

CENTRAL TEXAS COLLEGE
EMAP 2355
DISASTER RECOVERY
Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A** This course teaches the policies, concepts, and procedures of recovery. It addresses the various federal and state assistance programs. It emphasizes coordination of damage assessment, preparing documentation, and recovery procedures. This course is equivalent to the Texas Department of Emergency Management and the Federal Emergency Management Agency course G620.
- B** This is a required course for Homeland Security and Emergency Management Associate of Applied Science Degree.
- C** This course is occupationally related and serves as preparation for careers in Emergency and Disaster Management.
- D** Prerequisite(s): None

II. LEARNING OUTCOMES: Upon successful completion of this course, the student will:

- A** Analyze policies, concepts, and procedures of recovery.
- B** Develop a disaster recovery plan.
- C** Research best practices for recovering from a disaster.
- D** Identify the disaster declaration process.
- E** Recognize major potential disasters facing the United States.
- F** Recognize the different planning fundamentals.
- G** Articulate the process of debris management.

- H** Identify the Federal Emergency Management Agency’s responsibility in disaster recovery.
- I** Discuss the community’s role in disaster recovery.
- J** Identify the role of volunteer organizations in the disaster recovery process.
- K** Discuss the infrastructural components of communities and the issues facing these components post-disaster.
- L** Recognize the environmental impact disasters can have on affected communities.

III. INSTRUCTIONAL MATERIALS

- A** The instructional materials identified for this course are viewable through www.ctcd.edu/books.
- B** The following material will be available through Blackboard and used throughout this course to aid in the learning process:
 1. Federal Emergency Management Agency (website)
 2. National Incident Management System (website)
 3. National Institute of Mental Health, Post-Traumatic Stress Disorder (website)
 4. National Volunteer Organizations Active in Disaster (website)
 5. Robert T. Stafford Disaster Relief and Emergency Assistance Act (legislation)
 6. The Disaster Declaration Process (website)
 7. American Society of Civil Engineers, State-by-state Infrastructure Report Card (website)
 8. Disaster Assessment Operations Manual (manual)
 9. FEMA and SBA Disaster Assistance for Individuals and Households: Application Process, Determinations, and Appeals (manual)
 10. Individual Assistance Program and Policy Guide (manual)
 11. Managing Spontaneous Volunteers in Times of Disaster (booklet)
 12. National Disaster Recovery Framework (manual)
 13. Public Assistance Program and Policy Guide (manual)
 14. Public Assistance Debris Management Guide (manual)
 15. IS-1016: Environmental and Historic Preservation Considerations/Compliance for Public Assistance Grants (web-based course)

IV. COURSE REQUIREMENTS:

- A. **Reading Assignments:** Students will be required to read material presented in each lesson. The reading material will be available through websites specified for each lesson.
- B. **Projects:** Students will be required to submit two individual projects. Project submissions will be graded in accordance with the associated grading rubric.
- C. **Class Performance:** Students are expected to complete all assigned work within the prescribed timeframe. If a student anticipates an issue with completing assigned work, he or she must contact the instructor in advance and get approval. Approval for turning in late assignments is at the discretion of the instructor.
- D. **Class Participation:** Class participation is based upon completion of assignments and active participation in discussions. Active participation in discussion boards not only includes your initial post, but also responding to other students and their posts. Late discussion board posts will not be accepted/graded.
- E. In addition to the previously mentioned projects, students are required to complete discussion boards, minor assignments, and associated quizzes and exams.

V. EXAMINATIONS

- A. There will be two graded quizzes and two graded examinations.
- B. Students must complete all assigned quizzes and examinations within the prescribed timeframe. If a student anticipates missing a quiz or examination, he or she must contact the instructor in advance and seek approval for completing the test on an alternate date. Approval for completing late tests is at the discretion of the instructor.
- C. Students who have not sought and received approval for taking a test/s on an alternative date/s will be given a zero for all tests not completed by the required due date.

VI. SEMESTER GRADE COMPUTATIONS

- A. It is the student's responsibility to complete the course requirements as defined within the syllabus. All assignments will be graded based upon the associated grading rubric.
- B. The possible grades for this course are A through F; however, a grade of C or better is required for a course to be transferable. Below is the breakdown of letter grade criteria:

Grade	A	B	C	D	F
Percent	90-100%	80-89%	70-79%	60-69%	0-59%
Points	900-1000	800-899	700-799	600-699	0-599

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. Course Withdrawal:** Consistent with CTC policy, it is the student’s responsibility to officially drop a class if circumstances prevent attendance. Any student who wishes to withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The specific deadline to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of “W”, provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal.
- B. Administrative Withdrawal:** Consistent with CTC policy, an administrative withdrawal may be initiated when the student fails to meet CTC attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal form for submission to the registrar.
- C. Incomplete Grade:** Consistent with CTC policy a student may be awarded an incomplete grade if he or she has completed the majority of the course work, and due to illness, death in the family, or military orders, the student is unable to complete the course. Students, must notify the instructor in advance and receive approval prior to an Incomplete being awarded. Failing to complete the course without prior notification and approval will result in the student receiving zeros for all uncompleted work and a final grade awarded based upon the student’s overall average.
- D. Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. American’s with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Service (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

- G. Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion. It is okay, and sometimes encouraged, to have disagreements with students; however, spirited debates should remain professional and exclude personal attacks.

