

**Council for the Accreditation**

**of Emergency Management**

**& Homeland Security Education**

**(CAEMHSE)**

[**www.caemhse.education**](http://www.caemhse.education)

# Guide to

# Emergency Management &

# Homeland Security Education

# Accreditation Assessment

**DRAFT**

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**Introduction**

Accreditation is a non-governmental, non-profit, self-regulatory, peer review process based on rigorous standards. Accreditation of educational programs demonstrates the academic institution’s agreement to provide a legitimate and valuable product to the student. The accreditation process allows an external, impartial review of the educational program by experienced professionals in the field.

It is the mission of the Council for the Accreditation of Emergency Management and Homeland Security Education (CAEMHSE) to:

• improve the quality of education in the fields of emergency management and homeland security

• increase professionalism

• foster accountability

• offer to the education community a professional assessment of emergency management and homeland security educational programs of higher education in accordance with accepted standards

## Scope

The CAEMHSE accreditation process uses standards initially developed by the Emergency Management Higher Education and the Homeland Security Summit education communities, over many years, and as described in articles and documents. These standards are voluntary for degree program accreditation. These standards are applicable for degree programs that are face-to-face (sometimes referred to as brick and mortar institutions), blended/hybrid, and wholly online.

## Membership

Individuals, schools (colleges and universities), and corporate entities are encouraged to support the CAEMHSE through membership (See TAB A, Dues and Fees). This financial support greatly helps the organization’s viability.

The membership year is 01 August through 31 July.

## Accreditation and Reaccreditation through the CAEMHSE

# Applying for Accreditation

The CAEMHSE accreditation process is voluntary. The Council will review an educational program only upon invitation by the institution granting the culminating degree. The initial request that the CAEMHSE conduct an accreditation review (assessment) of the emergency management program or homeland security program must come from the Chair or Department Head of the institution’s emergency management and/or homeland security program. The application must also be an action that has been approved by the chief executive officer of the institution, or an institutional administrator authorized to act on behalf of the chief executive officer.

Formal application may be made according to the program’s schedule for seeking accreditation; however, application materials would normally be submitted a year or more prior to an intended assessment site visit date.

Currently accredited programs are not required to submit an application prior to review for re-accreditation, but will be contacted by the Council during the 5th year of accreditation.

## Determining Program Readiness

Success in seeking CAEMHSE accreditation is dependent on the program’s ability to demonstrate compliance with, and achievement of CAEMHSE Standards. For this reason, programs are encouraged to undertake a thorough self-study of compliance with CAEMHSE Standards prior to applying for accreditation. CAEMHSE provides this Guidance for Self-Study (CAEMHSE Emergency Management & Homeland Security Education Self-Study Guide for Accreditation) to assist programs in organizing a detailed examination of their program, and comparison of their program with recommended educational guidelines (CAEMHSE Standards).

## The Application

Applicants for an accreditation assessment must use the CAEMHSE application form provided (TAB B of this document), or duplicate the format. A MS Word document will be provided upon request.

The application must be accompanied by the following components. Applications missing any of these items will be returned to the program.

* An introductory letter describing the institution and a brief history of the degree program(s) within the institution (academic location, degree(s) offered, graduation numbers and rates, etc.).
* A brief (no more than two pages) description of methods used to assess program readiness for seeking CAEMHSE accreditation. The program should address if and how the CAEMHSE Standards were used to assess readiness.
* Documentation that institutional and program eligibility requirements are met. If this information is documented in institution publications, a copy of the publication(s) may be submitted as evidence, with the appropriate pages tagged. Otherwise, copies of original documents or a letter from a representative of the institution must be submitted indicating compliance with all criteria.
* The application fee in U.S. Dollars (refer to the Fees section at TAB A). CAEMHSE membership dues may be paid prior to accreditation application or at the time of application.

**Accreditation**

An institution may request assessment and accreditation of more than one program (bachelor’s, master’s, etc.). Assessing more than one program during a site visit may require (an) additional assessor(s) and/or time on-site, and additional fees. After review of the assessment, the Council will award an accreditation, or award conditional accreditation, or notification of non-accreditation. Feedback will be offered during and after the on-site visit, and in follow-up communications.

**Reaccreditation**

A program may apply for reaccreditation during the fifth year, with a site visit not normally required. A site visit will be required every ten years. The second reaccreditation (at the 10-year mark) may result in an accreditation of five or more years, up to ten years.

During the year prior to the expiration date of the program's current grant of accreditation, programs will receive notification of their reaccreditation cycle, the timelines for each step of the process, and the due dates for the fees required.

**Membership and Fees**

Membership in the CAEMHSE is required, beginning with the application for assessment, or sooner, and continuing for the duration of accreditation. Fees and Dues are explained in TAB A.

**Professional Accreditation Standards**

These standards proscribe the elements of comprehensive education in the fields. There are a total of 46 standards for emergency management and 42 standards for homeland security bachelor’s degrees, 41 standards for master’s degrees, and 37 standards for doctoral degrees.

The standards are separated into three sections:

1. Resources and Institutional Support, which describe the physical attributes associated with adequate support for the institution’s educational endeavors (1.0 Standards). These standards are common to all degrees.
2. Program Learning Outcomes, which describe the comprehensiveness of an emergency management or homeland security concentration (or major) curriculum or program structure (2.0 Standards). These standards are common to all degrees.
3. Program Curriculum which describe the elements of comprehensive emergency management needed in program courses to encompass the scope of the field of emergency management (3.0 Standards). The quantity of standards differs by degree and discipline.

OR

1. Program Curriculum which describe the elements of comprehensive homeland security needed in program courses to encompass the scope of the field of homeland security (4.0 Standards). The quantity of standards differs by degree and discipline.

## 1.0 Resources and Institutional Support (21 Standards)

1.1 *Institution Accreditation*. In the United States, an academic institution must be accredited by a regional or national accrediting body approved by the US Department of Education. In the case of foreign universities, the institution is accredited by a generally accepted international higher education institution accrediting body.

1.2 *Facilities and Other Resources*. The institution provides program-specific services to support the programs mission where needed (e.g., if the program has an emergency operations center (EOC), then support for maintaining and equipping the EOC is provided by the institution).

1.3 *Office Space*. Office space shall be provided for program faculty and the program coordinator. An area for private and group meetings is provided. Instructional space, technology, and materials are provided, maintained, and updated consistent with program goals, course content, and delivery platforms. Other critical materials to support instruction are provided as needed. The program regularly assesses the adequacy of program instructional space and equipment including the extent to which the space and equipment available is compatible with the instructional needs of the program.

1.4 *Equipment and Supplies*. Equipment and supplies to support office operations is provided as appropriate to support faculty responsibilities and effectively accomplish program objectives and goals given program delivery model.

1.5 *Technical Support*. Technical support for instructional technologies is provided as appropriate to help faculty meet their responsibilities and effectively accomplish program objectives and goals given program delivery models.

1.6 *Library*. The program will work with the library to make available emergency management and/or homeland security scholarly journals and books to students and faculty. The library shall make these journals and books easily accessible to students and faculty given the delivery format of the program. Instruction and assistance in the use of the library will be readily available and accessible to students. There should be mechanism for faculty review and input regarding titles for acquisition.

1.7 *Program Documentation*. The program provides clear, consistent, and reliable information to the public, and current and prospective students regarding:

1. A statement of purpose that conveys the focus of the degree being offered for standards to apply.
2. The orientation of the program (e.g., theoretical vs. applied, disciplinary approach or span).
3. The specialty/concentration/area of focus of the program.
4. A stated description of the degree or degrees offered including learning outcomes for each degree.
5. A description of the admission process and policies.
6. A listing of program faculty and their qualifications.
7. A description of curriculum structure and degree requirements.
8. Examples of student experiences while in the program, employment opportunities (e.g., Bureau of Labor Statistics), and achievements post-graduation.

1.8 *Program Organization*. The institution clearly identifies the program and its organizational structure including its location and relationship within the broader institution. The program faculty shall determine the program’s design and development, implementation, evaluation, and revision of program curriculum in accordance with the institution’s policy and procedures.

The program must have a coordinator or director, designated in writing, who has authority and responsibility for managing the program. The coordinator/director position must have a detailed job description that establishes the percentage of time dedicated to program coordination. The program coordinator/director must receive adequate compensation in the form of additional salary or course release. The coordinator/director must be qualified for program management by virtue of his/ her education and experience.

The coordinator/director, working with other emergency management and/or homeland security faculty, shall have input in the recruitment and hiring of faculty who will teach within the degree program.

1.9 *Budget*. The program coordinator/director should have influence in the institution’s formal budget process relative to the degree program(s) in accordance with the institution’s policy and procedures. The program’s budget should provide adequate funding to accomplish the programs’ goals and objectives and these standards.

1.10 *Human Resources* (Faculty and Administrative Support).

1.10.1 *Program Faculty*. The program shall have a sufficient number of faculty to implement program objectives. The program must have at least one full time faculty member teaching in the program. (The program coordinator and the teaching faculty member may be the same individual.) If the institution offers more than one degree program, it shall meet the above requirement for each program. The basic minimum for instructor education is “not less than one degree higher;” e.g., bachelor’s degree students must be taught by instructors with not less than a bachelor’s degree, but *preferably* a higher degree. The program should endeavor to have faculty with higher level degrees than the degree being instructed. The students are best served when faculty have subject matter expertise and/or research experience in the field. Finally, the best learning is effected by instructors familiar with educational methodology.

