Program Review

Emergency Management Program

October 2012
Emergency Management
Program Review

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Emergency Management

It’s a fact of life – disasters happen. While it may seem that the world has had more than its share recently, one positive result that has emerged is the development of a systematic way for governments and communities to respond to natural or man-made calamities. Cascade Campus’ Emergency Management program, which made its official debut this Winter Term, was born out of this movement to provide a professionally prepared group of managers with problem-solving and leadership skills designed to respond to all types of hazards.

A relatively new field of study, Emergency Management deals with how to plan for, respond to, recover from and mitigate against a disaster. “The idea is to manage all phases of an event”, said Carol Bruneau, the program’s director.

“PCC is leading the way in college-level Emergency Management training in Oregon. With the guidance and support of FEMA’s Higher Education Institute, we have developed a curriculum which can lead to a bachelor’s degree and/or entry-level employment in the field of Emergency Management. The Emergency Management program and our traditional first-responder programs, Criminal Justice, Fire Protection, Emergency Medical Services and Emergency Telecommunicator (9-1-1) combine to be the most comprehensive offering of emergency services professional training at any community college in the country.”

The Bureau of Labor Statistics predicts that by 2014 there will be a 22 percent increase in job openings just for emergency management specialists. Many first responders in the fields of law enforcement and fire service are seeking additional training in emergency planning and preparedness. The role of emergency managers isn’t confined to government, however. Many private and non-profit organizations – from schools to businesses to complexes of buildings – can benefit from the presence of an emergency manager, Bruneau said.

The PCC Emergency Management program – the first of its kind in Oregon – offers both a two-year Associate’s degree program and a one-year professional certificate, both of which prepare students for entry-level emergency management positions.

Article written by Abe Proctor  2011
1. Program/Discipline Overview:

A. What are the educational goals or objectives of this program/discipline, and how do they compare with national or professional program/discipline trends or guidelines?

The goals and objectives of the PCC Emergency Management program are based on the guidance provided by the Higher Education Program of the Federal Emergency Management Agency (FEMA)\(^1\).

The Superintendent of the Emergency Management Institute (EMI), Dr. Cortez Lawrence, recognized, after the failed response the Hurricane Andrew in 1992, that the education and training of Emergency Managers needed drastic change. In 1994, with the assistance of the Deputy Director of FEMA, Dr. Kay Goss, he created the Higher Education Program and appointed Dr. B. Wayne Blanchard the Program Manager. At that time there was one academic program in Emergency Management (EM), with three other institutions’ offering limited training\(^2\).

Dr. Blanchard conducted and facilitated a number of projects to: define the EM body of knowledge, define the necessary knowledge, skills and abilities of Emergency Managers, and develop model curricula for Certificate, Associate, Bachelor, Master and Doctoral degree programs in EM and Homeland Security\(^3\).

The specific goals and objectives of the PCC EM Program are based on the work of the Higher Education Program (shown in Appendix A):

Foundational Tenets:
- Historical awareness
- Effective communications
- Leadership, management and decision making
- Personal, organizational and professional development

Core Areas:
- The “Principles of Emergency Management”
- Human dimensions
- Areas of EM responsibilities
- Risk assessment process and methodology
- Fiscal dimensions of emergency management
- Awareness and promotion of EM

Supporting Areas:
- Public administration and community planning and development
- Public, private and non-governmental organization networking
- EM standards, best practices and comparative practices
- Current and emerging technologies


\(^2\) Blanchard, B. Wayne (January 26, 2009) FEMA Emergency Management Higher Education Program Description, FEMA

\(^3\) Blanchard, B. Wayne, (July 7, 2003) Outlines of Competencies to Develop Successful 21st Century Hazard or Disaster or Emergency or Hazard Risk Managers, FEMA
We also used the work of the Michigan Department of State Police, Emergency Management Division (shown in Appendix C):

**Communications**
- Presentation
- Basic Writing
- Grant Writing
- Meeting Management
- Marketing
- Media
- Local Groups

**Planning**
- Project/Program Management
- Risk Assessment
- Hazard Analysis

**Training**
- Facts/Strategies
- Development
- Evaluation
- Implementation
- Tact/Diplomacy

**Exercise**
- Design
- Conduct
- Control
- Evaluation
- Corrective Action

**Business Management**
- Computer
- Budget
- Personnel
- Supervisor

**Evaluation**
- Needs Assessment
- Task Analysis

These two models were primarily focused on Bachelor Degree programs, so our task was to decide how much of that curriculum was appropriate to a PCC program. Further, the “Prototype Curriculum for Associate Degrees in Emergency Management” was heavily biased toward skills training. Additionally we were influenced by Professor Drabek’s work as illustrated by his paper shown in Appendix E and the O*NET Occupation Quick Search report (shown in Appendix D).

We decided that we wanted the PCC EM program to be an academic program that would allow students to transition into a Bachelors program from PCC with minimum loss of credits and with little need to take lower division courses at the following college or university.

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4US Department of Homeland Security, FEMA Higher Education Program, Prototype Curriculum for Associate Degree in EM
We recognized from the start of the curriculum development process that the practice of EM is multi-disciplinary and multi-dimensional. Course selection for the PCC Certificate and AAS Degree started with consideration of the general education needs of successful Emergency Managers, then the technical needs and finally we added EM specific needs. The EM specific courses were based on the FEMA “Bachelor’s Degree Level Courses” (a CD provided by the Higher Education Program) taking account of the “Prototype Curriculum for Associate Degrees in Emergency Management” and the input of the EM Advisory Committee.

From the one Bachelor Degree EM program in 1994, we have seen an explosion of new programs nationwide. The latest data:

**Hi Ed Statistical Update for September 14, 2012:**
- Emergency Management Higher Education Programs – 261
  - 68 - Certificate, Diploma, Focus-Area, Minor in EM Collegiate Programs
  - 50 - Schools Offer Associate Degree Programs
  - 46 - Schools Offer Bachelor Degree Programs
  - 88 - Schools with Master-Level/Concentrations/Tracks/Specializations/Emphasis Areas/Degrees
  - 9 - Schools Offer Doctoral-Level Programs

- Higher Education Programs in Closely Related Fields – 207
  - 131 - U.S. Homeland Security/Defense and Terrorism Hi Ed Programs
  - 16 - U.S. International Disaster Relief/Humanitarian Assistance Programs
  - 31 - Public Health, Medical and Related Program
  - 29 - Listing of Related Programs

We believe that higher education is setting the trend and providing the guidelines for the practice of EM as opposed to the discipline setting the direction and academia trying to keep up. While some of the new Emergency Management programs were essentially a collection of existing college courses, packaged under the title of Emergency Management, PCC opted to create thirteen new courses as the core for the EM program. These courses were developed to address the five functional areas of Emergency Management: Planning, Preparedness, Mitigation, Response and Recovery. A great deal of research was done to identify what Emergency Managers do, the knowledge, skills and abilities necessary to be competent in the field, how Emergency Managers accomplish tasks within the five functional areas and how they develop relationships and networks at all levels of government.


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5 US Department of Homeland Security, FEMA Higher Education Program, Prototype Curriculum for Bachelor Degree in Emergency Management
EM 101, Introduction to Emergency Services, addresses the emergency services professions of Criminal Justice, Fire Protection, Emergency Medical Response, 9-1-1 and Emergency Management; how the roles and responsibilities of these disciplines are defined and how they respond and interact within the community.

EM 103, Introduction to Radio Communications, focuses on the complexity of communications among first responders and emergency operations personnel during large multi-jurisdictional events. While the emphasis of this course centers on two-way radio communication, the many and varied types of communication and information media are included. The rapid development and implementation of new technology has had a dramatic effect upon the flow of all types of information, as seen with the 9.0 earthquake in Japan and the ensuing tsunami, real time video and audio access was available around the globe in minutes after the onset of the event(s).

EM 110, Theory of Emergency Management, and EM 114, History of U.S. Hazards and Disasters, explore the roles of various levels of government and social welfare organizations, preparedness issues, historic events, and the impact of disasters on humans, in the development of modern day Emergency Management.


EM 202, Mitigation, studies the effects of prior events, natural or man-made and determines methods of protection from future events; or methods to minimize the impact of such events, on individuals, structures and the community. Students review actual mitigation plans and how they are developed.

EM 203, Principles and Practices of Disaster Response I; EM 204, Principles and Practices of Disaster Response II; and EM 205, Disaster Recovery Operations make-up a sequence which deals with initial response to large scale events from initial rescue operations, evacuation, sheltering, feeding and medical care, usually over a relatively short time frame of days or weeks. The Recovery course looks at long term recovery efforts. Initially, recovery focuses on the restoration of the infrastructure, re-establishment of government entities, business and commerce recovery, long-term housing, etc. Full recovery, in large scale events which impact large numbers of people, may take years.

These courses and others utilize the FEMA Independent Study online courses to supplement classroom instruction and to provide the student with various FEMA established certifications (see Appendix E).

To be academically rigorous we added courses that would help differentiate EM education from EM training. This group includes: EM 210, Emergency Management

EM 210, Emergency Management Planning: Hazards and Disasters, provides insight into how plans are designed and developed through collaboration with all stakeholders. The development and implementation of disaster plans is contingent upon the cooperation and acceptance of government officials, businesses, emergency services providers and the community. Communities need a variety of plans to address various risks and hazards, such as, flooding, wind storms, intense snow and ice events, earthquakes, tornadoes and other natural disasters. Plans must include the following scenarios: evacuation, loss of infrastructure, sheltering and feeding, medical care, water, sheltering of animals, clothing and bedding, etc. Logistical concerns may be acquiring needed items, transportation, distribution and storage.

EM 211, Public Policy & Law in Emergency Management, identifies various federal, state and local rules and regulations governing emergency management activities. How local governments, communities, businesses and individuals apply for assistance and meet the requirements for federal emergency funds. This course explores the events that shaped the current policies, some of which came about because of attention paid to “lessons learned” from the past. Other policy decisions and federal programs came from response or reaction to perceived government or political “failures” in responding to events.

EM 221, Business Continuity Planning, focuses on how organizations, both private and public, can prepare for an event which impacts their ability to function in a routine manner. What plans are in place to protect the safety of employees? How to continue providing goods or services when many employees cannot get to work? The protection of records, off-site or back-up systems and redundancy in vital components of the business are explored. The identification of alternative power sources, communications systems, storage or production sites are considered. How quickly can business resume? What is the business resumption plan? What kind of training is available to employees?

EM 222, Disaster Exercise Design, emphasizes the need to practice for disasters. Since most disasters happen with little or no warning, responders need to practice how they will respond to various events. Disaster exercises should be conducted frequently, so that responders are prepared both in methodology and with the tools necessary to do a variety of jobs. Exercises and drills can range from very small, local events to multi-jurisdictional, even multi-state events which require enormous resources and may last for days or even weeks. How well these exercises or drills are designed has a great deal to do with how useful the training is in the “real world. Some exercises are designed to deal with scenarios which are very likely to happen in a given locale and can be expected to occur fairly frequently. Other exercises are built around “worst-case” scenarios, which can tax the resources of the responding entities, even in a practice situation.
EM 223, Terrorism, offers a historical perspective on terrorism around the world, up to present day. The identification of terrorists or terrorist organizations, their motivation, methodology, history and rationalization of acts is explored. The identification of terrorist organizations and self-proclaimed terrorists and their targets provide an understanding of how the use of violence and intimidation is justified as part of political, racial, religious and ethnic dissent. The distinction between terrorism, criminal behavior, and acts of war are defined.

B. Have they changed since the last review, …

This is a new program and this is the first program review.

… or are they expected to change in the next five years?

We are in the process of changing EM 103, Introduction to Radio Communications, to a broad review of the technologies used in EM. Such things as:

- The Internet, World Wide Web and Social Media
- Networks and Communications Systems
- Maps and Geographic Systems
- Direct and Remote Sensing
- EM Decision Support Systems
- Hazard Analysis and Modeling
- Warning Systems
- Trends in Technology

We are also considering adding EM 280A, EM Cooperative Education or an Internship to allow students the opportunity to get hands-on experience to supplement their academic training.

C. What changes have been made as a result of the last program review?

This is a new program and this is the first program review.

2. Curriculum: reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

It should be noted that with the explosion of Emergency Management and Homeland Security programs there has developed an interest in Accreditation of these programs separate from and in addition to the accreditation of the educational institution. Our intent is to design and present a program that satisfies all the accreditation requirements. No small task with a staff of part-timers. Your attention is directed to (Appendices F and G), and to the website www.ffhea.org for more on this.
A. Addressing Course-Level Outcomes: Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes. Where sequences exist, also include assessment-driven changes to those sequences. (CTE programs may address this in section 6).

The Emergency Management curriculum was developed through interviews with practitioners in Emergency Management, extensive review of EM curriculum of other educational institutions throughout the United States and with resources and guidance from the Federal Emergency Management, Higher Education Program. The FEMA Higher Education Project was established in 1994, with the mission of fostering Emergency Management programs in colleges and universities throughout the U.S. The stated goal was to have at least one bachelor degree program in each state. Many programs were introduced between 1996 and 2004. By 2004 there were 147 programs throughout the US, ranging from certificates to Doctorates. The University of North Texas and the University of North Dakota were the earliest entries into this group with Bachelor’s degrees. PCC was listed on the FEMA Higher Education Institute website in 2009, after receiving state approval for both a certificate and AAS degree. Many programs have been designed combining both Emergency Management and Homeland Security. As of September 14, 2012, the Higher Education Program lists 468 public and private educational institutions with some type of Emergency Management and/or Homeland Security Program (as noted on page 5). Many of these programs are offered online.

The following course by course list provides examples of how the individual course outcomes are addressed.
EM 101 Introduction to Emergency Services

I. **Reflect upon individual qualifications in relationship to the standard pre-employment screening process for emergency services professionals** – Compare standard physical, educational, emotional and ethical requirements for various public emergency services professions. Discuss and evaluate the physical and emotional demands of high stress situations and the long-term impact on responders. Develop strategies to prepare for the challenges of emergency services.

II. **Apply an understanding of the history and development of various emergency services to modern day practices** – Discuss the changes in public expectations of emergency response and the more pro-active roles of police, fire and EMS personnel in individual and community safety and security.

III. **Use complex incident scenarios to assign duties and response functions to the appropriate emergency services discipline, based upon traditional roles and available manpower** – Using established procedures and protocols, the appropriate assignment of personnel and equipment will be managed in specific emergency simulations. Initial response and ongoing operations will be monitored and operational needs will be met as the event evolves. Priority will be given to public and responder safety.

IV. **Assign Personnel and equipment, as needed, in a large-scale, evolving emergency situations, using established protocols and group discussion and consensus** – Interpretation of general protocols and application to specific incidents must be determined in a group setting through discussion and problem-solving to arrive at a group consensus on the most effective response to an emergency scenario.

V. **Promote a sense of safety and security by communicating a calm and professional demeanor in dealing with individuals in high stress situations** – Maintaining constant communications with responders and with other sources, such as the public, media, observers, etc. and relay all updates to responders in an accurate and timely manner. Record all pertinent information and activities. Use calming techniques to control the situation and reassure involved parties.
EM 103 Introduction to Radio Communication

I. Use an understanding of the roles and responsibilities of a radio dispatcher, when performing in the field – Using established radio procedures and adhering to federal rules and regulations, initiate and respond to radio traffic, emergency and non-emergency.

II. Apply proper radio procedures to ensure responder and public safety – Provide information, direction and coordination over two-way radio equipment following proper procedures. Monitor and relay information using pre-determined format and language, utilizing the minimum required airtime.

III. Comply with all FCC rules and regulations governing emergency radio broadcasting – Understand and apply the rules and regulations regarding routine or common radio communications and know the available resources to determine proper procedures in extraordinary or unusual situations.

IV. Operate two-way radios in compliance with established policies and procedures – Comply with local and agencies specific radio procedures and limit transmission of information to matters which can be released in a public forum. Protect the right to privacy of individuals in radio communications, while maintaining responder safety, being aware that frequently emergency radio is monitored by the general public.

V. Apply the proper use and maintenance of two-way radio equipment - Know how to transmit and receive messages over two-way radio, using proper identifiers. Understand the various radio components and the proper maintenance of the radio equipment. Trouble shoot common radio problems, including use of correct selection of radio channels and frequencies.
EM 110  Theory of Emergency Management

I.  Identifying resources available from local, state and federal government agencies and the private sector - List and quantify the type of resources typically available at the local level that are available in disaster situations. List and quantify state resources and steps required to obtain federal resources when states are overwhelmed.

II.  Discuss key components in a comprehensive emergency management program – Define Planning/Preparedness; Mitigation; Response & Recovery as applied to hazards and disasters.

III.  Conduct a preliminary hazard analysis – Based upon a specified hazard, outline the steps in identifying and typing the hazard, determine the potential impact in terms of loss of life and property.

IV.  Discuss the integration of emergency management components in various situations – Prepare a presentation to a group, neighbors, church, school, etc. promoting emergency preparedness. Discuss a family emergency plan.
I. **Discuss the importance of hazards and risks in business and government plans & programs** – View and discuss various government response plans and mitigation programs and how they evolved either through legislation or in response to a past event. Discuss the impact on commerce, transportation, communication and vital infrastructure of a large scale disaster.

II. **Identify the risks and hazards that exist in various regions of the U.S.**- Examine various natural disasters and man-made disasters which have occurred in various locations in the U.S. and analyze the impact both locally and regionally. Identify the most likely events to occur, or greatest risk in specific locales. Discuss the “lessons learned” from these events and the changing views regarding the response to and management of these events.

III. **Discuss the population growth and migration, and how it impacts disaster situations** – Determine how population growth, location, land use, economics and environmental issues encourage building and development in high risk areas, in spite of historical evidence that points to increased risk of loss of life and destruction of property.

IV. **Understand the concept of a “triggering event” and explain the significance** – Examine and discuss specific historically significant disasters, the causes, what the immediate response was and who assumed responsibility. Identify the changes resulting from the event both on the local level. How were the victims impacted? What changes took place, if any, to guard against the recurrence of the disaster? Were these changes effective in the long term?

Assessment methods: Students will prepare a small group presentation for the class, based upon an historically significant event which occurred prior to 1950. The presentation will include a description of the event, the impact of the event, and the response to the event. The group will then lead a discussion regarding the significance of this event in how similar future events were dealt with either through legislation, changes in local rules and regulations, mitigation efforts or other factors.

Students will prepare a power point presentation on a specific disaster which occurred in the Western United States. They will describe the event, including any history of similar events. Explain the impact of the event. Describe the response to the event and how the response was viewed by the effected population. Discuss any changes in theory or practice which occurred as a result of this incident.

Students will prepare an Independent Research paper focusing on a disaster which occurred anywhere in the U.S. (except Washington or Oregon) from 1950 to present day. This paper will focus on the impact and outcome of this event, as a result of, planning, mitigation, the influence of other similar events and the level of aid provided by local, state and federal government. How has the involvement of the federal government in disaster response changed since the early 1950’s?
EM 202  Principles & Practices of Hazard Mitigation

I.  *Relate current hazard mitigation practices from a historical perspective and through evolving theory* – Discuss hazard mitigation practices that have occurred as a response to previous, similar events. Identify new thinking and trends in mitigation based upon historical data and updated models of hazards and risks. Determine alternatives to mitigation plans or practices, when standard practices cannot or do not apply.

II.  *Identify best practices, common mistakes and discuss various mitigation strategies* – Students will examine mitigation strategies; why they were effective; and what was the outcome of applying these strategies.

III.  *Refine critical thinking and decision making as it applies to hazard mitigation* – Through the analysis of specific mitigation projects, using historical data and recent events evaluate the effectiveness of the mitigation measures. Determine how these mitigation efforts have impacted people, structures, basic services and the environment.

IV.  *Demonstrate the practical application of mitigation theory in specific situations* - Examine the success or failure of various mitigation efforts in minimizing risk in specific types of hazards. Estimate the overall cost of damage from one specific type of hazard, compared to the estimated cost of mitigation projects in a defined area. Explore methods available to fund mitigation efforts in a specific area.
EM 203 Principles & Practices of Disaster Response I

I. Discuss the response operations from a historical perspective – Explain the statement “All Disaster are Local” in terms of disaster response from the federal level.

II. Discuss and apply theory of response operations – Describe the organizational structure of disaster response. How is command and control maintained as an event expands?

III. Identify best practices, common mistakes and application of various response strategies – Review and discuss prior disasters and evaluate the success or failure of various response strategies.

IV. Develop critical thinking and analytical skills as they apply to response operations – Evaluate the response to past events and create a response plan using “lessons learned” from those events.
EM 204 Principles & Practices of Disaster Response II

I. Discuss the theory of various management systems – Understand the elements of Incident Command, Area Command, Emergency Operations Centers, Multi-Agency Coordination Groups and Joint Information Systems and how they can work together.

II. Describe the structure of a management system – Describe the components of the Incident Command System.

III. Design a response organization – Given a scenario, select the appropriate components of the ICS and show how they would be staffed.

IV. Identify the various response organization units – Identify Operations, Planning, Logistics and Finance/Administration as they apply to ICS.

V. Demonstrate critical thinking and decision making in managing a response – Evaluate a case study of an event applying the principles and practices discussed in the course.
EM 205 Disaster Recovery Operations

I. *Identify the components of both short-term and long-term disaster recovery operations* - Explain such things as sheltering vs. short-term housing vs. long-term housing.

II. *Describe the roles and responsibilities of local, State, and Federal governments* - In a class discussion illustrate understanding of local ownership of disaster recovery and how the State and Federal governments can contribute to the process.

III. *Discuss the roles and responsibilities of private sector individuals and organizations, and Insurance providers* – Define the roles of private sector, non-governmental organizations, non-profits and insurance providers in terms of both moral and ethical responsibilities and legal or statutory responsibilities.

IV. *Describe the role of mitigation activities in recovery operations* - Discuss Federal set-asides of recovery funds for mitigation projects and explain how mitigation policy is driven by recovery.

V. *Create a simple disaster recovery plan* – Given a case study show the steps a jurisdiction might take to recover from a disaster.

IV. *Evaluate a variety of plans and annexes for emergency response. Plans can be obtained from local government.* This activity will be part of an in-class exercise.

VII. *Conduct and facilitate a planning meeting* – Part of the above in-class exercise.
EM 210 Emergency Management Planning for Hazards & Disasters

I. **Utilize the FEMA planning theory** - Take and pass the FEMA Independent Study course IS 235.

II. **Describe the structure and content of an agency Emergency Operations Plan** - Discuss FEMA document CPG 101.

III. **Discuss a Jurisdiction Plan and compare and contrast the plan with shift to shift Incident Action Plans** - Present an analysis of an Emergency Response Plan and an Incident Action Plan from an actual disaster.

IV. **Develop a planning meeting agenda.**
I. Provide the student with the knowledge, skills and abilities to develop public policy in emergency management – Examine and identify public policy documents, how they are constructed and adopted. Discuss how local regulations and state laws impact public policy formulation.

II. Enhance the student’s skills in critical thinking and decision making in the context of public policy – Discuss how consensus and “buy-in” are achieved in the development and adoption of public policy. Determine who the stakeholders in public policy development and implementation are.

III. Help students develop skills in writing policy statements and in making oral presentations of policy issues - Using existing emergency management related policies, develop a written policy specific to a jurisdiction and a disaster event. Present arguments supporting the adoption of the policy and defending the validity of the policy.
EM 221  Business Continuity Planning

I. Explain hazards, risks (vulnerability and criticality), and the impact they have on business and industry - Discuss a Hazard Vulnerability Assessment.

II. Identify the facilities, equipment and systems that could be disrupted by various hazards - Discuss the components of a Business Impact Analysis.

III. Develop strategies to overcome the risks and either continue operations or rapidly resume business - Discuss the pros and cons of facility mitigation vs. back-up sites and systems.

IV. Define critical thinking and decision making and demonstrate through written and oral presentations - Present in class an analysis of a historic disaster and the impact on a business and the lessons learned from that incident.
EM 222  Disaster Exercise Design

I. **Identify and define orientations, seminars, drills, tabletop exercises, functional and full scale exercises** – Examine and discuss the creation, parameters and logistics of creating practical training tools to familiarize individuals with the various roles and responsibilities of emergency responders and managers.

II. **Identify and implement the steps to develop, conduct and evaluate each type of exercise** – Define the elements of each type of training exercise and outline the requirements to create and conduct these exercises. Establish an evaluation system for each type of event.

III. **Write a statement of purpose, objectives, narrative, major sequence of events, and messages for a functional exercise** – Create a written document describing the simulated event, purpose of the exercise, a timeline of events and response actions. Document all actions and activities and record items accomplished and items not addressed or completed.

IV. **Describe the roles of controllers, simulators, evaluators, and players in an exercise**
- Identify the various roles and role-players and assign specific tasks or responsibilities. Monitor assignments throughout the exercise and document deficiencies or areas not adequately staffed.

V. **Define and develop strategies for conducting exercise critiques and evaluations**
- Explain and discuss “after action reports” resulting from an exercise or drill and identify potential problems and possible solutions.
EM 223  Terrorism

I.  *Describe the breadth, depth and complexity of terrorism* – Establish a working definition of terrorism. Examine the varied recognized types of terrorists, their methods and motivations. Discuss the history of terrorist activity and the impact nations.

II.  *Identify acts of terrorism and distinguish between terrorism and simple criminal activity* - Understand the causes of terrorist activities and the terrorists rational for their acts. Differentiate between criminal actions and terrorist actions and the impact upon victims of each.

III.  *Distinguish between extreme advocacy groups and terrorists* – Define how extremists view themselves and their causes and compare to how terrorists view themselves and their causes. Describe in what ways they differ and in what ways they seem to be similar.

IV.  *Identify the differences between industrial chemicals and weapons grade chemicals and how they are both used by terrorists* – Compare the common industrial chemicals used in farming, manufacturing, and other commercial applications with high grade chemicals design to cause great damage or destruction. Discuss the availability of these chemicals and the skill and knowledge needed to handle them. Where do they come from? How are they delivered?

V.  *Identify naturally occurring poisons and bio-weapons and how they can be used* - Explain how a terrorist could weaponize such agents as anthrax, Ricin, smallpox, Ebola, botulism and other biological agents.
B. Addressing College Core Outcomes

i. Describe how the College Core Outcomes are addressed in courses, and/or aligned with program and/or course outcomes.  
   http://www.pcc.edu/resources/academic/core-outcomes/index.html

ii. Please revisit the Core Outcomes Mapping Matrix for your SAC and update as appropriate.  http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html

Communication – The thirteen Emergency Management courses all emphasize the importance of effective communications. Students are expected to be at the WR121 level when entering any of the 200 level courses. Both written and verbal skills are assessed through writing assignments, term papers and projects.

Students are required to make verbal presentations in every class. These presentations range from leading a discussion to a formal presentation on an assigned topic using visual aids. Students are required to read, examine and analyze policies, regulations, laws and a variety of government documents. Documents maybe as simple as organizational forms to complex plans, rules and regulations used in planning, mitigation or disaster response.

Student projects include contacting emergency practitioners to obtain information and documents regarding various types of plans developed by local government.

Students participate in community based activities, such as, local disaster drills and exercises, community emergency response training, and state and local emergency management training classes. They then report on these activities. Students who have been through community emergency response training and train the trainer certification, may teach the CERT curriculum in the community.

Emergency Managers must collaborate with their peers, community leaders, state and federal officials and the public, in order to successfully develop and implement disaster response plans and further the goals of preparedness and mitigation. They must possess highly effective writing and verbal skills, be persuasive, organized and committed to their mission. Emergency Managers and EM students who do not develop and utilize their communication skills cannot be effective or successful in reaching their goals of safeguarding life and property.

Community & Environmental Responsibility – This is the very essence of emergency management. Students study disaster risk and hazards from an historical prospective and up to current disasters, occurring almost daily around the globe. They analyze causes, responses, lessons learned and lessons not learned, long and short term impacts on people and property. The primary goals of effective emergency management are to safeguard life and to protect and restore property and vital infrastructure. Restoration of the community and the lives of individuals, to a pre-disaster state is one of the primary missions of emergency managers. Environmental issues are at the core of disaster

Critical Thinking & Problem Solving – Emergency Management involves science, legislation, crisis intervention, engineering and human relations in an effort to foresee the future and respond to the unknown and sometimes unimaginable, in the most effective and efficient manner. Emergency Managers may face, at any given time, a sudden, unforeseen or unexpected event that disrupts all aspects of a human life. Individuals may be injured or killed, left homeless, traumatized, and dependent upon others for basic necessities. These events strike quickly and often without warning. Emergency Managers and EM students must develop skills in solving complex problems, such as sheltering large numbers of people and providing food, medicine, water, blankets and clothing for an undetermined timeframe. Students learn to work through plans on identifying sheltering locations, obtaining food and supplies, transportation and distribution, alternative heating and power resources, maintaining communications and other urgent needs. Many critical issues must be addressed in as short a time frame as possible, as many disaster events and the aftermath continue to expand over time.

Cultural Awareness – Disasters impact all people regardless of race, ethnicity, religion, social status or any other distinction. Some populations are more affected by disaster than others, but as individuals, no one is immune to the effects of a disaster. Emergency Managers are aware of and plan for the most vulnerable populations in time of disaster. One theory of emergency management is that an able bodied adult should be self-sufficient in an emergency or disaster situation for at least 72 hours, without outside help. Students learn the strategies of remaining self-sufficient and how to prepare for at least 72 hours, with supplies, food and water. