A student’s course grade will be based on the following distribution of points earned (maximum of 1000 points is possible):

- 900-1000 = A
- 800-899 = B
- 700-799 = C
- 600-699 = D
- 0-599 = F

Unless permission for late turn in of assignments is given in advance of the assignment due date by the instructor, five points will automatically be deducted for each day an assignment is turned in late up to a maximum of five points per day for three days. An additional point per day will be deducted for any assignment over three days late.

X. Grade Assignment/Evaluation

A student’s grade for this class will be determined by their attendance, participation in class, and completion of all other assigned class work. Factors determining a student’s grade have been assigned weight as shown:

- 10% Attendance (100 pts.)
- 20% Participation in class (includes online and in class) including assigned discussion questions/activities (200 pts.)
- 40% Weekly tests (4) (400 pts.)
- 10% Written and Oral Report (one) (100 total points=50 points for the written and 50 points for the oral)
- 20% Final Comprehensive Exam. (200 pts.)

100% = Total (1000 pts.)

XI. Attendance Policy-Class Information

The faculty of Southern Illinois University Carbondale affirm the importance of prompt and regular attendance on the part of all undergraduate students. Quality instruction clearly depends upon active participation in the classroom or its equivalent learning environment.

Students are normally expected to attend all instructional hours of this course.
Regular class attendance will count for 10% of a student’s final course grade. Each unexcused absence will result in a deduction of a portion of that 10% of the final grade. Excused and unexcused absences will be defined by the instructor.

**Students must contact the instructor in advance of the class meeting day if they need to be absent from a class meeting day/instructional hours. Failure to contact the instructor in advance will result in that absence being defined as unexcused.**

No matter what the reason for being absent from instructional hours, students who are absent from more than one-third (1/3) of this course’s instructional hours (whether the absences are excused or unexcused) will seriously jeopardize their grade for the course. It will be very difficult to impossible for a student who is absent from more than one-third of a course’s instructional hours to earn a satisfactory (C), good (B), or excellent (A) grade.

Five points per day to a maximum of 15 points or three days will automatically be deducted for all late assignments (Assignments turned in to the instructor after the date due that was assigned). An additional point per day will be deducted for any assignment over 3 days late.

Related to class attendance is participation in class activities including discussions, games, role playing etc. Therefore, 20% of a student’s final course grade will be dependent on their participation in activities assigned and completed during regular class hours. Students who are absent from class for any reason, whether excused or unexcused will have a portion of that 20% of the final grade deducted from their grade unless they complete, with the permission of the instructor, all activities performed in class sessions that they miss.

Students who never attend a class will be awarded a grade of NS for the course.

An **INC** (incomplete) is assigned when for reasons beyond their control; students engaged in passing work are unable to complete all class assignments. If you anticipate that you will meet these conditions you are urged to notify the instructor and apply in writing to the instructor for an incomplete before the last day of the class. If, due to circumstances beyond your control, you are unable to notify the instructor in advance, you will have three days after the last class to inform the instructor that you wish to take an incomplete and two weeks to apply for the incomplete in writing. Students who fail to inform the instructor within three days following the last class date, and fail to request an incomplete in writing within the two weeks time frame will receive the grade earned for the course or a **WF**, whichever is the most appropriate. Notification of the program advisor will not excuse a student from contacting the instructor nor putting their request in writing. An **INC** must be changed to a completed grade within a time period designated by the instructor, but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first.
Make up of the final examination for those students who are unable to be present at the regularly scheduled examination time (due to circumstance beyond their control) may be arranged at the convenience of the instructor, the student and the local office personnel; if the student's absence was a legitimate one and if the instructor determines that the giving of a make up examination is warranted.

XII. Academic Dishonesty Policy:

Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

XIII. ADA Statement for Students Requiring Special Accommodations/Disability Support:

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the American Disabilities Act (ADA) of 1990, if accommodations are needed, inform your instructor as soon as possible.

XIV. Safety Instructions:

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. If you are located on a military installation, and depending on the type emergency a senior military member may take control of the situation and direct you on the action to take. Please follow their instructions and do as asked. Similarly, if you are at a community college, their security personal may arrive and take control of a situation, please follow their instructions as well.