In an associate’s degree program, at least 25 percent of the course hours in an academic year are taught by faculty with at least a master’s degree in emergency management or homeland security or a closely related field, and experience related to the field(s).

In bachelor’s degree programs, at least 33 percent of the course hours in the program are taught by faculty with a doctoral degree in emergency management or homeland security or a closely related field, and experience related to the field(s).

In master’s degree programs, at least 50 percent of the course hours in the program are taught by faculty with a doctoral degree in emergency management or homeland security, or a closely related field, and research or experience related to those fields.

In doctoral degree programs, 100 percent of the course hours in the program are taught by faculty with a doctoral degree in emergency management or homeland security or a closely related field, and experience related to the field(s).

1.10.2 *Full-time Faculty Qualifications*. Full-time faculty shall have academic and/or professional experience appropriate to their areas of responsibility. Full-time faculty shall participate in relevant professional and/or scholarly associations. Full-time faculty shall engage in scholarly research, practice, and/or creative activity leading to professional growth and the advancement of the profession. Full-time faculty shall demonstrate continuing professional development related to their areas of teaching and research interests.

1.10.3 *Adjunct Faculty Qualifications*. Adjunct faculty teaching degree courses shall have program-relevant education, training, and experience. In addition:

For associate’s degree programs, a significant percentage of the instructors should have at least a bachelor’s degree in a program-relevant field, or a bachelor’s degree and experience related to the program’s field.

For bachelor’s degree programs, a majority of the instructors should have at least a master’s degree in a program-relevant field, or a master’s degree and experience related to the program’s field.

For master’s degree programs, a majority of instructors should have at least a doctoral degree in a program-relevant field, or a master’s degree and experience or research related to the program’s field.

For doctoral degree programs, instructors should have at least a doctoral degree in a program-relevant field, or a doctoral degree and experience or research related to the program’s field.

Graduate Teaching Assistants/Teaching Fellows teaching in associate or bachelor’s degree programs must have completed a minimum of six graduate semester hours (or equivalent) in a program-relevant or closely related field. They must work under the supervision of a full-time faculty member teaching the program’s courses, and will have their instructional performance evaluated and documented, in accordance with department or university policy.

1.10.4 *Administrative Assistance*. Administrative support (including the preparation and processing of materials, correspondence, and records) is provided as appropriate to help faculty meet their responsibilities and effectively accomplish program objectives and goals given the program delivery model.

1.11 *Program Assessment*. The program maintains an ongoing process, documented in written procedures, for assessing achievement of program learning outcomes. The program uses input from various groups (for example, enrolled students, faculty members, employers, alumni, advisory board, local emergency management or homeland security personnel) and assessment results to develop and implement strategies to improve curriculum, course content, and instructional delivery.

## 2.0 Program Learning Outcomes (12 Standards)

Each of the following numbered items is a standard for program structure. Additional guidance is provided in the Self-Study Guide.

2.1 The program has defined program learning outcomes for the degree.

2.2 The curriculum is reflected in a written degree plan.

2.3 Each course in the degree plan has a syllabus.

2.4 Course learning objectives, consistent across sections and offerings, have been established for each course reflected in the degree plan and support the program learning outcomes regardless of delivery mode.

2.5 The curriculum follows a logical sequence that begins with foundational content and progresses to more complex and in-depth content.

2.6 The program maintains an ongoing process, documented in written procedures, to assess achievement of course and program learning outcomes and to improve curriculum, course content, and instructional delivery.

2.7 The program uses input from internal and external constituencies to develop and implement strategies to improve curriculum, course content, and instructional delivery.

2.8 Program assessment data is available to the public upon request to include:

2.8.1 The program demonstrates evidence of student learning at end of each semester/term.

2.8.2 The program provides evidence of graduate achievement.

2.9 Courses in the curriculum are grounded in significant, substantive research from both classical and current topic area(s).

2.10 The curriculum addresses topics that benefit students pursuing a wide variety of career paths in emergency management or homeland security or related fields.

2.11 Program design (emergency management or homeland security fields): (select one)

2.11.1 *Associate’s degree.* The associate’s degree requires not less than 12 credit hours of course work in core [emergency management or homeland security] subjects, or subjects directly related to the field: intelligence, cyber security, geographic information systems (GIS), logistics, public affairs, public health, business impact analysis, and etc.

2.11.2 *Bachelor’s degree*. The bachelor’s degree requires not less than 30 credit hours of core [emergency management or homeland security] content. 24 credit hours must be core content in the field; the remaining 6 credit hours may be in content relevant to the field: intelligence, cyber security, geographic information systems (GIS), logistics, public affairs, public health, business impact analysis, and etc.

2.11.3 *Master’s degree*. The master’s degree requires not less than 12 credit hours of core content in the field (which includes leadership), but may include content relevant to the field. The research and thesis or capstone project requirement should focus on topics relevant to the field. It is expected that the student be conversant (by degree and/or experience) in the field or discipline when entering the degree program.

2.11.4 *Doctoral degree*. The doctoral degree requires not less than 18 credit hours of core content in the field, but may include content relevant to the field. The research and dissertation requirement should focus on topics relevant to the field. It is expected that the student be conversant (by degree and/or experience) in the field or discipline when entering the degree program.

## 3.0 Program Curriculum for Emergency Management

## (Bachelor’s degree – 13 Standards)

The CAEMHSE standards for curriculum assessment were modeled after *The Next Generation Core Competencies for Emergency Management Professionals: Handbook of Behavioral Anchors and Key Actions for Measurement* (August 2017), as presented to, and accepted by, the Emergency Management Higher Education community (<https://training.fema.gov/hiedu/docs/final_%20ngcc%20and%20measures_8-13-2017.pdf>). It is recommended that the assessor be familiar with this document and the manner in which the topic is presented.

These standards are not intended to dictate specifics of program design. Program design is left to the discretion of the academic unit. Topics below must be covered as part of the core curriculum (not through electives), but individual or specific courses for each topic are not required. A chart/matrix has been developed to assist with topic identification across courses (see the Curriculum Matrix provided in the CAEMHSE Accreditation Self-Study Guidelines).

The standards differ according to the degree being assessed: undergraduate (Tab C1, page 28), graduate (Tab C3, page 37), and doctorate (Tab C4, page 39).

3.1 **Emergency Management Competencies that Build the Individual (4 Standards)**

3.1a *Operate within the Emergency Management Framework, Principles, and Body of Knowledge*

The emergency management professional utilizes a proactive, anticipatory, and innovative approach for guiding public policy and in the application of the emergency management framework and principles. Emergency management seeks to promote safer, more resilient, and thriving communities. All necessary actions are employed to mitigate against, prepare for, respond to, and recover from threatened or actual hazards. Emergency Management activities must be comprehensive, progressive, risk-driven, integrated, collaborative, coordinated, flexible, and professional (Blanchard, et al., 2007).

3.1b *Possess Critical Thinking*

The emergency management professional employs critical thinking to identify and reduce disaster risk in the communities they serve. Critical thinking is a disciplined and multifaceted intellectual process, which involves problem-solving, strategic, adaptive, and innovative thinking. The practice of recognizing relevant evidence, understanding relationships in multi-layered data, and making clear the connections between potential causes and effects is fundamental to decision-making, adaptive actions, and thriving in uncertain environments.

3.1c *Abide by Professional Ethics*

The emergency management professional both abides by and champions professional ethics. Professional ethics delineate expected and appropriate conduct, principles, and moral and ethical values that guide practice in the midst of both known and uncertain environments. Ethics must be approached as a totality of principles, not as individual guidelines; together, the sum of principles provides an important foundation for action.

3.1d *Continual Learning*

The emergency management professional engages in continual learning as a central means of increasing their efficacy when operating in a dynamic risk environment. Continual learning is about building adaptive capacity through an iterative exchange of new information in relationship to prior understanding. The continual learning process allows ongoing improvement, which is critical to achieving system stability, resilience, and thriving opportunities in the midst of an uncertain and complex future. Continual learners develop and nurture a frame of mind that values and utilizes curiosity, reflection, experience, and the development of new understanding.

3.2 **Emergency Management Competencies that Build the Practitioner (5 Standards)**

3.2a *Scientific Literacy*

The emergency management professional possesses an understanding and working knowledge of scientific processes, as well as a familiarity with the natural, social, fiscal, and applied sciences. Diverse scientific knowledge is essential as they inform the management and understanding of disaster risk and vulnerability on local, regional, national, and global levels. Scientific literacy is the capacity to objectively and systematically work through complex problems, using the scientific process to identify questions, interpret evidence based findings to inform decision making, and effectively communicate the results to policy makers and the public. Through the use of the scientific process and principles in relationship to hazards, risks, and vulnerabilities, practitioners can deliver enhanced value to enable the communities they serve to thrive.

3.2b *Geographic Literacy*

The emergency management professional possesses a foundational and comprehensive understanding of the geographic configurations of hazards, vulnerability, and risk. Geographic literacy comprises knowledge of the earth’s physical and human systems, utilizing a spatial foundation where hazards, vulnerability, and risk can be conceptualized. The interconnections, interactions, and implications across complex physical, built, and social environments can be analyzed to track changing disaster risk profiles and inform decision making.