VIII. COURSE OUTLINE

A. Lesson One: Overview of Disaster Recovery

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:
 - a. Explain the purpose of the National Disaster Recovery Framework.
 - b. Identify the principles of the National Disaster Recovery Framework.
 - c. Define pre- and post-disaster recovery plans.
 - d. Recognize various hazards that could potentially lead to a disaster declaration.
 - e. List key personnel and organizations that assist in the recovery effort.

2. **Learning Activities:** The following activities will aid students in achieving the above listed learning outcomes:
 - a. Read the National Disaster Recovery Framework (NDRF) (PDF).
 - b. Use the resources in the NDRF to help you review, remember, and test yourself over the content of the chapter.
 - Community Recovery Management Toolkit - for guidance and resources to help local officials and community leaders to lead, organize, plan for and manage the complex issues of post-disaster recovery.
 - Effective Coordination of Recovery Resources for State, Tribal, Territorial and Local Incidents
 - Roles and responsibilities of key stakeholders in the recovery effort.
 - Individuals, families, and households
 - Nongovernmental organizations (NGO)
 - Private sector entities
 - Local government
 - State, tribal, and territorial governments
 - Federal government
 - Optional Reading: pre- and post-disaster planning:
 - Pre-Disaster Recovery Planning Guide for Local Governments (PDF)
 - PAS Report 576: Planning for Post-Disaster Recovery: Next Generation (PDF)
 - Complete Lesson 1 Quiz.
 - View requirements for Major Project 1.

B. Lesson 2: Disaster Declarations and Damage Assessments

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:
 - a. Identify the types of declarations the President can make to provide federal assistance to disaster stricken areas.
 - b. Articulate the forms of assistance available under a Presidential MDD or ED.
 - c. Describe the goals of FEMA's Damage Assessment Operations Manual.
 - d. Explain the process and procedures for requesting federal assistance for disaster response and recovery.
 - e. Discuss how geospatial analysis and technology aid in the PDA process.

2. **Learning Activities:** The following activities will aid students in achieving the above-listed learning outcomes:
 - a. Read The Disaster Declaration Process for procedural information regarding the Stafford Act declaration process;
 - The Preliminary Damage Assessment
 - Declaration Types
 - Post Declaration Actions
 - b. Read the following sections of Damage Assessment Operations Manual: A Guide to Assessing Damage and Impact (PDF):
 - Introduction
 - Concept of Operations
 - Damage Assessment Methods
 - c. Use the resources in the NDRF to help you review, remember, and test yourself over the content of the chapter.
 - d. View the Youtube video:
 - Public Assistance Preliminary Damage Assessment
 - e. Complete Lesson 2 Discussion
 - f. Continue working on Major Project 1.

C. Lesson 3: Public Assistance Program and Policy Guide (part 1)

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:
 - a. Identify the type of declarations the President must make in order for a state, tribal, territorial, or local government to receive Public Assistance.
 - b. Recognize the Private Nonprofit Organizations (PNP) that are eligible for Public Assistance.
 - c. Outline the different categories of Emergency Work.
 - d. List the Emergency Protective Measures (Category B) within Public Assistance.
 - e. Explain the debris reduction process used to minimize effects of disasters on local landfills.

2. **Learning Activities:** The following activities will aid students in achieving the above mentioned learning objectives:
 - a. Read Chapters 1-2 of the Public Assistance Program and Policy Guide (PDF).
 - Chapter 1: Overview
 - Chapter 2: Public Assistance Policy
 - b. Read Chapter 9 of the Public Assistance: Debris Management Guide (PDF).
 - Chapter 9 - Debris Reduction/Recycling Methods and Disposal
 - c. View the YouTube video: FEMA Public Assistance Grant Program
 - d. Complete Lesson 3 Assignment.
 - e. Continue working on Major Project 1.

