Rockefeller College of Public Administration and Policy  
University at Albany  
RPAD 344

**Class Meets:** Mondays 4:15pm - 7:05pm  
*Location to be announced*  
**Office Hours:** To be Announced

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Office: (518) 956-8180

**Emergency Preparedness**

*Syllabus: version 1.0*

*Emergency Preparedness* provides a study of applicable policies, protocols, and laws that impact the practice of emergency preparedness at the federal, state, and local levels of government. The study includes a brief review of the history of emergency management setting the stage for an examination of “best practices” and philosophies. These drive the nation’s preparedness, response, recovery, and mitigation efforts of various levels of emergencies and disasters which in turn helps facilitate a community’s resilience in the face of disasters. The methodology used in this course includes classroom discussions and activities, studies of applicable case studies, and individual exploration resulting in a well-crafted paper. Where applicable, simulation activities provide opportunities for the student to “experience” realistic situations similar to real-world emergencies and disaster operations.
Textbook and Additional Readings:
Reading assignments will be provided for each module. The textbook provides a compendium of various disaster case studies, many of which will be used as the basis of class discussions. Other reading assignments will involve pertinent policies, laws, protocols, and other primary source documents as well as secondary source content which will be provided by the instructor via Blackboard.

Text:

Evaluation Strategy:
Each student will have the opportunity to earn up to 1,000 points through a combination of class quizzes, mid-term and final examinations, and a final paper.

Grading Scale (based on 1,000 total points)

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<td>A</td>
<td>930-1,000</td>
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<td>A-</td>
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Class Quizzes: 29% (294 points)
My expectation is that you will prepare for each class and participate in all class discussions. At the beginning of each class (other than the first class) you will take a short quiz that will cover that class’s assigned readings as well as the discussions from the previous class. Each quiz will be worth 21 points. You will be permitted to “make-up” one quiz if you miss the class (unexcused absence) or come late to a class (unexcused tardiness). Make up quizzes will be available at the Undergraduate Contact Office.

Mid-term and Final Examinations: 30% (150 points each)
These examinations are based on the classroom discussions, simulations, and associated reading assignments.

Final Paper: 41% (406 points)
A final paper will be written by each student based upon guidelines provided the first week of class. The paper will be due no later than the last class meeting prior to the final examination.

**Expected Class Preparation and Reading Efforts:**

Students will be provided reading assignments germane to the course and upcoming class session. Students are expected to come to class prepared to participate in the class discussion and/or activity scheduled. See Evaluation Strategy – Quizzes.

**Final Paper:**

Each student must submit an *original* paper of approximately 12-15 pages on or before the deadline posted (approximately on or near the first day of finals week). The purpose of the paper will be to explore/investigate the response to and/or recovery from two significant disasters or major emergency events. One event will have occurred before 2004 and the second in 2004 or later. In so doing the paper will compare and contrast the two events within the context of before and after the U.S. Department of Homeland Security was established. This will also look at these events before HSPDs 5 and 8 were implemented, before and after the concept of “capabilities” was originated, and the changes to recovery operations as a result of Stafford Act evolution.

The paper’s key objectives are:

- Identify the key major policies, statutes/laws, and directives that guided the response and recovery of the events.
- Describe the key things that went well and those that did not relating them to existing policies, laws, etc. if applicable.
- Compare and contrast the two events in terms of local, state, and federal actions.
- Develop recommendations to emergency managers, based on the findings of the paper that could assist them in preparing for similar future events.

The paper will be based on primary sources to the extent possible to include official after action reports, government communications, Congressional testimony (if applicable), statutes and laws, etc. The topic and methodology will need to be approved by the instructor during or before Module 3 so as to assist the student in being successful by mitigating potential obstacles due to misunderstandings, insufficient sources, etc.

**Format:** The paper will be 12 - 15 pages in length, (plus cover page and bibliography/recourses cited), double spaced, using 12 point font. All sources will be properly cited using a generally accepted citation process (such as APA or MLA). The student is responsible for understanding the legitimate use of sources, the appropriate
ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

Plagiarism: Simply stated, plagiarism will not be tolerated and will result in the paper being awarded “zero points” and the matter being referred to judicial review.

The following is taken from the UAlbany Undergraduate Bulletin:

(http://www.albany.edu/undergraduate_bulletin/regulations.html)

Plagiarism

Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper's or project's structure; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method; submitting as one's own work, work borrowed, stolen, or purchased from someone else.