3.2c *Sociocultural Literacy*

The emergency management professional recognizes the social determinants of risk, as both the risks for and the effects of disasters are socially produced. A sociocultural foundation provides the lens to examine and understand human behavior, and the individual and collective ways in which humans may affect their relationship to risk, adaptive capacity, and ability to thrive.

3.2d *Technological Literacy*

The emergency management professional possesses a fundamental understanding of evolving technologies, their relevant application to practice, and timely adoption of these technologies. Technology refers to the mechanisms or devices developed from the application of scientific knowledge. Integrating emerging or evolving technology into emergency management practice requires an awareness of current innovations, the ability to evaluate their potential utility, the expertise to utilize technologies, and a grasp of the security measures necessary to protect the technology.

3.2e *Systems Literacy*

The emergency management professional sees the whole picture, particularly inter- relationships and patterns of change. Systems literacy helps the emergency management professional synchronize their understanding and practice with the ongoing shift away from a linear and hierarchical human order to one that is characteristically dynamic, complex, and exponential. The focus of systems literacy is on interdependent relationships that produce reactions, changes, and adaptations over time. This scientific foundation provides the emergency management professional a deeper understanding of the present for developing future focused strategies that enable adaptation and the ability to thrive.

3.3 **Emergency Management Competencies that Build Relationships (4 Standards)**

3.3a *Disaster Risk Management*

The emergency management professional communicates and facilitates disaster risk awareness, assessment, measurement, and reduction across a broad spectrum of stakeholders. Disaster risk management is the application of strategies and policies to prevent new disaster risk, reduce existing disaster risk, and manage the residual disaster risk, ultimately contributing to loss reduction, resilience building, and thriving communities. An understanding of how systems interact to create risk, along with recognition that risk is interdependent with social systems is fundamental to the function.

3.3b *Community Engagement*

The emergency management professional is able to facilitate community ownership of risk. Community engagement involves an open dialogue and relationship development that fosters working constructively to reduce the shared disaster risk. The practices of clearly communicating information, giving voice to unheard community members, integrating divergent perspectives, promoting and supporting individuals, families, businesses, and organizations are vital for building the foundation of respect and support for a thriving community.

3.3c *Governance and Civics*

The emergency management professional understands how to participate with civic and legal processes, from politics to policy. The way society manages collective processes is referred to as governance, which seeks to identify, evaluate, and operate within the context of relational dynamics including those within power structures. Collaborative processes further expand the achievement of public value by bringing people together across the boundaries of public agencies, levels of government, NGOs, business, and civil society.

3.3d *Leadership*

The emergency management professional is comfortable leading within and across organizations. Effective emergency management leadership emphasizes team building, collaboration, collective leadership, and communication connectivity to a wide range of stakeholders, so that the complex risks can be addressed. Leadership is characterized by: informed decision-making, constructive administration and management techniques, fostering a shared vision, empowering others, establishing communication capabilities across varied networks, and creating an outcome oriented environment for continual improvement.

## 4.0 Program Curriculum for Homeland Security

## (Bachelor’s Degree – 9 Standards)

**(Source document: *Development of Competency-Based Education Standards for Homeland Security Academic Programs*, by James D. Ramsay, Ph.D., and Irmak Renda-Tanali, D.Sc., in 2018.**  (<http://insprs.org/wp-content/uploads/2017/09/Journal-of-Homeland-Security-and-Emergency-Management-Development-of-Competency-Based-Education-Standards-for-Homeland-Security-Academic-Programs.pdf>). It is recommended that the assessor be familiar with this document.

The CAEMHSE standards for homeland security curriculum assessment were developed from content in the Ramsay & Renda-Tanali document. They are presented here in the same style as the 3.0 Emergency Management curriculum assessment in Tab C1 (which is based on *The Next Generation Core Competencies for Emergency Management Professionals: Handbook of Behavioral Anchors and Key Actions for Measurement* (August 2017). (<https://training.fema.gov/hiedu/docs/final_%20ngcc%20and%20measures_8-13-2017.pdf>).

These standards are not intended to dictate specifics of program design. Program design is left to the discretion of the academic unit. Topics below must be covered as part of the core curriculum (not through electives), although individual or specific courses for each topic are not required.

The standards differ according to the degree: undergraduate (Tab C2, page 33), graduate (Tab C3, page 37), and doctorate (Tab C4, page 39).

4.1 Knowledge Domain 1: *Intelligence*

The Homeland Security Enterprise requires timely information and intelligence to ensure the safety, security, and resilience of the homeland. Information and intelligence must be coordinated and delivered to a variety of federal, state, local, tribal, territorial and private sector partners. These partners carry out the daily activities of the enterprise to include infrastructure protection, disaster management, transportation security, border security, immigration enforcement, cybersecurity and the countering of transnational crime, terrorism, and other violent acts of extremism—all missions that require intelligence support.

4.2 Knowledge Domain 2: *Emergency Management*

Emergency management includes the process of risk analysis (economic, social, political, etc. commonly considered component of an “all hazards approach”), planning for, and the execution of all emergency management functions necessary to protect/mitigate, prepare for, respond to, and recover from all-hazards. Comprehensive emergency management refers to the responsibility and capability for managing all types of emergencies and disasters by coordinating the actions of numerous agencies throughout the four stages of emergency activity: mitigation, preparedness, response, and recovery.

4.3 Knowledge Domain 3: *Law and Policy*

One of the mission-critical efforts of the Department of Homeland Security is: “…to ensure a homeland that is safe, secure, and resilient against terrorism and other potential threats.” Often, DHS executes this mission by promulgating rules, laws, and regulatory actions. In addition, the President promulgates law through a variety of means, including executive orders, policy directives, decision directives, and homeland and national security policy directives specifically.

For the purposes of an undergraduate program in homeland security, the general concepts of law, sources of law, and nature of both “national security” and “homeland security” should be covered. In this sense, “National security is a corporate term covering both national defense and foreign relations of the U.S. It refers to the protection of a nation from attack or other danger by holding adequate armed forces and guarding state secrets. The term national security encompasses within it economic security, monetary security, energy security, environmental security, military security, political security and security of energy and natural resources. Specifically, national security means a circumstance that exists because of a military or defense advantage over any foreign nation or group of nations, or a friendly foreign relations position, or a defense position capable of successfully protesting hostile or destructive action.”

This knowledge domain must also cover pertinent legislation that would begin to touch on the many aspects of the homeland security enterprise including emergency management, immigration and border security, transportation (maritime, etc.) security, in addition, legislation that impacts law enforcement capabilities and function, civil liberties, and the structure of security-related organizations and agencies.

National strategies also promulgate policy for planning and execution.

4.4 Knowledge Domain 4: *Critical Infrastructure & Resilience*

In 1998, in response to concerns about physical and cyber threats to the Nation’s critical infrastructure, the White House released *Presidential Decision Directive No. 63* (PPD-63) that called for a national capability to protect the Nation’s critical infrastructure from intentional disruption. The terrorist attacks of September 11, 2001, hastened the White House’s efforts to protect the Nation’s critical infrastructure.

The *National Strategy for Homeland Security* (2002) identified protecting critical infrastructure as one of six critical mission areas. Coupled with the domestic counterterrorism mission, protecting critical infrastructure would reduce the Nation’s vulnerabilities. Since that time, virtually every White House and DHS homeland security strategy including the *National Security Strategy* (2015), the *National Infrastructure Protection Plan* (2013), and the *Quadrennial Homeland Security Review* (2014) has identified protecting the Nation’s critical infrastructure as a critical mission area.

The homeland security enterprise is tasked to collectively identify national critical infrastructure priorities, articulate clear goals, mitigate risk, measure progress, and adapt to a rapidly changing environment. As the clear majority of the Nation’s critical infrastructure is privately owned, collaborative public-private partnerships as opposed to hierarchical and command and control organizational structures are required to ensure the protection and resilience of the Nation’s critical infrastructure. Homeland security practitioners and policymakers must understand their role and the roles of their myriad partners in protecting the Nation’s critical infrastructure. They must also understand “across the whole community, the relationships involved to establish and maintain a comprehensive and effective continuity program to ensure resilience, the continuing performance of essential functions at all levels under all conditions, and, ultimately, the preservation of our form of Government under the Constitution.”

They must also understand the risk-management approach to critical infrastructure protection that applies to all-hazards including cyber incidents, natural disasters, manmade safety hazards, and terrorism.

4.5 Knowledge Domain 5: *Strategic Planning and Decision Making*

All governmental and major private sector organizations engage in strategic planning. Examples include the quadrennial reviews by the Departments of Defense, Homeland Security and State, the National Infrastructure Protection Plan, the DHS Strategic Plan, the U.S. Department of Health and Human Services Strategic Plan, the National Military Strategy, among many others. Similarly, most state governments and emergency management organizations also regularly engage in strategic planning. Knowing how organizations set goals, qualify capacity building, and how to best identify threats and opportunities in their operating environments is essential for all students and practitioners of homeland security. In addition, strategic planning attempts to also accomplish unity of effort within the organization, as well as optimizing stakeholder engagement. Strategic planning helps organizations systematically ask and answer questions such as: Where are we now? Where do we wish to be? How will we get there and with what resources? How will we measure the degree to which we have accomplished our goals? How can we do better next time? Given the multidisciplinary nature of the homeland security enterprise, the asymmetries that create transnational security threats, persistent limitations in resources, challenges posed by international jurisdictions, cultures and governments, it is imperative that one understands how to form strategy, how to engage the strategic planning process and how to optimize decision making under uncertainty and with limited resources.

