<table>
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<tr>
<th>Course</th>
<th>Class #</th>
<th>Area*</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
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<td>RPAD 101</td>
<td>10235</td>
<td></td>
<td>TTH</td>
<td>1:15PM-2:35PM</td>
<td>LC 019</td>
<td>Brian Nussbaum</td>
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<td>7198/6017</td>
<td>R</td>
<td>TTH</td>
<td>1:15PM-2:35PM</td>
<td>LC 005</td>
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<td>4656</td>
<td>QM</td>
<td>W</td>
<td>4:15PM-7:05PM</td>
<td>LC 013</td>
<td>Janet Mayo</td>
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<td>RPAD 236</td>
<td>4786</td>
<td>M&amp;P</td>
<td>TTH</td>
<td>10:15AM-11:35AM</td>
<td>BA 224</td>
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<td>RPAD 302</td>
<td>3269</td>
<td>R</td>
<td>MWF</td>
<td>9:20AM-10:15AM</td>
<td>HU 108</td>
<td>Edmund Stazyk</td>
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<td>M&amp;P</td>
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<td>M&amp;P</td>
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<td>SS 116</td>
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<td>HS 006**</td>
<td>James Steiner</td>
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<td>PC 355</td>
<td>Michael Christakis</td>
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* Elective Area Key:
  R – Required Course
  M&P – Management and Politics
  QM – Quantitative Methods and Policy Analysis

** Denotes course taught on the Downtown Campus
RPAD 101        INTRODUCTION TO EMERGENCY PREPAREDNESS, HOMELAND SECURITY AND CYBERSECURITY        B. Nussbaum
10235        TTH 1:15PM - 2:35PM        LC 019
From hackers to hurricanes, suicide bombing to supply chain interruptions, infrastructure failures to infectious disease outbreaks, the nation’s governments, companies and non-profits must prepare for, protect against, respond to, and recover from a growing array of risks and threats. The fields of emergency preparedness, homeland security and cybersecurity are central to those efforts, and there is an ever growing demand for individuals prepared in these areas. Through lectures, discussion, and case studies, students in this course will develop a broad theoretical, substantive, and practical understanding of the fields of emergency preparedness, homeland security and cybersecurity. Students will be exposed to various ways to think about, measure, assess and compare risks, as well as how to mitigate them and respond to incidents that do occur. The three disciplines will be explored through the crosscutting themes that tie them together, including prevention, incident management and response, crisis communication, recovery and resiliency.

RPAD/RPOS 140       INTRODUCTION TO PUBLIC POLICY        A. Fox
7198/6017        TTH 1:15PM - 2:35PM        LC 005
**Students Registering for this Course Must FIRST Register for a Discussion Session 8813-8818**

Ever wonder why…
- The US was unable to pass gun control legislation that would have expanded background checks on gun purchases in spite of over 90% of the public being in favor?
- The US is among the few countries internationally that does not guarantee paid sick leave or paid maternity leave?
- The government had to shut down in 2013 costing the US economy $24 billion due to a partisan stalemate in Congress over health reform?

Then this course is for you! This course introduces students to the process of public policy making in the US and internationally. As a student in this course, you will gain a greater appreciation for the complexity of policymaking, the vast number of actors involved in policy making, and the factors that make policies more or less successful. Through the course, we will ask questions such as: Where do ideas for policies come from in the first place? Why do some ideas get attention while other problems are ignored? What does it take to get a policy formulated, enacted, and successfully implemented? What are the roles of the executive, legislature, courts, interest groups, business, the news media, and other actors in the policy process? Why do some policies, even after extensive research and analysis, seem so irrational and haphazard? There are no prerequisites for this course. The course is a requirement for students in Rockefeller College’s Public Policy program, and is also considered a Social Science course under the General Education requirements. Required for Public Policy majors. Gen Ed: Social Sciences.

RPAD 204        COMPUTER MODEL DECISION        J. Mayo
4656        W 4:15PM - 7:05PM        LC 013
Making tough decisions – can computers help? Students will learn to use Internet technologies as well as techniques in computer modeling for critical thinking, policy analysis, and decision support. Topics include a review of quantitative methods for strategic analysis, tools for helping make tough decisions, and a survey of formal modeling techniques.

RPAD 236        INSTITUTIONS & POLICY IN BUSINESS REGULATIONS        D. McCaffrey
4786        TTH 10:15AM - 11:35AM        BA 224
This course examines the public regulation of business, surveying the field in general but with special attention to regulatory controls in financial markets. Its subjects include the justifications and critiques of government regulation, ethical considerations in regulatory decisions, international dimensions of regulatory policy and management, and how political, legal, and technological processes shape regulation.