XV. EXPLANATION OF KEY STUDENT ASSIGNMENTS AND EXAMINATIONS:

STUDENTS ARE RESPONSIBLE FOR ALL MATERIAL IN THE TEXT AND SUPPORTING REFERENCES (ARTICLES, CASE STUDIES, ETC.) EVEN IF THE MATERIAL IS NOT COVERED IN CLASS DISCUSSION OR IN THE POWERPOINT/LECTURE.

1. Weekly class participation: (includes D2L and face to face class meetings class) Worth 200 points total or 20% of final grade. Participation includes weekly assigned activities such as case studies. Full participation for each week of class is worth 40 points. Note that there are drop boxes for at home work during the weeks we do not physically meet. Successful completion of each of these drop box assignments (and any other work assigned for that week) will result in the student earning the participation points for the week the drop box is assigned.
Enthusiastic participation in class activities during the weeks we physically meet will result in you’re earning participation points for those weeks. Due each week of class as stated in the anticipated weekly schedule/agenda.

2. **Class attendance:** Worth 100 points total or 10% of final grade. The student earns attendance points by attending face to face class meetings and by completing all assignments due during the weeks face to face meetings are not held.

3. **Weekly quizzes/tests/examinations:** Worth 400 points or 40% of final grade, four weekly quizzes, each worth 100 points, = 400 points.

   Due by no later then 06:00 am on the Tuesday following each of the first four weekends of class. Given/available only in D2L. Assigned quizzes/tests will be available on Desire 2 Learn from 06:00 Saturday to 06:00 Tuesday on the weekend they are assigned.

4. **Comprehensive final examination:** This is worth 200 points or 20% of the final grade

   Due by no later then 06:00 am on the Tuesday following the final weekend of class. Given/available only in D2L.
5. **Written assignment and oral presentation:** Worth 100 points or 10% of the final grade.

The student will prepare a paper (no less than 4 and no more than 5 double spaced pages [page count does not include title or reference page]) on some item of a personnel issue that has occurred in their own department in the last year. This personnel issue must have been an important issue in their department and should have had an impact on the department. The student will give an overview of the issue, explain how this issue was of importance to his/her own department and how it was or is being resolved. The student should review the textbook to determine what type of subject matter would constitute a personnel issue. The paper must be formatted in accordance with APA guidelines for a paper of this type. We will discuss formatting expectations during the first weekend of class. At least three (3) references must be cited. You may cite your class text for one of the references.

If the student does not currently belong to a Fire Department, they may write about an issue in an organization or company that they belong to. The student may also go to the internet and research a Fire Service personnel issue that is described on the internet. If the student chooses to use an internet source the internet source must be referenced at the conclusion of the paper.

The written paper is to be submitted electronically (in D2L) by no later than midnight on Sunday, November 17, 2013.

The student will also be required to give a ten minute oral presentation with visual aids such as a Power Point presentation concerning the personnel issue that was explained in the written paper. The student is responsible to provide the aid and to be certain that the equipment needed is available in the classroom.

The scheduling of the oral presentations will be accomplished during the first weekend of class. Approximately one half of the class will be assigned to give their oral presentations during the week 3 class session and one half during the week 5 class session. We will discuss expectations for the oral presentation during the first weekend of class.

If the personnel issue involved actual members of the student’s organization NO NAMES or reference to those individuals shall be included in the student’s paper or presentation.

**XVI. BASIC TOPIC OUTLINE/ANTICIPATED WEEKLY CLASS AGENDA (subject to change at instructor discretion but with notice to the students).**

*It is expected that chapter reading will be done prior to the lecture in class:

*Additional reading regarding each week’s topics may be assigned. For instance magazine articles, web site etc.

*Note that assigned case studies/discussion questions/ etc. will be available during the week they are assigned.
XVII. SYLLABUS MODIFICATION

The instructor reserves the right to make changes to the course syllabus as dictated by course progress or unforeseen events. Students will be notified of syllabus changes by a notice/announcement posted in the course D2L classroom. The syllabus changes will be posted as far in advance as is possible. Please contact me as soon as possible to discuss any questions you may have about the class and work within.