

# EDMG259

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

---

## Course Summary

**Course :** EDMG259 **Title :** Hazard Mitigation and Preparedness

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

---

## Description

**Course Description:** This course will provide the student with an overview of society's need for planning for hazardous situations. Every community faces the potential of hazards, both natural and manmade. Only when people are injured and property is damaged by a hazard does a disaster occur. Due to patterns of population growth and development in the United States, disasters now occur more frequently than ever before. Mitigation and preparedness strategies are critical ways of making a community more resilient against the impacts of hazards.

### Course Scope:

This course will explore how capabilities and resources are networked for proper response to hazards, both natural and human-caused. The cooperation of all participants is required during all the phases of emergency management; planning, preparedness, response, recovery and mitigation.

*Hazard Mitigation and Preparedness* is designed to introduce students to some of the major principles involved in preparing for and mitigating the impacts of hazards in the context of emergency management. Throughout the course students will define basic terms and concepts and describe the key features and characteristics of various hazards, both natural and human-caused that can affect our communities. The text outlines the risk assessment process that is used to determine community vulnerability, and includes an in-depth discussion of hazard mitigation planning.

*Hazard Mitigation and Preparedness* also provides examples of various tools and techniques available to emergency managers to prevent or lessen property damage and risk to human life caused by disasters. The course explains the role of federal, state and local governments in developing and carrying out hazard mitigation and preparedness policies, as well as the role that the private sector can play in protecting economic vitality. As illustrated by a number of scenarios based on the Hurricane Katrina disaster of 2005, the focus of the book is to encourage students to think more broadly about the decisions we all make every day that may increase our vulnerability, and how they can apply their knowledge and skills to create communities that are more resilient to the impacts of hazards and more sustainable over the long term.

---

## Objectives

After completing the course, the student should be able to:

- **CO-1** Explain the differences between hazards and disasters, the phases of comprehensive emergency management, and weather-related hazard classifications.
  - **CO-2** Discuss similarities and differences of human-caused and natural hazards, and understand the importance of the all-hazards approach.
  - **CO-3** Identify mitigation programs, grants, and laws.
  - **CO-4** Assess the various hazard mitigation programs carried out by the federal and state governments.
  - **CO-5** Analyze how the principles of resiliency contribute to a sustainable community.
  - **CO-6** Appraise mitigation measures that a business might use to reduce its vulnerability to hazards.
  - **CO-7** Evaluate how coordination between all preparedness programs is essential, whether creating a local emergency operations plan or a family disaster plan.
  - **CO-8** Discuss mitigation strategies in the context of a comprehensive mitigation plan.
  - **CO-9** Critique mitigation plans and their strategies.
- 

## Outline

### Week 1:

---

Topic(s)

Mitigation and Preparedness in Comprehensive Emergency Management and Disasters/Hazards

Course Objective(s)

Explain the differences between hazards and disasters, the phases of comprehensive emergency management, and weather-related hazard classifications.

Reading(s)

Chapter 1

Assignment(s)

- Introduction Forum: Introduce yourself! Post a brief autobiography (250 words) and be sure to respond to TWO other students' post. Include your learning expectations for this course.
- In a short essay (3-5 paragraphs), discuss the four phases of emergency management.

### Week 2:

---

Topic(s)

Human-caused Disasters

and

A Patchwork of Policies, Programs, and Players

Course Objective(s)

Discuss similarities and differences of human-caused and natural hazards, and understand the importance of the all-hazards approach.

Identify mitigation programs, grants, and laws.

Reading(s)

Chapters 1, 5, 6

Assignment(s)

- In a 2-3 paragraph statement in your initial discussion board post, discuss your personal experiences with natural disasters such as a hurricane, flood, or blizzard (If you have not had any, discuss the potential disasters that could occur in your area). Respond to at least TWO peer's posts by discussing the disasters' mitigation or preparation. Be sure to justify your answers and discuss what your area does for its own preparedness and mitigation.
- Write a short summary explaining the difference between atmospheric, hydrologic, geologic, and manmade hazards and provide examples of each.