Class Outline and Schedule:

Module 1: The Start of FEMA
This introductory module provides a brief look into the emergency preparedness and management environment leading up to the establishment of the Federal Emergency
Management Agency (FEMA). The review includes “Civil Defense” and the evolution of emergency management as the cold war era came to a close. *Classroom discussion.*

**Module 2:**  
*FEMA Part 2*  
“FEMA Part 2” begins with the establishment of FEMA tracking the evolution of the agency through its incorporation into the U.S. Department of Homeland Security. Readings and discussions of certain case studies help to illustrate this evolution. *Classroom discussion.*

**Module 3:**  
*Threat, Vulnerability, and Risk: the basics of Risk Management Preparedness*  
Students review the basic tenets of risk management as it pertains to emergency management policy and practice. This module introduces the student to the Threat and Hazard Identification and Risk Assessment (THIRA) 4-step process established by FEMA. The intent is to explore this topic from the perspective of the local, proactive emergency manager. *Classroom discussion plus small group simulation activity around the THIRA process.*

**Module 4:**  
*Emergency Management: Response and Incident Command*  
Understanding the core concepts of incident command is critical to understanding effective response management. This module explores the tenets of the National Incident Management System, the Incident Command System, and the role of the Emergency Operations Center in support of the incident command. *Classroom discussion and simulation activity around the Incident Command process.*

**Module 5:**  
*The National Planning Frameworks*  
Over the years since the establishment of the U.S. Department of Homeland Security the nation’s efforts to plan and prepare for disasters, catastrophic events, and acts of terrorism have evolved. The initial planning nomenclature included the mission areas of prevent, protect, response, and recovery. Eventually these mission areas were joined by “mitigation.” In recent years concept of “resilience” has also entered the preparedness discussions. This module reviews, in general, the various components of the “National Planning Frameworks.” Subsequent modules will focus on the details of selected frameworks. *Classroom discussion.*

**Module 6:**  
*The National Response Framework*
Emergency Preparedness

Over the years the federal preparedness planning efforts evolved into the present day National Response Framework which strives to create a seamless connection among all levels of government as well as non-governmental organizations and the private sector. The National Response Framework (NRF) is a comprehensive approach that is essential to understanding the various supports and resources that can be made available to state and local governments in disasters. This module examines the evolution of the NRF as well as the components and intent of the NRF in its present form. Classroom discussion.

Module 7:  
The National Mitigation and Disaster Recovery Frameworks  
Module 7 focuses on the Disaster Recovery Framework and the Mitigation Framework. Case studies are used to help explore these two frameworks and to help put them into perspective from a state or local emergency manager. Classroom discussion.

Module 8:  
Financing Disaster Recovery  
Disasters, both small and catastrophic are costly, often significantly exceeding the financial resources of state and local governments. Insurance policies are the primary financial resources for most family and commercial losses, provided adequate coverages are in effect. Often, however, insurance policies only provide a partial coverage of the loss incurred and in some cases may not be applicable at all due to specific exclusions such as “acts of war.” Government is often self-insured with its losses as well as damage to the public infrastructure usually being extremely high. This module discusses the Stafford Act as well as other sources of funds for recovery as well as restrictions and limitations that are applicable. Classroom discussion.

Module 9:  
Volunteers, Donations, Ethics, and Conflicts  
Emergency managers are responsible for the coordination of efforts to support the response to and the recovery from disasters. Americans in general and the businesses and industries that comprise the community typically are motivated to volunteer and donate in support of a community’s disaster response/recovery needs. Although laudable and necessary, volunteers and donations often present emergency managers with ethical and/or other procurement related issues. This module facilitates a discussion of the various types of issues, conflicts, and concerns that can accompany a community’s response and recovery operations. Classroom discussion and small group activity.

Module 10:  
Continuity of Operations, Continuity of Government, and Mutual Aid
One of the overriding goals of emergency management is to help coordinate a community’s recovery as fast as possible from a disaster back to “where it was” before the event. For this to happen, it is necessary for government to continue to operate without disruption to the extent possible. Moreover, it is necessary for as many businesses and employers to continue their operations with as minimal disruption as possible in order to provide the services needed by the community and to maintain employment and commerce. Module 10 explores the concepts of COOP, COG, and mutual aid, often managed through emergency management assistance compacts. 
*Classroom discussion.*

**Module 11:**
*Emergency Operations Centers, Mobile Command Centers, Interoperable Communications, and Social Media*

The coordination of responses to large scale emergencies and disasters require specialized operations in order to facilitate the command and support functions needed. Communications among response agencies is vital in spite of technology differences that often exist. Communicating with the public and gleaning information from the public are also extremely important in disasters. Module 11 explores these topics and how they are interrelated. *Classroom discussion.*

**Module 12:**
*Emergency Operations Center Simulation*

Module 12 provides a simulation involving the Emergency Operations Center activated in the face of a moderate size disaster. Students play the roles of the various “seats” and “functions” that comprise typical EOCs. *Simulation.*

**Module 13:**
*Accidents, Natural Disasters, and Terrorist Instigated Events*

Module 13 examines a variety of past disasters and major emergency events in an effort to determine differences and commonalities among the various types of disasters. The intent is to learn whether it is satisfactory to have a singular plan to respond and recover from each type of disaster or if different plans or annexes are necessary. Case studies are used to facilitate the discussions around the different types of disasters. *Classroom discussion.*

**Module 14:**
*Putting it All Together*

This serves as the capstone module which facilitates the closeout of the course. *Classroom discussion and small group activity.*