4.6 Knowledge Domain 6: *Terrorism*

In response to the terrorist attacks of September 11, 2001, the United States embarked on a National effort to detect, deter, and prevent future terrorist attacks. Since its post-9/11 inception, U.S. homeland security policy has focused on a National effort to counter terrorism. Counterterrorism, once considered the exclusive domain of the federal government, now includes state, local, and tribal governments, the private sector, and citizen efforts. All Americans have been called upon to “say something” when they “see something” suspicious.

It is imperative that homeland security practitioners understand the historical, political, and economic underpinnings of international and domestic terrorism as well as the society’s efforts to counterterrorism. Homeland security practitioners must understand terrorist organizations’ environments, ideologies, methodologies, and targeting practices. They must also understand intricate counterterrorism policy and law that attempts to balance society’s security needs with citizens’ liberties.

4.7 Knowledge Domain 7: *Human & Environmental Security*

A robust understanding of threats to US security must include threat vectors that emanate from the environment and security concepts that consider the individual as the unit of analysis, as well as that of the nation-state. Threats to human security today seem to be increasing and are becoming global. AIDS and other critical health pandemics, pollution, climate change, the persistence of terrorism, asymmetric domestic insurgencies, a lack of gender mainstreaming, and progressively restricted access to food, water, and other vital resources are increasingly of greater concern. How U.S.’ national security strategic thinking incorporates these threats is central to America’s future success. Indeed, how the U.S. manages to improve human security is likely central to the success of her foreign policy. Essentially, it is believed that all complex adaptive systems spawn networks. Networks, in turn, give rise to wicked problems. Consequently, as a complex, adaptive system, human security presents “wicked” problems to policymakers. For example, human security is value-laden (i.e., it means different things to different constituents). It is complex in the sense that it is a composite of independent but universally applicable parts such as gender security, food security, water security, energy security, political and economic security, and of course, environmental security. Finally, human security is dynamic in the sense that threats to it evolve overtime, how its components interact with each other changes overtime, and how nations must work together to enable greater levels of human security form and deform over time per the prevailing political and economic will of nations.

4.8 Knowledge Domain 8: *Risk Analysis & Management*

In response to the terrorist attacks of September 11, 2001, the White House issued the first-ever *National Strategy for Homeland Security* (2002), the stated purpose of which was to mobilize and organize the Nation to secure the U.S. homeland from terrorist attacks. The Strategy proposed a National effort of federal, state, local, and tribal governments as well as the private sector and citizens to reduce the risk of terrorist attacks and the potential consequences. An updated *National Strategy for Homeland Security* (2007) identified the risks from natural catastrophes, including naturally occurring infectious diseases and hazards such as hurricanes and earthquakes as also threatening the Nation’s homeland security.

The *National Preparedness Goal* (2015) tasks homeland security practitioners and policymakers to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk to the Nation. The 2015 Goal and its predecessor, the *National Preparedness Goal* (2011) were supported by the Strategic National Risk Assessment in Support of *PPD-8: A Comprehensive Risk Based Approach toward a Secure and Resilient Nation* (SNRA) (2011). The SNRA concluded that a wide range of threats and hazards pose significant risks to the Nation. Those threats and hazards were categorized as natural hazards, technological/accidental hazards, and human-caused threats/hazards.

Achieving the National Preparedness Goal requires an understanding of risk analysis principles, practices, processes, and techniques. Homeland security practitioners and policymakers must understand the role of risk analysis in homeland security, and especially with respect to national preparedness. They must be familiar with the National Preparedness System and particularly DHS’ State Preparedness Reporting and *Threat and Hazard Identification and Risk Assessment* (THIRA) processes as well as risk assessment methodologies and tools such as CARVER (Criticality, Accessibility, Recoverability, Vulnerability, Effect, and Recognizability).

4.9 Knowledge Domain 9: *Professionalism*

The U.S. Department of Labor classifies Homeland Security jobs as requiring extensive preparation and work-related skill and knowledge, most of which require a 4-year bachelor’s degree. In this sense, homeland security professionals need to be proficient in public safety and security, law and government, administration and management, and education and training. In turn this would indicate that these homeland security practitioners require strong skills in service orientation, complex problem solving and critical thinking and writing, coordination and collaboration, oral and written comprehension and clarity, oral expression, and problem sensitivity. Taken together, professionalism seems a central component to effective homeland security education.

The first eight knowledge domains clearly refer to extant practice or academic areas. However, and unlike these eight knowledge domains and their associated competencies, elements of professionalism tend not to be tied to a specific academic or practice area such as emergency management, law, intelligence or terrorism. Elements of professionalism seem to occur *throughout* an academic program, across many courses and student learning experiences and indeed should be observed in each of the first eight domains. Consequently, this project considered elements of professionalism to be “program level competencies” since students would acquire them in their matriculation throughout an academic program en masse.

**The Accreditation Process**

**AP1. Timeline and Activities**

**Step 1:**  An institution notifies the CAEMHSE (or Council) of their intent to seek accreditation, and makes application, including CAEMHSE membership and the proper application fee (may be invoiced). When an institution is requesting accreditation for more than one degree program, it must submit an application for each degree to be considered, with the additional fee.

**Step 2:** The institution receives, from the CAEMHSE, approval of the application, and begins the Self-Study process.

**Step 3:** The Council shall verify the degree(s) to be accredited and works with the institution’s representative to establish tentative dates for the site visit—which will be subject to the site team’s review of the self-study.

**Step 4:** The Council determines the configuration of the site visit team for each program seeking accreditation. The site team will include a minimum of three trained evaluators (Lead and two others) and an alternate. An effort will be made to provide diversity of assessors (i.e., educators, practitioners, governmental, and corporate) where possible and appropriate. If more than one degree program is to be assessed, [an] additional assessor[s] may be required. The alternate will be encouraged to participate in the self-study review, offering feedback and comment, and should be prepared to step in if a primary team member is unable to go on the assessment.

For doctoral degree programs the site team would be composed of three members with a doctoral degree. At least one member must have experience teaching in a doctoral level program.

For master’s degree programs the site team would be composed of three members with a doctoral degree. At least one member must have experience teaching in a master’s level program.

For bachelor’s degree programs the site team would be composed of at least one member with a doctoral degree. The remaining members must at least possess a master’s degree.

For associate’s degree programs, the site team would be composed of at least one member with a doctoral degree. The remaining site team members must at least possess a bachelor’s degree.

If the program seeking accreditation is an online or hybrid program, at least one site team member must also have experience teaching in an online or hybrid format.

**Step 5:** The institution conducts the self-study. The institution must complete and provide to the CAEMHSE an electronic copy of the self-study, which must be received at least 90 days prior to any scheduled site visit.

**AP2. Review of Self Study**

1. The site visit team (assessors) will review the results of the institution’s self-study and notify the CAEMHSE of the results within 30 days. If the self-study is complete, the site visitation date will be confirmed. If there are major deficiencies found by the site visit team during the review of the self-study, the Council will notify the program of those deficiencies. The institution will have 30 days to correct those deficiencies, and resubmit the self-study. The site visit team leader will review the revised self-study, approve it, and confirm site visit details.

2. If there are deficiencies found during the review of the self-study that need further explanation and/or correction prior to the on-site assessment, the Council will contact the program point of contact to request additional information in writing prior to the site visit. If the deficiencies were corrected prior to the site visit they will not be included in the final report.

**AP3. Site Visit**

On-site visits for accreditation, normally by a team of three assessors, will typically span three days, depending upon the size and complexity of the program. If more than one degree program is under review, or there is more than one campus location being assessed, additional time and/or site visit team members may be required. An agenda for the on-site assessment should be arranged between the assessment team leader and the program coordinator/director (or other program official) representing the entity seeking accreditation.

The agenda will outline important events which should take place during the on-site assessment. The agenda will typically cover interviews with key leaders, faculty members, program stakeholders, and students, and be shared with all those involved. The agenda may be modified by the assessment team leader in coordination with the host entity due to local circumstances; this should be done well before the visit is to take place. Officials representing the entity seeking accreditation should take part in the preparation of the agenda so that it accommodates the characteristics of campus facilities and allows for scheduled interviews with appropriate faculty, students, and administrators. The assessment team leader should furnish a copy of the agenda to each member of the on-site assessment team prior to arrival.

**AP4. Arrival on Campus**

Immediately upon arrival, the assessment team leader will contact the entity representative for any final modifications to the schedule. Site team members also should have a private meeting to review the accreditation site visit process and discuss any strategies or assignments for the on-site assessment.

**AP5. Site Team Work Area**

The on-site assessment team should be provided a private work area (e.g., conference room) where they can discuss issues in confidence and without interruption. If possible, the room should have a telephone and internet access. Access to a printer and copy machine, and the institution’s intranet are encouraged.

