

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

EADM 222 –COMMUNITY PREPAREDNESS AND DEFENSE

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**SCHOOL OF BUSINSS AND LIBERAL ARTS
DEPARTMENT OF BUSINESS
MAY 2016**

- A. **TITLE:** Community Preparedness and Defense
- B. **COURSE NUMBER:** EADM 222
- C. **CREDIT HOURS:** 3 credit hours.
- D. **WRITING INTENSIVE COURSE:** Yes
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week
- H. **CATALOG DESCRIPTION:** The course prepares participants to help reduce the growing toll (deaths and injuries, property loss, environmental degradation, business and economic disruption associated with disasters in the United States by providing an understanding of these process and technologies (hazards risk management process) that organize preparedness and response in a constructive framework that may be applied at all levels of communities and government service organizations. Presents a natural and technological risk analysis, applies the four phases of Comprehensive Emergency Management (CEM), and stresses development of personal and community emergency plans.
- I. **PRE-REQUISITES/CO-REQUISITES:** None.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
Understand the relationship of local, state, Federal, and private organizations to the planning process.	1. Crit. Thinking
Develop a Vulnerability Hazard Assessment for your local area or an area where the information is provided by the instructor.	1. Prof. Competence
Create a mission, operational priorities, goals, and objectives for a local area or an area where the information is provided by the instructor.	1. Prof. Competence
Develop a Basic Emergency Operations Plan for your local area or an area where the information is provided by the instructor by analyzing courses of action, identifying resources and identifying information and intelligence needs.	1. Communication 2. Prof. Competence
Create Functional and Hazard-specific annexes for a Basic Emergency Operations Plan (EOP).	1. Prof. Competence
Relate how the National Response Plan interacts with NIMS.	1. Prof. Competence

Describe how continuity of government is ensured at the local level.	1. Crit. Thinking
Describe how business organizations ensure the continuity of operations in a disaster.	1. Crit. Thinking

K. TEXTS: (If a text is used it should adhere to APA, MLA or ASA)

FEMA. (2004). *State and Local Guide (SLG) 101: Guide for All-Hazard Emergency Operations Planning*. Washington DC: FEMA.

FEMA. (2010). *Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide 101: version 2.0*. Washington DC: FEMA.

Schwartz, R. (2010). *Survey of Hazards and Disasters*. Washington DC: FEMA.

Waugh, Jr., W., (2010). *Homeland Security and Emergency Management*. Washington DC: FEMA.

L. REFERENCES: None.

M. EQUIPMENT: Internet access.

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS: (list in bullet form, all outlines should be created for face-to-face course delivery, attendance is not measurable, but you can list participation – see examples below)

- Exams
- Quizzes
- Discussion Boards
- Papers
- Participation

P. DETAILED COURSE OUTLINE:

I. INTRODUCTION

- A. All-hazards or “Comprehensive” Emergency Management (CEM), approach to emergency management.
- B. Definitions of disaster, hazard, emergency and catastrophe.

II. FUNDAMENTALS OF PROFESSIONAL EMERGENCY MANAGEMENT

- A. Relationship of local, state, Federal, and private (or NGO) organizations to the planning process.
- B. Definition of “integrated emergency management”.
- C. The four phases of emergency management.

III. GEOLOGICAL HAZARDS

- A. Fundamentals of the processes associated with geological hazards.
- B. Scientific processes, historical perspectives, and impacts of volcanoes.
- C. Scientific processes, historical perspectives, and impacts of earthquakes.

- D. Scientific processes, historical perspectives, and impacts of tsunami.
- IV. ATMOSPHERIC HAZARDS
 - A. Fundamentals of the atmosphere.
 - B. Scientific processes, historical perspectives, and impacts of thunderstorms.
 - C. Scientific processes, historical perspectives, and impacts of tornadoes.
 - D. Scientific processes, historical perspectives, and impacts of windstorms.
 - E. Scientific processes, historical perspectives, and impacts of fog.
- V. VULNERABILITY HAZARD ASSESSMENT
 - A. Hazard Analyses and Impact Studies
 - B. Vulnerability Hazard Assessment.
- VI. BASICS OF PLANNING
 - A. Importance of an inter-government, regional, public/private view of the emergency planning process
 - B. Process used to develop a government emergency plan.
 - C. Factors that contribute to successful emergency planning.
- VII. EMERGENCY OPERATIONS PLAN FORMAT
 - A. Relationship between the planning process and the written plan.
 - B. Elements of a basic plan, including mission statements and objectives.
 - C. Functional annexes.
 - D. Hazard-specific annexes.
- VIII. STEPS IN DEVELOPING A PLAN
 - A. Collaborative planning team.
 - B. Situational awareness and how to identify threats and hazards, and assess risk.
 - C. How to create a mission, operational priorities, goals, and objectives for a plan.
 - D. How to create a Basic Emergency Operations Plan (EOP).
- IX. DEVELOPING AN EMERGENCY OPERATIONS PLAN
 - A. How to analyze courses of action, identify resources and identify information and intelligence needs.
- X. NATIONAL RESPONSE PLAN
 - A. How the National Response Plan interacts with NIMS.
 - B. How the National Response plan addresses the four functions of emergency management.
- XI. PLANNING FOR WMD
 - A. Lead and Support Roles in Homeland Security.
 - B. Federal, state and local (lead) roles in responding to terrorist events.
 - C. Professions involved in response to terrorist attack and their roles and perspectives, and how their roles differ from emergency response to natural and technological events.
- XII. CONTINUITY OF OPERATIONS PLANNING
 - A. How continuity of government is ensured at the local level.
 - B. How organizations ensure the continuity of operations in a disaster.
 - C. Difference between continuity of operations and continuity of government plans.
 - D. Relationship between emergency plans and operational continuity plans.
- XIII. SPECIAL TOPICS
 - A. Special topic content 1.
 - B. Special topic content 2.
 - C. Special topic content 3.
- XIV. BUSINESS CONTINUITY

- A. How business organizations ensure the continuity of operations in a disaster.
 - B. Relationship with local emergency manager.
 - C. Cyber security issues.
- XV. PERSONAL PREPAREDNESS
- A. Family preparedness activities to prepare for natural and technological hazards.
 - B. State government website to support family preparedness activities to prepare for natural and technological hazards.
 - C. Ready.com/Federal website and available materials.

Q. **LABORATORY OUTLINE:** Not applicable.