

Wayland Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Contact Information

Course: PUAD 5309 VC 01 – Emergency Services Management

Campus: WBUonline

Term/Session: Fall 1 2022

Instructor: Dr. Juan M. Gonzalez

Office Phone Number: 210-347-6445

WBU Email Address: juan.gonzalez@wayland.wbu.edu

Office Hours, Building, and Location: Virtual Tuesday 7-9:30 pm EST

Class Meeting Time and Location: Virtual

Textbook Information

Required Textbook(s) and/or Required Materials:

U.S. Department of Health and Human Services. (2014). Crisis emergency + risk communication. Retrieved from http://emergency.cdc.gov/cerc/resources/pdf/cerc_2014edition.pdf

Available for Immediate Download:

http://emergency.cdc.gov/cerc/resources/pdf/cerc_2014edition.pdf

Optional Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Additional readings as assigned

Course Information

Catalog Description : Introduction to the fundamentals of emergency services management and examination of the roles and responsibilities at the national, state, and local levels in preparing for, mitigating, responding to, and recovering from a natural or man-made incident.

There is no prerequisite for this course.

Course Outcome Competencies: At the conclusion of this course the student will be able to demonstrate an understanding of the key Principles of Emergency Services Management:

- Relate terms and definitions commonly used within the emergency response and emergency management communities
- Discuss the histories of the component systems emergency services within the United States
- Describe the variety of career opportunities within emergency services, and employee and management team members' selection processes/procedures within the emergency services community
- Describe the training and education programs within emergency services
- Discuss the facilities, apparatus, and equipment used within the emergency services community.
- Interpret codes and ordinances that regulate actions of emergency services agencies
- Identify emergency response departments, agencies and organizations at the local, tribal, state, regional and federal levels, as well as their respective roles and responsibilities within incident management
- Understand the organizational structure and rank systems within emergency services agencies
- Understand the importance of pre-incident planning for emergencies and disasters

Attendance Requirements

WBU Online:

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

University Policies

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

Student Grade Appeals: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](#)

Course Requirements and Grading Criteria

Students will be evaluated based on their performance in the following assignments: weekly discussion questions (DQs); journal article reviews; final paper updates; and the final paper. All papers and DQ responses must be written in accordance with the American Psychological Association (APA) standards and style.

Discussion Questions (DQs):

Participation is essential. It is one of the ways I measure your understanding of the concepts. Each week, you will be given 2 question sets or subjects to discuss. Although I do not impose a word count for DQ responses, a 250-word response per DQ set is appropriate. Each weekly DQ assigned will be worth 50 points. An additional 25 points each, max of 50 (meaning you must respond to at least two other students), will be awarded for each substantive response given to other students' original postings to the discussion questions; that is, students' answers to the questions. Total possible points you can earn per week are 100. You must respond to discussion questions during their week of application to receive credit. In other words, if you answer Week 1's discussion questions during Week 2, you do not receive any credit for Week 1. For our purposes, **the week will begin on Monday and end on Sunday**. Ensure your responses are written in accordance with APA standards. **Ten points will be deducted if sources are not properly cited.** As graduate students, you will also be required to support your DQ responses with journal articles, government reports, or articles from think tanks. **Failing to provide support from a scholarly source will result in a deduction of ten points.**

Responses to discussion questions are to be submitted no later than 11:59 pm CST on Thursdays. **DQ answers posted after Thursday will incur a 25-point deduction per discussion question.**

Responses to students' original postings (their answers to the DQs) must be posted no later than 11:59 pm CST on Sundays to receive credit.

Journal Article Review:

On specific weeks, students are to find and critique a journal article related to this course. The article can apply to the subject matter discussed for a given week or a topic of interest to you such as your final project. The article must be from a scholarly, peer-reviewed *academic journal*. For this assignment, provide a pdf copy for review by classmates and specify the article's relevance to this course plus your interest in the topic. Points are awarded by the following criteria: 25 points for providing a copy of your specific journal article, 25 points for how well you evaluate the article's subject matter relevant to the course, and 25 points per response to at least two other students' articles. If you do not participate in the journal article review during the week it is assigned, you will not receive credit. Additionally, to ensure students have time to respond, **all articles must be submitted by 11:59 pm CST on Fridays; submitting after Friday incurs a 25-point deduction.** Note: Only journal articles will be accepted. Responses to students' articles must be posted no later than 11:59 pm CST Sundays on the weeks assigned. *Be sure you properly cite your journal article – in the text of your response and in the reference list – in accordance with APA writing standards.* Incorrect citations will incur a 20-point deduction. Peer reviewed journals can be found in WBU's library. Once again, a 250-word count response reviewing the article is appropriate.

Recommended Journals:

American Journal of Public Health
Conflict Management & Peace Science
Journal of Contingencies & Crisis Management
Perspectives on Terrorism
Studies in Conflict & Terrorism
Technical Communication Quarterly
Weapons of Mass Destruction & Terrorism

Emergency Management Strategy Paper: (Due at the end of week eight)

Develop an emergency management strategy for an organization of your choosing. Preferably, this should be an organization with which you are familiar such as your current workplace or a former work environment. Presume you are an external consultant hired to help the organization or an internal emergency management professional. Describe the process you would take, briefly explain the organization and its need.

You should consider the following questions when researching and writing your paper:

- How would you determine the organization's needs?
- For what type of emergencies would your strategy plan cover?
- What emergency communication plan, if any, currently exists?

- How are leaders prepared to handle and communicate potential crises? How is the organization and its personnel prepared for possible crises?
- What strategy would you develop for its implementation? Why this strategy?
- How would you evaluate and report your results of the implementation process?
- What action planning steps would you incorporate into the process?
- What training or drills, if any, would be needed and conducted? Who would conduct the training? Who would attend the training? How often would the training occur?

The project should be 12-15 pages in length excluding a cover page, abstract, and reference list. Include a minimum of 10 scholarly sources.

APA Tutorial:

Complete the following APA tutorial. The tutorial should take no longer than 45 minutes—and even less if you are already familiar with APA Style. When you have completed the tutorial, please place a short statement to that effect to complete the assignment in week 2’s folder. This will be graded as 100 or zero based upon your statement of completion. In other words, if you do the tutorial, you get a 100. If you ignore the tutorial, you get a zero.

<https://extras.apa.org/apastyle/basics-7e/#/>

Course Requirements and Grading Criteria:

- 35% of grade is based on course room discussions and responses to other students
- 30% of grade is based on end of semester project
- 20% of grade is based on Journal Article Reviews
- 10% of grade is based on updates to your paper
- 5% of grade is based on the APA tutorial

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Tentative Schedule

Week	Dates	Readings	Assignments
1	8/8 – 8/14	CERC Chapter 1	1. Post intro by Wed 2. Answer both DQs no later than (NLT) 11:59 pm CST on Thursday 3. Respond to classmates’ DQs NLT Sunday 11:59 pm CST

2	8/15 – 8/21	CERC Chapters 2,3	<ol style="list-style-type: none"> 1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday 3. Topic for final paper due NLT Sunday 11:59 pm CST 4. APA Tutorial due NLT Sunday 11:59 pm CST
3	8/22 – 8/28	CERC Chapters 4,5	<ol style="list-style-type: none"> 1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday 3. <u>Article review due Friday NLT 11:59 pm CST</u> 4. Responses to classmates' articles due NLT Sunday
4	8/29 – 9/4	CERC Chapter 6	<ol style="list-style-type: none"> 1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday 3. Paper update due NLT Sunday 11:59 pm CST
5	9/5 – 9/11	CERC Chapters 7,8	<ol style="list-style-type: none"> 1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday 3. <u>Article review due Friday NLT 11:59 pm CST</u> 4. Responses to classmates' articles due NLT Sunday
6	9/12 – 9/18	CERC Chapter 9, 10	<ol style="list-style-type: none"> 1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday 3. Paper update due NLT Sunday 11:59 pm CST
7	9/19 – 9/25	CERC Chapter 11, 12	<ol style="list-style-type: none"> 1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday
8	9/26 – 10/1	CERC Chapter 13	<ol style="list-style-type: none"> 1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Friday 3. Paper due NLT Friday 11:59 pm CST