### **Week 3:**

---

Topic(s)

The Practice and Politics of Mitigation Policy

and

State-level Mitigation: Divergent Views and Outcomes

Course Objective(s)

Assess the various hazard mitigation programs carried out by the federal and state governments.

Reading(s)

Chapter 2 and 3

Assignment(s)

- Post a brief description of your home state's hazard management policy. If you have had experiences involving these policies (for example, if you have been affected by a land-use policy) include this information as part of your response. Be sure to cite your references and respond to at least TWO other student's post.
- After reading Chapter 3 on the National Flood Insurance Program (NFIP) as well as internet sources, write a 3-5 paragraph essay on whether or not you believe the NFIP is a good program for emergency management at the federal level. Be sure to use evidence to support your argument and cite any sources you may use.

### **Week 4:**

---

Topic(s)

Building Resilience from the Ground Up and

Mid-term Exam

Course Objective(s)

Analyze how the principles of resiliency contribute to a sustainable community.

Evaluate knowledge of Weeks 1-4 through the mid-term exam.

Reading(s)

Chapter 4

FEMA.gov

Assignment(s)

- Discuss the concepts of sustainability and community resilience. Reply to at least TWO other student's posts.
- Take the test covering the information we have discussed to this point in *Tests and Quizzes* Tab

## **Week 5:**

---

Topic(s)

Maintaining a Strong Economy through Wise Land Use and Business Protection Planning

And

Identifying Hazards and Assessing Vulnerability

Course Objective(s)

Appraise mitigation measures a business might use to reduce its vulnerability to hazards.

Reading(s)

Chapters 4, 7, 8, 9

FEMA: National Disaster Recovery Framework

URL: <http://www.fema.gov/national-disaster-recovery-framework>

National Disaster Recovery Framework

(See Resources)

Risk Assessment

URL: <http://www.ready.gov/risk-assessment>

Assignment(s)

- Consider a business or organization that you have either worked for or been a part of. Discuss whether or not the business/organization had a continuity plan. If it did, what was included? If it did not, what should have been included based on the type of business/organization and its location? Be sure to respond to at least TWO other student's posts.
- Using the Hazard Vulnerability Assessment for Bobsville that you completed in EDMG101, suggest mitigation strategies for each of the high-risk priorities in the natural, technological, and human caused categories. You may be brief in your suggestions.

## **Week 6:**

---

Topic(s)

Short-term Planning in the Emergency Management Cycle

and

## Creating Strategies to Reduce Vulnerability

### Course Objective(s)

Evaluate how coordination between all preparedness programs is essential, whether creating a local emergency operations plan or a family disaster plan.

Discuss mitigation strategies in the context of a comprehensive mitigation plan.

### Reading(s)

Chapters 7, 9, 10

NDRF (See Resources)

FEMA: National Disaster Recovery Framework

URL: <http://www.fema.gov/national-disaster-recovery-framework>

National Disaster Recovery Framework

(See Resources)

<http://www.ready.gov/kit>

### Assignment(s)

- Read the list of supplies FEMA recommends each family to have available in the event of a disaster. In a paragraph or two, discuss your level of preparedness based on the items you do or do not have. Why did you decide to prepare or why haven't you decided to prepare? Be sure to respond to at least TWO other student's posts.

## **Week 7:**

---

### Topic(s)

Assessing Risk, Developing Goals, and Creating Strategies for Resilient Communities

and

Resilient Communities for a Safer Tomorrow

### Course Objective(s)

Critique mitigation plans and their strategies.

### Reading(s)

Chapters 5, 9-12

<http://www.ready.gov/risk-assessment>

<http://www.epa.gov/riskassessment/basicinformation.htm>

### Assignment(s)

- Research whether or not your local community has a mitigation plan. Also, find out what their mitigation priorities are and if they have received any grants recently to support their efforts. Post your results and

respond to at least TWO other student's posts.