**AP6. Preliminary Meeting with Leadership**

The team will conduct an opening meeting with institution and program leadership to state the purpose of the assessment and on-site assessment team expectations and needs.

**AP7. Program Interviews**

During an on-site assessment, assessment team members should interview the dean, chairperson, program coordinator/director, program faculty and staff, students, and any other pertinent stakeholders. On-site team members may conduct separate interviews and visits with individuals and groups within the program and the institution.

*Program Leadership.* The dean, chairperson, and the program coordinator/director (or equivalent) should be interviewed separately. The program coordinator/director also should be interviewed separately from faculty and staff.

*Faculty.* The on-site assessment team members should interview enough instructors to ensure overall entity understanding and commitment to written policies and procedures as well as consistency with each other and the program coordinator/director. Faculty interviews may be conducted individually, collectively, in-person, and/or via electronic means (for distance learning programs). In order to encourage frank discussion, a meeting of program faculty is frequently held without the presence of the program coordinator/director.

*Staff.* The on-site assessment team members should interview administrative assistants, advisors, and/or other program staff separately from faculty.

*Students.* Interviews with students should be conducted without the presence of representatives of the program seeking accreditation. A minimum of five students will be interviewed from each undergraduate degree program seeking accreditation. A minimum of two students will be interviewed from each graduate program seeking accreditation. Student interviews should be scheduled in groups based on the program in which they are enrolled. If applicable, student interviews may be conducted via phone or other electronic means. If possible, class visits are encouraged.

*Program Stakeholders.* The on-site assessment team members may meet with advisory board members or other stakeholders to ensure that stakeholders have input into program planning.

**AP8. Visit and Review of Support Services**

The team will review academic support services (e.g., Library, learning management system, office of accommodation, internships, career center). This includes accessibility of services available to online students.

**AP9. Exit Procedures: Pre-Conference (private) and Presentation (public)**

Prior to the [public] exit conference (or presentation), the on-site assessment team will hold a private meeting with program and institution leaders or representatives to review preliminary findings and seek consensus among assessment team members, to begin preparation of the draft report, and to designate on-site assessment team member roles for the exit conference.

In the exit pre-conference the site assessment team members will present preliminary findings to the program point of contact and/or institution leadership. The exit presentation concludes the site visit, and is followed by the immediate departure of the team from the institution. (Note: this closure should also be listed in the agenda section).

**AP10. Findings and Draft [Interim] Report**

Before leaving the program’s site, the on-site assessment team will compose a rough draft, or Initial Report, of findings for the accreditation report. (This task is primarily a responsibility of the site visit team leader.) A copy of this Draft Initial Report (so labeled) will be left with the program coordinator/director. After the site visit, the assessment team will prepare the initial draft of the final accreditation report. The Draft Final Report will include a review of the site team visit including:

* a brief overview of the program and institution
* composition of site assessment team
* confirmation that documentation—specifically the self-study and any other documentation issued by the institution to the on-site assessment team—was reviewed
* the [final] site visit agenda and list of interviews conducted
* a discussion about strengths and weaknesses, based on CAEMHSE accreditation standards
* the team’s preliminary findings of compliance (near-compliance, and non-compliance) with accreditation standards
* recommendations and suggestions for modification, correction, and/or future improvement

The Draft Final Report will be sent by the team leader to the CAEMHSE no later than 30 days after the site visit concludes. The Council will forward the draft final report to the institution for review. The institution will have 30 days after receipt of the report to respond with Errors and Omissions, and provide additional supporting documentation, if applicable, to the Council.

**AP11. Final Report Preparation**

After receipt of any additional comments or documentation from the institution, the assessment Team Leader will prepare the final Assessment Report (which will follow the same format as the draft final report) to the CAEMHSE for review and approval. The Council will present the final report to the CAEMHSE Board of Directors for approval. After approval, the Council will send the final report to the institution, notifying them of the outcome of the review, including a letter of accreditation (or conditional accreditation) or notification of non-accreditation. Final review and the accreditation decision should occur within 90 days of the conclusion of the site visit. The final report will include one of three accreditation decisions: Accreditation, Conditional Accreditation, or Non-Accreditation (and reaccreditation duration, if more or less than five years).

**AP11a. Award of Accreditation**

If the program complies with all standards, it will be awarded initial accreditation for a period of up to five years. A program may apply for reaccreditation during the 5th year. Subsequent reaccreditations will be at 10-year intervals, and require full site visits.

**AP11b. Award of Conditional Accreditation**

If the program meets the general intent of accreditation, full compliance, or conditional compliance with all program standards (although deficiencies are identified), the program may be given conditional accreditation or have an option to withdraw its application. If a program receives conditional accreditation it will be required to submit a plan to correct deficiencies to the Council within 45 days. The corrective action plan should include the identified deficiencies, corrective action to be taken, and a timeline. Additionally, the program will submit a progress report that reviews the status of the corrective action plan within 12 months to maintain conditional accreditation. If all deficiencies are satisfactorily corrected within 24 months the program will be eligible for accreditation. The program will submit a final report upon completion of the corrective action plan, with supporting documentation, to the CAEMHSE for reconsideration. A follow up on-site review may be required to evaluate progress. Continued communication with the CAEMHSE, showing progress, will likely eliminate any site revisit. A fee for re-evaluation may apply; the amount of CAEMHSE effort will be the primary determining factor in assessing fees.

**AP11c. Notice of Non-accreditation**

If the program does not achieve accreditation during the initial review, or at the conclusion of the conditional accreditation period, a decision of non-accreditation will be issued. A re-evaluation may be requested or mandated. The fee will be negotiated, and time limits may apply.

**AP12. Reaccreditation**

One year prior to the expiration date of the program's grant of accreditation, programs will receive notification of their reaccreditation cycle, the timelines for each step of the process, and the due dates for the fees required.

During the 5th year of accreditation, the program may apply for reaccreditation. The initial reaccreditation may be abbreviated, e.g., not requiring a site visit. The second (10-year) reaccreditation shall be a full assessment, and may result in an accreditation of five or more years, up to ten years.

**AP13. Appeals**

The decision of the duration of accreditation, or of non-accreditation, may be appealed through submission of a letter of request for reconsideration, to the CAEMHSE President, who will investigate the entire assessment proceedings, and the confer with the Board of Directors. Appeal requests should be submitted within 30 days of the issuance of the final assessment report.

**TAB A**

**DUES AND FEES**

**As of 26 September 2019**

CAEMHSE Membership – one year (Membership year is 01 August – 31 July)

Supporting $ 25 Individual

$100 Non-accredited academic program or institution,

Government, and Corporate

Accredited Program $500

($100 for each additional accredited academic program)

Assessment Fees

Application $400

($100 additional per academic program)

Site Visit $2,500, plus expenses reimbursement

(for assessment team members)

(Fee includes accredited annual membership for one year)

Re-evaluation Fee [As much as] $1,500, plus expenses reimbursement

(Graduated fee schedule depending on the situation: upgrade

from a Non-accreditation or Conditional Accreditation)

Initial Reaccreditation (5-year) $1,000 for documentation review (no on-site assessment)

(Fee includes accredited annual membership for one year)

10-Year Reaccreditation $2,500, plus expenses reimbursement

(for assessment team members)

(Fee includes accredited annual membership for one year)

Schools may consider payment for their accreditation dues in a lump sum as part of the accreditation process: $2,000 for years 2-5 or 6-10, or $9,500 for the 9 years following 10-year recertification (figures do not include fees for additional programs).

Current CAEMHSE membership is required before application, or at the time of application, for assessment.

Checks or purchase orders to:

CAEMHSE

1589 Skeet Club Road

Suite 102-109

High Point, NC 27265

**TAB B**

Application for Accreditation of a Program

Programs must be *current* members of CAEMHSE to apply for accreditation, and annual membership must be maintained as a condition of accreditation. Membership in the CAEMHSE is open to interested educational institutions. Non-accredited institution dues are $100 per year, and accredited program dues are $500 per year. (See Fees in TAB A)

Directions for completing the self-study and a timeline for Council approval is available in the CAEMHSE *Emergency Management &* *Homeland Security Education Self-Study Guide for Accreditation*, which is available in PDF format on the Council website. Accreditation is approved for five to ten years.

Programs that desire to accredit more than a single academic program (e.g., bachelor’s degree and a master’s degree, or an emergency management program and a [separate] homeland security program), should make a separate application for each.

From the date of Application, programs have two years to complete the initial accreditation process. The accreditation process includes completion of a self-study that is read and assessed by independent readers, and a site visit of experienced academic and practitioner emergency management personnel as representatives of the Council.

A MS Word copy of this application will be furnished upon request.