RPAD Spring 2016 Course Descriptions
Updated: 1/25/16
RPAD 302 UNDERSTANDING PUBLIC ORGANIZATIONS  E. Stazyk
3269 MWF  9:20AM - 10:15AM  HU 108
The major objective of this course is to provide students with an opportunity to explore basic ideas about how people work in large (work) organizations, and the processes and structures that operate day to day in such organizations. The course examines how people act and interact within organizations and attempt to change those organizations, and how organizations react to the individuals who comprise the organization. The course uses multiple perspectives or frames as a way of understanding of individual and organizational behavior in work organizations. **Only one version of RPAD 302 may be taken for credit.**

RPAD 303 PUBLIC ADMINISTRATION & MANAGEMENT  A. Alteri
5174 W  4:15PM - 5:35PM & ONLINE  ED 123
This course is designed to provide students an introduction to the field of public administration, including its practice, themes and values, and contemporary challenges. Public administration is government in action, as broadly defined by Woodrow Wilson in 1887. Public administration includes activities taken directly by government, or indirectly by its partners, to meet the democratically expressed needs of the public. These activities include policy design, implementation, evaluation of outcomes, and re-design or re-direction. By the end of the course, students should have a basic understanding of 1) the relationship and tensions between politics and administration, 2) various means for assuring administrative accountability and responsiveness, and 3) the challenges associated with implementing public programs. It is intended that students will leave the course with a substantive, applied understanding of the values and practice of public administration. **Prerequisite(s): junior or senior class standing.**

RPAD/RPOS 316 METHODOLOGICAL TOOLS FOR PUBLIC POLICY  G. Chen
7203/6779 TTH  10:15AM - 11:35AM  Husted 004**
** Note this class meets on the downtown campus. Introduction to research design, statistics, and computer usage in public policy with an emphasis on the interpretation of results. Students examine experimental, quasi-experimental and nonexperimental research designs, summarize and present univariate distributions, perform bivariate and multivariate analyses including simple cross-tabulations and multiple regression analysis, and learn to use a computer to perform statistical and data management operations. **Required for Public Policy majors. Only one version of RPAD/RPOS 316 may be taken for credit. Gen Ed: Math.**

RPAD/RPOS 325 GOVERNMENT & POLITICS OF NEW YORK STATE  F. Mauro
10234/10233 TTH  4:15PM - 5:35PM  HU 133
Introduction to the major political and governmental institutions of New York State. Examines the historical, constitutional, and economic setting of government and politics in New York State; the executive, legislative, and judicial branches of state government with an emphasis on separation of powers and checks and balances among the branches; state-local relations and federal-state relations; and the nature of party competition and elections in New York’s unusual multi-party system.

RPAD/RPOS 329Z BUREAUCRATIC POLITICS/ADMINISTRATIVE LEADERSHIP  D. Liebschutz
4413/5061 TTH  10:15AM - 11:35AM  SS 116
This class examines leadership, management and human behavior within and among complex organizations, with special emphasis on the distribution and use of power by organizational actors. The course will also examine how leaders can position their organizations to gain the greatest results and most significant impact on and for organizational stakeholders. **Only one version of RPAD 329Z/RPOS 329 may be taken for credit.**
RPAD 343  HOMELAND SECURITY  I. Anderson
10236  M  5:45PM - 8:35PM  HU 124
This undergraduate survey course introduces students to the US government response to the attacks of September 11, 2001, specifically, the second largest reorganization of the executive branch that produced the US Department of Homeland Security. Topics examined include border and transportation security, customs, immigration policy and enforcement; preparedness and capabilities building, response and resilience; critical infrastructure protection; threat and vulnerability assessment and risk management; cyber security; counter-terrorism. Although the course is primarily focused on US federal government activities, it will also examine state and local dimensions of homeland security as well as US government interactions with other countries in the homeland security domain. Only one version of RPAD 343 may be taken for credit.

RPAD 436  TECHNOLOGY IN FINANCIAL MARKET REGULATION  D. McCaffrey
7962  W  4:15PM - 7:05PM  BB 221
The development, operation, and regulation of technological systems shape modern financial markets. These systems are developed and overseen by market centers, clearing organizations, and other market infrastructure organizations, as well as sell-side financial firms, institutional investors and other buy-side participants, corporations, technology providers, and public and private regulators. Market controls, technological development, and regulation shape this system individually and interactively. This course examines the central features of technology in financial markets and how market and regulatory controls and social and behavioral conditions produce and interact with them. Prerequisite(s): prior coursework in study of regulation and/or finance highly recommended.