D. Lesson 4: Public Assistance Program and Policy Guide (part 2)

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:
 - a. State the categories of Permanent Work.
 - b. Identify the stipulations placed upon recipients of Permanent Work.
 - c. Explain methods used to mitigate or reduce the impact of a future disasters on disaster recipients.
 - d. Articulate the criteria for a Special Flood Hazard Area (SFHA).
2. **Learning Activities:** The following activities will aid students in achieving the above mentioned learning objectives:
 - a. Read sections of Public Assistance Program and Policy Guide (PDF).
 - Chapter 2: Section VII, Permanent Work Eligibility
 - Chapter 3: Section I, Initial Collaboration
 - b. Complete Lesson 4 Discussion.
 - c. Complete and submit Major Project 1.

E. Lesson 5: Individual Assistance (part 1)

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:
 - a. Explain the process and limitations when requesting Individual Assistance (IA).
 - b. Describe the various services provided under Mass Care/Emergency Assistance (MC/EA).
 - c. Outline the programs provided under the IA umbrella.
 - d. Recognize who is eligible for specific IA programs.
 - e. Identify the tools used to aid in the administration of IA programs.

2. **Learning Activities:** The following activities will aid students in achieving the above mentioned learning objectives:
 - a. Read Chapters 1-2 of the Individual Assistance Program and Policy Guide (PDF).
 - Chapter 1: Introduction
 - Chapter 2: Mass Care/Emergency Assistance
 - b. Complete Lesson 5 Discussion.
 - c. View tips for Making Effective PowerPoint Presentations. This presentation will aid in completing Major Project 2.
 - d. View requirements for Major Project 2.

F. Lesson 6: Individual Assistance (part 2)

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:
 - a. Analyze direct Housing Assistance programs.
 - b. Explain the differences between financial Housing Assistance programs.
 - c. Discuss the limitations and eligibility criteria for direct and financial Housing Assistance programs.
 - d. Articulate assistance programs specifically geared toward military personnel.

2. **Learning Activities:** The following activities will aid students in achieving the above mentioned learning objectives:
 - a. Read The Disaster Declaration Process for assistance available under emergency declarations.
 - Declaration Types
 - Emergency Declaration - Emergency declarations supplement State and local or Indian tribal government efforts in providing emergency services, such as the protection of lives, property, public health, and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.
 - Major Disaster Declarations - A major disaster declaration provides a wide range of federal assistance programs for individuals and public infrastructure, including funds for both emergency and permanent work.
 - b. Read Chapter 3 of the Individual Assistance Program and Policy Guide (PDF).
 - Chapter 3: Individuals and Households Program
 - c. View the YouTube video:
 - How FEMA Process works
 - d. Complete Lesson 6 Quiz.
 - e. Continue working on Major Project 2.

G. Lesson 7: Individual Assistance (part 3), Volunteers and Volunteer Organizations, and the Small Business Administration

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:
 - a. Select the requirements and processes for the Other Needs Assistance (ONA) program.
 - b. State the different types of donations.
 - c. Analyze the differences between affiliated and unaffiliated volunteers.
 - d. Describe volunteer organization coalitions.
 - e. Identify the various types of disaster loans available through the Small Business Administration (SBA).
 - f. Recognize the qualifying criteria for each type of SBA disaster assistance loan.

2. **Learning Activities:** The following activities will aid students in achieving the above mentioned learning objectives:
 - a. Read the following section of Individual Assistance Program and Policy Guide (PDF):
 - Chapter 3: Individuals and Households Program, Section VI - Other Needs Assistance
 - b. Read Managing Spontaneous Volunteers in Times of Disaster (PDF).
 - c. Review National Volunteers Organizations Active in Disaster to examine some of these organizations and what type of assistance they provide to disaster victims.
 - d. Read U.S. Small Business Administration (SBA) Disaster Loan Assistance.
 - e. View the YouTube video:
 - A Guide to SBA's Disaster Assistance Program
 - f. Continue working on Major Project 2.

H. Lesson 8: Environmental and Historic Preservation

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:
 - a. Identify which projects require a review by Environmental and Historic Preservation staff.
 - b. Define the concepts of both environmental conservation and historic preservation.
 - c. Recognize the laws affecting environmental and historic preservation.
 - d. Recognize the National Environmental Policy Act process.

2. **Learning Activities:** The following activities will aid students in achieving the above mentioned learning objectives:
 - a. Read all requirements for the FEMA IS course:
 - IS-1016: Environmental and Historic Preservation Considerations/Compliance for Public Assistance Grants. (Note: You must register for a Federal Emergency Management Agency (FEMA) Student Identification System (SID) number.)
 - Register for FEMA SID number
 - b. Complete FEMA Final Exam for IS-1016 Final Exam.
 - c. Complete Lesson 8 Assignment.
 - d. Complete and submit Major Project 2.