**Mail the completed accreditation application form (begins on the next page), with attachments, and the $400.00 application fee (effective 26 September 2019), a check (or purchase order) made payable to CAEMHSE, or to the Council for the Accreditation of Emergency Management and Homeland Security Education, at the following address:**

**1589 Skeet Club Road**

**Suite 102-109**

**High Point, NC 27265**

**Programs should send a check, or a Purchase Order (to generate an invoice).**

CAEMHSE is a nonprofit corporation under Section 501(c)(4) of the IRS: Federal ID # 47-1389432

APPLICATION FOR CAEMHSE ACCREDITATION

|  |  |
| --- | --- |
| Date of Application |  |
| Institution Contact Information |  |
| * Institution |  |
| * Address |  |
| * Institution Point of Contact |  |
| * Address (if different from above) |  |
| * Phone number(s) |  |
| * Email address |  |
| Program Accreditation Information | Program(s) to be Assessed:  □ Emergency Management  □ Homeland Security  □ Both |
| * Name of Program |  |
| * Degree level of program (Associate’s, Baccalaureate, Master’s, Doctorate) |  |
| * Is this an initial accreditation application? | □ Yes □ No |
| * Is this a re-accreditation application? If yes answer the following:  1. Year of initial accreditation 2. Year of last accreditation 3. Year of last site visit | □ Yes □ No   1. \_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_ |
| * Is this program offered exclusively online? | □ Yes □ No |
| * Is this program offered at multiple sites? (Assessment Fee may change) | □ Yes □ No |
| * Member of CAEMHSE (or CAEME) since | Year \_\_\_\_\_\_\_\_\_\_\_ |
| * Paid membership up to | Year \_\_\_\_\_\_\_\_\_\_\_ (CAEMHSE year is Aug.–Jul.) |

|  |  |
| --- | --- |
| Program Director/Chair |  |
| * Department |  |
| * Name and title |  |
| * Address |  |
| * Phone number(s) |  |
| * Email address |  |
| Responsible for Self-Study(if different) | *Note: Unless otherwise noted, mail will be addressed to this person.* |
| * Name and title |  |
| * Address (if different from above) |  |
| * Phone number |  |
| * Email address |  |
| **Additional Information** |  |
| Application Fee | $400 (plus $100 per additional program or degree level) |
|  | Send check, or Purchase Order (for an invoice) |
|  |  |
|  |  |
|  |  |

**TABs C1, C2, C3, & C4**

**Degree Program Assessment**

There are three components involved in writing up an assessment: this document, the documents from the institution’s Self-Study—including a completed Curriculum Matrix (or Matrices if both emergency management and homeland security are being assessed) and an Assessor’s Checklist (or Worksheet).

The assessment process is to examine the institution’s compliance with the Standards guidance. The assessors determine if the institution support and program meets (or exceeds) the standards as presented in the 1.0 and 2.0 sections. Using the Assessor’s Worksheet, the assessor grades the items as Compliant, Partially-Compliant, or Non-Compliant.

Baccalaureate degrees: for sections 3.0 and 4.0, assessing compliance with the Standards established for curriculum content, the assessor will consider the Behavioral Anchor attributes for the program(s) being assessed. **Tab C1** contains the standards for an emergency management program’s bachelor’s degree curriculum. **Tab C2** contains the standards for the homeland security program’s bachelor’s degree curriculum. Again, using the Assessor’s Worksheet, the assessor grades the items as Compliant, Partially-Compliant, or Non-Compliant.

Advanced degrees: **Tab C3** lists guidance for assessing the program’s master’s degree curriculum, and **Tab C4** lists guidance for assessing the program’s doctoral degree curriculum

Assessors will then discuss their individual assessments with other team members, and offer an opinion on the degree’s compliance in total. The Team Leader will write up the assessment recommendations.

**TAB C1**

# UNDERGRADUATE DEGREE in EMERGENCY MANAGEMENT

***(13 Standards)***

**Each Behavioral Anchor (BA) item completes the statement which begins "The emergency management program's curriculum…"**

***Emergency Management Competencies that Build the Individual (4 Standards)***

## 3.1a Operate within the Emergency Management Framework, Principles, and Body of Knowledge

***BA 1/9. Comprehensive:*** Considers and takes into account all hazards, phases, stakeholders, and impacts relevant to disasters.

***BA 2/9. Progressive:*** *Anticipates future disasters and develops community-based frameworks* that encourage and support preventive and preparatory actions, which build toward disaster-resistant and disaster-resilient communities.

***BA 3/9. Risk-driven:*** Utilizes sound risk management principles, such as hazard identification, risk and vulnerability analyses, and impact analysis, in assigning priorities and resources.

***BA 4/9. Integrated:*** Ensures unity of effort among all levels of government and all elements of a community to manage disaster risk.

***BA 5/9. Collaborative:*** Creates and sustains broad and sincere relationships among individuals and organizations to encourage trust, advocate a team atmosphere, build consensus, and facilitate communication.

***BA 6/9. Coordinated:*** Facilitates synchronous activities among all relevant stakeholders to achieve a common purpose.

***BA 7/9. Flexible:*** Uses creative and innovative approaches in solving disaster challenges.

***BA 8/9. Professional:*** Values a science and knowledge-based approach based on education, training, experience, ethical practice, public stewardship, and continuous improvement.

***BA 9/9. Body of knowledge:*** Considers, utilizes, and values the growing body of emergency management literature to support actions improving processes across all hazards and phases toward building disaster resilient communities.

## 3.1b Possess Critical Thinking

***BA 1/3. Problem identification and problem-solving:*** Recognizes and verifies both opportunities and problems, evaluates a wide range of data to inform options, identifies and manages existing constraints, and uses reliable methodology to recommend a course of action in achieving the desired outcome.

***BA 2/3. Strategic thinking processes:*** Establishes, prioritizes, and implements evidence based long term strategies consistent with reducing disaster risk; adjusts plans as needed for both the short and long terms, and makes the most of opportunities to manage disaster risk.

***BA 3/3. Flexible, innovative, adaptive thinking processes:*** Is alert to changing conditions, integrates new information, considers alternative tactics, and readily adapts approaches to the fluctuating disaster risk environment.

## 3.1c Abide by Professional Ethics

***BA 1/7. Respect:*** Actualizes honoring of individuals and groups of people by promoting dignity, diversity, and the rights of others; recognizes and respects the weight of their own actions as they work in communities.

***BA 2/7. Veracity:*** Demonstrates truthfulness and accuracy of facts, and abstains from misrepresentation in all situations.

***BA 3/7. Justice:*** Embodies a sense of obligation to the common good and treats others equitably and fairly; honors the rights of all species (present and future) when making decisions regarding the distribution of resources.

***BA 4/7. Integrity:*** Displays consistency between belief and action in all arenas of life.

***BA 5/7. Service:*** Acts to help others; is altruistically motivated. Puts others first, operating beyond the ego.

***BA 6/7. Duty to protect:*** Considers the moral obligation to avert harm (both present and future) and works toward a common good; facilitates community building, cognizant that all actions have consequences affecting people and performance.

***BA 7/7. Integrates ethical principles within stakeholder discourse*:** Guides ethical decision making across multiple stakeholders, who have varying interests, to derive public value.

## 3.1d Continual Learning

***BA 1/5. Reflects and questions***: Seeks to expand personal knowledge on a regular basis, and allows ideas to be challenged and modified because personal knowledge limit awareness exists; the hallmark of continual learners is humility.

***BA 2/5. Understands confidence levels:*** Appreciates the importance confidence levels have in the pursuit of understanding, reduction of inquiry duplication, and expansion of the body of knowledge.

***BA 3/5. Contributes to a body of knowledge that spans disciplines:*** Focuses inquiry at the intersection of relevant disciplines to gain a fuller understanding of the drivers of a problem, and builds the body of knowledge in emergency management.

***BA 4/5. Engages others in inquiry:*** Demonstrates willingness to challenge and transform mental models and engage others, whether casually in discourse or through formal scientific processes.

***BA 5/5. Seeks practical applications for public value:*** Engaged learning includes application as an essential part of inquiry, seeking ways in which we can improve the world around us even if it is in some small aspect.

(continues on next page)

***Emergency Management Competencies that Build the Practitioner (5 Standards)***

## 3.2a Scientific Literacy

***BA 1/3. Knowledge and understanding*:** Demonstrates an appreciation of scientific processes and how their applications to practice benefits humanity**.**

***BA 2/3. Find and evaluate credible literature sources*:** Begins the scientific process with a review of reliable scientific literature; finds and evaluates credible sources of literature to support the inquiry and development of an argument.

***BA 3/3. Inquiry and problem-solving processes*:** Applies and integrates scientific process in the presentation and evaluation of an argument, relates the argument to the existing evidence, and draws conclusions.

## 3.2b Geographic Literacy

***BA 1/3. Interaction:*** Recognizes the world is made of physical, built, and social systems, which interact in multifaceted ways, producing varying levels of risk and vulnerability.

***BA 2/3. Interconnection:*** Inquiries are based on an understanding that people and places are connected in a dynamic network of global relationships.

***BA/3/3. Implications:*** Applies geographic reasoning, which involves connections and interactions of physical, built, and social systems, to influence decision-making processes toward reducing hazard risk and vulnerability.

## 3.2c Sociocultural Literacy

***BA 1/3. Social determinants of disaster risk:*** Advances the understanding of others concerning the relationship between social factors and disaster risk concentration.

***BA 2/3. Politics, political, and legal processes:*** Influences relationships and advocates for the resiliency of others through the collective action of political and legal processes.

***BA 3/3. Building adaptive capacity:*** Cultivates and models an environment of inclusion and diversity. Values and gives voice to differences toward achieving collective pre-disaster capability building and disaster risk reduction goals.