RPAD/CEHC 449  CYBERSECURITY PLAN RISK MANAGEMENT  B. Haynes
19242/19239  ONLINE
The goal of this class is to equip decision makers with the principles and methods that will allow for more informed budget decisions as it relates to Cyber Security. First this class will review budgeting basics as well as the core of budgeting for Information Technology and Cyber Security. We will then examine Risk Management as a total program component of Cyber Security as well as applying it to the budgeting process. Finally this class will take a comprehensive approach to managing IT/IS projects from a risk management, budgeting, and procurement point of view. Many of the principles and methods taught in this class will be valuable to all aspects of budgeting and management for IT. Too often budgeting is misinformed by political agendas, personal relationships, and overall misunderstanding of a highly technical area. Junior or Senior class standing and permission of department, email CEHC@albany.edu.

RPAD/CEHC 456  HOMELAND SECURITY INTELLIGENCE  J. Steiner
19231/19216  T  5:45PM - 9:25PM  Husted 006**
** Note this class meets on the downtown campus. In the more than a decade following the terrorist attacks of September 11th, 2001, a revolution took place in the relationship among federal, state, and local homeland security, law enforcement and intelligence organizations. At the federal level, the Department of Homeland Security (DHS) was created, the “wall” between law enforcement and intelligence was nearly obliterated, some law enforcement organizations have become more like intelligence agencies, and the foreign intelligence community was fundamentally reformed. The impact at the State level was even larger. State governments were assigned the lead role in many Homeland Security missions. Most States responded by bringing together existing public security, law enforcement, and emergency response capabilities, linking them to similar local assets, and opening channels to adjoining States. But there was a missing piece. Prior to 9/11, none of the States had a robust intelligence capability. Most now have created multiple intelligence cells in existing structures, as well as fusion centers which, for the first time, connect state and local homeland security and law enforcement—and especially the new intelligence organizations—with the federal community, and in some cases, foreign intelligence services. There has also been a dramatic increase in intelligence capabilities within the private sector. Junior or Senior class standing and permission of department, email CEHC@albany.edu.
RPAD/CEHC 457 INTELLIGENCE ANALYSIS HOMELAND J. Steiner
19217/19218 ONLINE
This course examines intelligence analysis at the Federal and State levels. We begin with an overview of the US foreign intelligence community, its mission, history, structure, and capabilities, with special emphasis on its analytic components. We examine how this community's composition and structure have changed as its mission was fundamentally altered, first with the end of the Cold War and then with the rise if terrorism. Next, we look at intelligence analysis as it is conducted by federal law enforcement and at the Department of Homeland Security. We will then look briefly at the various models used for conducting analysis by State-level homeland security and law enforcement. With this background, and based on the instructors career as an intelligence analyst at the CIA, the remainder of the course will be devoted to the intelligence analysis function. Junior or Senior class standing and permission of department, email CEHC@albany.edu.

RPAD/CEHC 459 HOMELAND SECURITY CAPABILITIES R. Mathews
19219/19220 ONLINE
The short but significant history of the creation of the U.S. Department of Homeland Security (DHS) will serve as the starting point for this course which provides a comprehensive and functional approach to understanding this department and its role. Time will be spent in developing an understanding of the nation's effort, led by DHS to develop preparedness capabilities to prevent, protect from, respond to, recover from, and mitigate high consequence events caused by acts of terrorism, natural disasters, and accidents. The course will rely heavily upon primary sources and case studies to guide the student through the DHS maze and the nation's preparedness efforts at the federal, state, and local levels. Junior or Senior class standing and permission of department, email CEHC@albany.edu.

RPAD 498/RPOS 390 APPLIED PUBLIC AFFAIRS CAPSTONE P. Gunty
8324/6876 TH 5:45PM - 8:35PM BA 231
This capstone course includes the competition of an internship and a linked classroom experience. This course offers students the opportunity to integrate theoretical concepts related to politics, public administration, and organizations with practical experience in political, public sector and administrative institutions. This course seeks both to enhance the education value of the internship and to make it a springboard for a successful career. The course has four major components: skill development, career options, employment strategies, and school to work connection. Students enrolled in this class must obtain an internship during the same semester as the course, and it is the student's responsibility to find their own internship. Students must have an overall minimum GPA of a 2.50. Students should contact the Undergraduate Internship Coordinator to discuss internship opportunities, how to obtain an internship and to obtain a permission number for the course. Only one version of RPAD 498/RPOS 390 may be taken for credit.

RPAD 499 POLICY CAPSTONE M. Christakis
7349 T 4:15PM - 7:05PM PC 355
This course serves as Public Policy major's "cap stone" experience during which students will be asked to integrate the various theories, concepts and issues raised throughout their academic work in the field of public policy. This course seeks to deepen students' understanding of public policy and the various contexts through which public policy issues are framed in contemporary America. The course will afford students the opportunity to reflect upon their curricular and co-curricular experiences as public policy majors that have contributed and informed their understanding of public policy.