- Bobsville has decided to mitigate against tornadoes through preparedness and education. Create a ~1-page Incident Specific Annex on tornadoes to be added to the Bobsville Emergency Operations Plan.

## Week 8:

---

Topic(s)

Final Project

Course Objective(s)

Review Course

Reading(s)

None

Assignment(s)

- As part of non-structural mitigation through education, create a Public Service Announcement campaign to the town of Bobsville to educate the residents on how to prepare for tornado season. Address the following elements:
  - Household Mitigation Activities and Preparedness Supplies FEMA recommends
  - What you need to do at different phases of a tornado (Watch, Warning)
  - Developing a Plan to Sustain Yourself after a Tornado

Record your message as a presentation with speaking notes that could be used to give a 5-7 minute speech. Create a trifold brochure with the same information. Also create 2 minutes of audio segments that convey the same information (combinations of 30-second segments, 1-minute segments, or one 2-minute spot).

- Mitigation and preparedness includes a multitude of steps and considerations that we have only been able to skim in this course. Please reflect on 1) your favorite part of the course and 2) the most surprising or interesting thing you learned during the past 8 weeks.

Also, in the Emergency Management profession the "Hot Wash" is a valuable comment gathering system that is performed after each event to continuously strive for improvement. We encourage each of you to participate in a Hot Wash by providing 3 positive comments (Up) and 3 negative comments (Down) about the activities in this class relating to Bobsville.

---

## Evaluation

Grades for this course will be based upon graded forums, assignments, an exam, and a term project. The student must post an initial response to the questions or comments in the forums, and also reply to the posting(s) of other students as part of his/her total grade. The course project will test students knowledge of specific subject matter as well as demonstrate their ability to analyze material and convey ideas at an undergraduate level.

If you have a concern with a grade received, please consult the Professor. All grading issues should be resolved within a week of returning the assignment or receipt of the grade.

**Grading:**

Name	Grade %
Weekly Discussion Forum	39.00 %
Week 1 Forum	4.88 %
Week 2 Forum	4.88 %
Week 3 Forum	4.88 %
Week 4 Forum	4.88 %
Week 5 Forum	4.88 %
Week 6 Forum	4.88 %
Week 7 Forum	4.88 %
Week 8 Forum	4.88 %
Introduction Forum	1.00 %
Week 1 Introduction Forum	1.00 %
Assignments	35.00 %
Week 2 Assignment	7.00 %
Week 3 Assignment	7.00 %
Week 4 Assignment	7.00 %
Week 5 Assignment	7.00 %
Week 7 Assignment	7.00 %
Exam	10.00 %
Week 4 Exam	10.00 %
Final Project (Week 8 Assignment)	15.00 %
Week 8 Final Project	15.00 %

---

## Materials

**Book Title:** Hazard Mitigation in Emergency Management 1st Edition - eBook available through the APUS Online Library

**Author:** T. Islam & J. Ryan, PhD

**Publication Info:** Elsevier

**ISBN:** 9780124201347

**Book Title:** To find the library e-book(s) req'd for your course, please visit <http://apus.libguides.com/er.php> to locate the eReserve by course #. You must be logged in to eCampus first to access the links.

**Author:** No Author Specified

**Publication Info:**

**ISBN:** N/A

- 
1. Course text is Islam, T., Ryan, J. (2015) *Hazard Mitigation in Emergency Management*. Oxford and Waltham: Elsevier Inc.
  2. Supplemental Assigned Readings -Students are also advised to be aware of current disaster events and debates by reading a local or national newspaper and by reviewing disaster-related Web sites, such as the FEMA Web site ([www.fema.gov](http://www.fema.gov)).

---

## Course Guidelines

This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an 8-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

Students will follow the American Psychological Association Style Guide (APA 6th Edition) as the sole citation and reference style used in written work submitted as part of this course. Specifically, the parenthetical citations-reference list style method, which includes in-text citations with an adjoining reference list, will be utilized. Additional information concerning this writing style can be found within the APUS Library.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. If you find that you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

---

## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

<p><b>STUDENT WARNING:</b> This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.</p>
--