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 VC01 – Emergency Services Management
Campus: WBUonline
Term/Session: Fall 1 2025
Instructor: Dr. Juan M. González
Office Phone Number: 210.347.6445
WBU Email Address: juan.gonzalez@wayland.wbu.edu
Office Hours, Building, and Location: Virtual, email to setup a phone conference
Class Meeting Time and Location: Virtual

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.

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 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

WBUonline
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

a. No use of any generative AI tools permitted.
    i. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like Chat GPT will be in immediate violation of the academic integrity policies for the course and WBU.
    ii. All assignments must be fully created, designed, and prepared by the student(s).
    iii. Any work that uses generative AI will be treated as plagiarism.

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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. 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. Rick Hammer, hammerr@wbu.edu or call (806) 292-9150.

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; the final paper; and the APA Tutorial. 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 300-word response per DQ set is appropriate. Each weekly DQ set 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 DQs; that is, students' answers to the weekly questions. The total possible points you can earn per week is 100. Providing one sentence responses to my questions, answering the discussion questions at the last minute, and/or answering at the start of the week and not returning to the discussion board will earn you minimal points. The discussion board is intended to ask questions, debate a theory's merit, and challenge one another's ideas to learn from one another.

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. ***Twenty 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 reduction of an additional twenty points.***

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

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 <u>academic journal</u>. Peer-reviewed means the article has been examined by other experts in the respective field of the article's author(s). Articles found on .com or corporate websites are not typically peer-reviewed and should be avoided.

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**; <u>*submitting after Friday incurs a 25-point deduction*</u>. Once again, a 300-word count response reviewing the article is appropriate.

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.* **Twenty points** will be deducted if articles are not properly cited. ***Do not add your journal article review as an attachment. Type directly into the textbox. Submitting the review as an attachment will result in a deduction of 20 points.***

If you are unfamiliar with WBU's library resources, please follow the link below for tutorials: https://www.wbu.edu/academics/library/about/tutorials.htm

<u>Recommended Journals</u>:
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.

For week 2's paper topic assignment, you may use the following format for the outline to explain your intended points:

Topic Specified – sample outline:
Main Point I Describe the organization and emergencies commonly encountered
Subpoint A (source cited)
Subpoint B (source cited)
Main Point II Explain the emergency management concerns associated with the organization
Subpoint A (source cited)
Subpoint B (source cited)
Main Point III Proposed emergency response plan for the organization
Subpoint A (source cited)
Subpoint B (source cited)
Conclusion

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 paper will include a title page, abstract, and reference list – none of which count toward the page requirement. The paper will be written in accordance with APA style and should be approximately 12 to 15 pages in length. Use at least 12 scholarly references. Wikipedia is not generally recognized as a scholarly source and therefore should be avoided. Additionally, general print encyclopedias (e.g., World Book; Encyclopedia Britannica) are considered unacceptable in a university environment. You may use the textbook as a source; however, this should be the only book you use as a source. You should rely on journal articles or articles from professional organizations and government reports for your information.

Papers whose topics have not been approved will not be graded. Because papers are due on the last Friday of class, papers submitted after the deadline will not be accepted or graded. Papers will also be judged on the level of analysis (appropriate for graduate level), grammar, spelling, and adherence to these standards. Failure to submit a paper will result in a failing grade for the class.

Research Paper Updates:

You will provide updates on your emergency management paper throughout the term. These updates will be part of your final grade.

The assignments should be completed in APA format. Because this is a graduate course, late work will not be accepted except in extreme circumstances. Email me if you need to discuss submitting late work.

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.

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.

Tentative Schedule

Week	Dates	Readings	Assignments
1	8/11 – 8/17	CERC Chapter 1	1. **Post intro by Wed** 2. **Complete Required Assignment by Wed** 3. Answer both DQs no later than (NLT) 11:59 pm CST on Thursday 4. Respond to classmates' DQs NLT Sunday 11:59 pm CST
2	8/18 – 8/24	CERC Chapters 2,3	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	8/25 – 8/31	CERC Chapters 4,5	1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday 3. Article review due **Friday** NLT 11:59 pm CST 4. Responses to classmates' articles due NLT Sunday
4	9/1 – 9/7	CERC Chapter 6	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	9/8 – 9/14	CERC Chapters 7,8	1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday 3. Article review due **Friday** NLT 11:59 pm CST 4. Responses to classmates' articles due NLT Sunday
6	9/15 – 9/21	CERC Chapters 9, 10	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	9/22 – 9/28	CERC Chapters 11, 12	1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday
8	9/29 – 10/4	CERC Chapter 13	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