## 3.2d Technological Literacy

***BA 1/4. Utilizes technology:*** Uses existing appropriate technologies in emergency management practice.

***BA 2/4. Evaluation of technology:*** Assesses existing and emerging technologies that benefit or can benefit emergency management; in the process, demonstrates understanding of both advancing technology and the progressive practice of emergency management.

***BA 3/4. Advances the use of technologies:*** Adopts and incorporates appropriate new technologies into emergency management practice.

***BA 4/4. Assesses the legal, ethical, and social implications of technology:*** Considers ethical, legal, and social implications when determining appropriateness of a technology application for emergency management.

## 3.2e Systems Literacy

***BA 1/4. Guides information flow:*** Establishes channels and protocols for information to flow freely through a complex system allowing parts to make continual adjustments consistent with the state of the whole system.

***BA 2/4. Guides action between the parts and the whole:*** Facilitates conditions conducive to achieving the desired outcome state; recognizes the priority of the current state of the system, and synchronously directs the individual parts of the system to move toward the anticipated state.

***BA 3/4. Guides understanding of the wider environment:*** Utilizes and interprets information from the wider environment and sensing equipment, then communicates the derived situational awareness, and facilitates adjustments to the changing environment.

***BA 4/4. Guides innovation processes:*** Works in partnership with others, and utilizes a range of resources available within the system to establish an innovative solution to a pressing problem.

***Emergency Management Competencies that Build Relationships (4 Standards)***

## 3.3a Disaster Risk Management

***BA 1/3. Communicates and interprets hazards and risks:*** Clearly communicates and explains hazard risks to a wide range of stakeholders.

***BA 2/3. Understand and apply disaster risk management:*** Provides a structured process using disaster risk management frameworks for identifying and managing risk.

***BA 3/3. Monitor, evaluate, and review risk management processes and outcomes:*** Monitors, evaluates, and reviews risk management processes and outcomes.

## 3.3b Community Engagement

***BA 1/4. Involves key stakeholders***: Identifies the range of people and organizations affected by the disaster risk issue, takes action to involve the stakeholders, and builds strategic partnerships to focus on the disaster risk exposure.

***BA 2/4. Cultivates partnerships and mutual respect:*** Identifies opportunities to form partnerships and establishes two-way information flow for building both social capital and collective capacity to work with each other; these processes underpin the evolution toward community disaster risk ownership and participation in disaster risk reduction activities.

***BA 3/4. Creates public value:*** Facilitates a community learning process through communications, dialogue, negotiation, and cooperation; establishes collective disaster risk reduction goals appropriate for present and future conditions.

***BA 4/4. Establishes a process for expanded engagement and continual learning:*** Supports community networks through ongoing improvement of collective disaster risk reduction goals and interventions.

## 3.3c Governance and Civics

***BA 1/6. Considers policy options in relationship to the stakeholders:*** Identifies and analyzes a hazard risk issue for action, policy options to consider, the stakeholders’ positions on the issue, the feasibility of the policy options, and the feasibility of engaging in a collaborative process with stakeholders.

***BA 2/6. Political and legal:*** Analyzes access to, the relational dynamics of, and the ramifications from those in positions of political power in connection to the disaster risk issue. Considers the legal parameters for a collaborative process, and assesses the potential implications of political access, policy, and legal parameters, including when to obtain legal assistance and involve legal counsel in the collaborative process as applicable to the risk issue.

***BA 3/6. Brings people together across sectors:*** Initiates bringing a wide range of stakeholders together; engages stakeholders in a process to identify mutual goals that address the disaster risk issue at hand, and shares the vision for greater public value.

***BA 4/6. Builds social capital through collective processes:*** Facilitates dialogue on the issue bringing the stakeholders together, guides exploration of options, negotiates differing views, cultivates shared learning, and builds social capital in the establishment of shared goals.

***BA 5/6. Implementation:*** Supports collaborative processes to collectively achieve the shared policy goal through forward mapping and planning. Expands collaboration to establish mutually supported components of constituency involvement, governance structures, monitoring/evaluation agreements, and continual improvement cycles.

***BA 6/6. Evaluation and continual improvement:*** Supports the processes of continual improvement through monitoring, evaluation, and implementation of improvements, with a mindfulness of possible unintended consequences.

## 3.3d Leadership

***BA 1/4. Inspires a shared vision:*** Supports and informs the creation of shared vision with a network of community stakeholders. Communicates clearly how people can contribute to achieve the vision, so that mutual adjustments can be made in concert with others.

***BA 2/4. Creates an empowering environment:*** Identifies and negotiates constraints to enable others in the organization to successfully pursue its vision.

***BA 3/4. Resolves conflict:*** Resolves conflict that may emerge within the organization or between the organization and the community it serves. Promotes a vision of a shared outcome and facilitates agreement by constructively resolving differences of opinion.

***BA 4/4. Strategic decision making that influences others toward change*:** Develop strategic plans created through participatory process within and between organizations.

**TAB C2**

# UNDERGRADUATE DEGREE in HOMELAND SECURITY

***(9 Standards)***

**Each Behavioral Anchor item (BA) completes the statement which begins "The homeland security program's curriculum prepares the student to…"**

## 4.1 Knowledge Domain 1: Intelligence

***BA 1/5. Historical context and strategies of intelligence support:*** Appraise the historical context, organizational structure, missions, responsibilities, and strategies of local, tribal, state and federal agencies providing intelligence support to homeland security.

***BA 2/5. Intelligence cycle:*** Assess all phases of the intelligence cycle, to include requirements and planning, information collection, processing/exploitation, analysis/production, and dissemination of intelligence reports.

***BA 3/5. Intelligence activities:*** Compare and contrast the legal, ethical and oversight structures and implications of domestic intelligence activities versus foreign intelligence activities in all phases of the intelligence cycle.

***BA 4/5. Intelligence analysis:*** Demonstrate intelligence analysis techniques, including critical thinking and structured analytic techniques, to assess existing and potential threats to the homeland.

***BA 5/5. Counterintelligence history and policies:*** Appraise the historical context and current policies and procedures for counterintelligence activities.

## 4.2 Knowledge Domain 2: Emergency Management

***BA 1/4. Mission Areas:*** Identify and explain the five mission areas of the National Preparedness Goal: prevention, protection, mitigation, response, and recovery.

***BA 2/4. Policies, strategies, and emergent issues:*** Analyze and evaluate emergency management policies, strategies, and emergent issues.

***BA 3/4. Organizational structures:*** Identify and explain the National Preparedness System and National Incident Management System.

***BA 4/4. Exercise:*** Conduct, analyze, and evaluate emergency management exercises.

## 4.3 Knowledge Domain 3: Law & Policy

***BA 1/9. Constitutional Law:*** Review Constitutional law principles and their relationship to Homeland Security law and policy.

***BA 2/9. HS Legislation-1:*** Discuss the Homeland Security Act.

***BA 3/9. HS Legislation-2:*** Discuss USA PATRIOT Act and related legislation.

***BA 4/9. HS Legislation-3:*** Discuss the Foreign Intelligence Surveillance Act (FISA).

***BA 5/9. HS Legislation-4:*** Discuss the Intelligence Reform and Terrorism Prevention Act.

***BA 6/9. International law:*** Discuss principles of international law (law of war, Geneva Conventions, UN Universal Declaration of Human Rights) and their relationship to homeland security efforts within and outside of the U.S.

***BA 7/9. Liberty versus security:*** Distinguish between the concepts of personal liberty and security in developing and analyzing homeland security policy and law.

***BA 8/9. Government versus private sector:*** Examine the laws and policies concerning the roles and interactions between different levels of government and the private sector for homeland security.

***BA 9/9. Application of law:*** Analyze existing and proposed laws and policies for their impact on individuals, all levels of government, and the private sector.

## 4.4 Knowledge Domain 4: Critical Instructure & Resilience

***BA 1/4. Critical infrastructure-1:*** Demonstrate knowledge of the evolution and basic principles of critical infrastructure and key resource protection including resiliency initiatives, in both the private and public sectors.

***BA 2/4. Critical infrastructure-2:*** Identify and describe each of the recognized sectors of critical infrastructure and key resources, and identify appropriate countermeasures using a risk-based methodology.

***BA 3/4. Critical infrastructure-3:*** Compare and contrast private sector and governmental responsibilities in the area of critical infrastructure and key resource identification, protection, and resiliency.

## *BA 4/4. Security management:* Demonstrate knowledge of security management strategies, priorities, and challenges.

## 4.5 Knowledge Domain 5: Strategic Planning and Decision Making

***BA 1/6. Strategic planning:*** Describe the steps in the strategic planning process.

***BA 2/6. Economic analysis:*** Explain the types of and steps involved in conducting economic analysis.

***BA 3/6. Problem differentiation:*** Define and explain the differences between wicked and tame problems.

***BA 4/6. National power:*** Identify and define the instruments of national power and their relationship to strategic (security) planning.

***BA 5/6. Budgeting:*** Interpret a public safety budget in relation to a strategic plan, including resource allocation.

***BA 6/6. Strategic interface:*** Differentiate the strategic planning interface between federal, state and local governments.

## 4.6 Knowledge Domain 6: Terrorism

***BA 1/5. Global terrorism:*** Summarize the history and basic concepts of global terrorism to include groups, ideologies, and underlying causes.

***BA 2/5. Psychology of fear:*** Describe psychology of fear and its relationship to terrorism and counterterrorism.

***BA 3/5. U.S. Counter- and antiterrorism:*** Discuss the United States and international law, statutes and policy guidance relating to counter- and antiterrorist activities.

***BA 4/5. Terrorism:*** Compare and contrast types of terrorism (e.g., state-supported, transnational, domestic, international) and their similarities and differences.

***BA 5/5. U.S. Counter-terrorism:*** Discuss the national and international policies promulgated that guide the U.S. and allied involvement in counter-terrorism activities.

## 4.7 Knowledge Domain 7: Human & Environmental Security

***BA 1/6. Security:*** Discuss the relationship between domestic/civilian security and threats to critical infrastructure that arise from environmental or climatic perturbations.

***BA 2/6. The changing world:*** Explain the relationship between population growth, resource availability, environmental or climatic perturbations and radicalization, violence, or geopolitical instability.

***BA 3/6. Climate impacts:*** Describe potential implications of climatic perturbations on human security.

***BA 4/6. Human & environmental security:*** Compare and contrast the concepts of human security and environmental security.

***BA 5/6. Human & domestic security:*** Describe the relationship between human security and domestic/civilian security.

***BA 6/6. Human security:*** Compare and contrast the role of individuals versus the role of governments in human security.

## 4.8 Knowledge Domain 8: Risk Analysis & Management

***BA 1/5. All-hazards risk analysis:*** Demonstrate knowledge of risk analysis principles processes and techniques, in both the public and private sectors including an all-hazards approach to risk analysis and infrastructure protection.

***BA 2/5. Risk analysis & critical infrastructure:*** Demonstrate knowledge of risk analysis, including assessment of hazards, threats, vulnerabilities, and consequences pertaining to critical infrastructure and key resource protection.

***BA 3/5. Managing risk:*** Discuss differing approaches to managing risk by individuals, governments, militaries, healthcare sector, and the insurance/re-insurance sectors.

***BA 4/5. Risk measurement:*** Apply a methodology to measure and explain risk.

***BA 5/5. Risk & strategic planning:*** Define the role risk plays in strategic planning.

## 4.9 Knowledge Domain 9: Professionalism

***BA 1/13. Collaboration:*** Work collaboratively and in teams.

***BA 2/13. Scholarly writing:*** Create and deliver professionally prepared papers, presentations, and briefs.

***BA 3/13. Research:*** Conduct research.

***BA 4/13. Exercises:*** Design, conduct and evaluate exercises applicable to the disciplines of homeland security.

***BA 5/13. Emergent risks:*** Demonstrate knowledge of emergent risks, including natural, human- induced and technological hazards.

***BA 6/13. Professionalism:*** Apply the principles of professionalism in the homeland security enterprise.

***BA 7/13. Ethics:*** Apply the concepts of ethics in the homeland security enterprise.

***BA 8/13. Program management:*** Understand and utilize principles of effective program management.

***BA 9/13. Leadership:*** Understand and utilize principles of effective leadership.

***BA 10/13. Technology:*** Understand the range and challenges presented by technology.

***BA 11/13. Management:*** Demonstrate knowledge of project and quality management methods.

***BA 12/13. Internship:*** Complete an internship.

***BA 13/13. Capstone:*** Complete a senior capstone in homeland security or a related area.

**TAB C3**

# MASTER’S DEGREE

Wikipedia (“Master’s degree”) states that award of a master’s degree follows “completion of a course of study demonstrating mastery or a high-order overview of a specific [field of study](https://en.wikipedia.org/wiki/Field_of_study) or area of [professional practice](https://en.wikipedia.org/wiki/Profession).” And that “[W]ithin the area studied, master's graduates are expected to possess advanced knowledge of a specialized body of [theoretical](https://en.wikipedia.org/wiki/Theory) and applied topics; high order skills in [analysis](https://en.wikipedia.org/wiki/Analysis), [critical evaluation](https://en.wikipedia.org/wiki/Critical_thinking), or professional application; and the ability to [solve complex problems](https://en.wikipedia.org/wiki/Problem_solving) and think [rigorously](https://en.wikipedia.org/wiki/Rigor) and independently.”

(<https://en.wikipedia.org/wiki/Master%27s_degree>, 15Nov19)

The Australian Qualifications Framework (AQF) reports:

Graduates of a Master’s degree possess a range of academic and vocational attributes such as:

* advanced knowledge of a specialist body of theoretical and applied topics;
* high order skills in analysis, critical evaluation and/or professional application through the planning and execution of project work or a piece of scholarship or research;
* creativity and flexibility in the application of knowledge and skills to new situations; and
* the ability to solve complex problems and think rigorously and independently.

([https://web.archive.org/web/20081021072219/http://www.aqf.edu.au/masters.htm](https://web.archive.org/web/20081021072219/http:/www.aqf.edu.au/masters.htm), 15Nov19)

The expectation is that the degree will focus on examination of management and leadership styles, preparing people to lead and manage [larger] organizations in diverse and complex situations. Expected within management of the organization is an understanding of budgeting and financial management. Common to organizational leadership is the ability to operate within upper management protocols and situations, including political environments.

Master’s degree courses, then, should be at a more advanced nature (than bachelor’s degree content) within the field of emergency management or homeland security, and relevant to the topics above. It is presumed that advanced degree graduates will have a great familiarity with the field through an undergraduate education and/or experience in the field.

The degree program can be either a thesis endeavor, usually comprised of two-thirds effort toward research and thesis preparation in the field; or a capstone project, using research methodology as appropriate. Again, from AQF, “the *professional master’s* degree program, which may involve a work-based project, with entry from a relevant qualification and professional experience or extensive relevant professional experience.”

Most master’s degree programs have credit hour requirements in the 30–36 credit hours range.

Assessment Standards for a master’s degree program:

5.0 **Program Curriculum for Master’s Degrees**  (8 Standards)

A focus on operational knowledge and instruction leading to the student’s demonstration of:

5.1 The study of leadership styles

5.2 The study of management and control of organizations, including finances

5.3 Advanced knowledge of a specialist body of theoretical and applied topics

5.4 High order skills in analysis, critical evaluation and/or professional application through the planning and execution of project work or a piece of scholarship or research

5.5 Creativity and flexibility in the application of knowledge and skills to new situations

5.6 The ability to solve complex problems and think rigorously and independently

5.7 Research, analysis, and synthesis leading toward a thesis or capstone project

5.8 Thesis or capstone project product

**TAB C4**

# DOCTORAL DEGREE

Wikipedia (“Doctorate”) states that a “doctoral degree, is an [academic degree](https://en.wikipedia.org/wiki/Academic_degree) awarded by universities, derived from the ancient formalism *licentia docendi* ("licence to teach"). In most countries, it is a research degree that qualifies the holder to teach at university level in the degree's field, or to work in a specific [profession](https://en.wikipedia.org/wiki/Profession).”

(<https://en.wikipedia.org/wiki/Doctorate>, 15Nov19)

The Australian Qualifications Framework (AQF) reports:

“The Doctoral degree recogni[z]es a substantial original contribution to knowledge in the form of new knowledge or significant and original adaptation, application and interpretation of existing knowledge.

“This substantial and original contribution to [the body of] knowledge may take the form of:

* a comprehensive and searching review of the literature;
* experimentation;
* creative work with exegesis; or
* other systematic approaches; or advanced, searching, and expansive critical reflection on professional theory and practice.

“A graduate of a doctoral degree is also able to:

* carry out an original research project, or a project(s) addressing a matter of substance concerning practice in a professional at a high level of originality and quality; and
* present a substantial and well-ordered dissertation, non-print thesis, or portfolio, for submission to external examination against international standards.

“Like the master’s degree, the doctoral degree may be [an academic pursuit or] a “*professional doctorate*,…undertaken through varying combinations of coursework and research, with entry from a combined research and coursework master’s degree or equivalent, and requires significant professional practice either prior to and/or as part of the program.

([https://web.archive.org/web/20081013120230/http://www.aqf.edu.au/doctor.htm](https://web.archive.org/web/20081013120230/http:/www.aqf.edu.au/doctor.htm), 15Nov19)

The expectation is that the degree will focus critically, and in great depth, on a topic(s) important to the field in current and future environments. It is presumed that advanced degree graduates will have a great familiarity with the field through an undergraduate education and/or experience in the field.

Courses should be relevant to the topics above. A common practice is approximately one-third of the coursework will be focused on emergency management or homeland security, with the remainder oriented toward research and dissertation development.

Most doctoral programs have credit hour requirements that exceed 50 credit hours.

Assessment Standards for a doctoral degree program:

6.0 **Program Curriculum for Doctoral Degrees** (4 Standards)

A focus on strategy and policy through a substantial original contribution to the body of knowledge:

6.1 A comprehensive and searching review of the literature, experimentation, creative work with exegesis, or other systematic approach

6.2 Advanced searching and expansive critical reflection on professional theory and practice.

6.3 Demonstration of the ability to carry out an original research project, or a project(s) addressing a matter of substance concerning practice in a professional at a high level of originality and quality

6.4 Presentation of a substantial and well-ordered dissertation, non-print thesis, or portfolio for submission to external examination against international standards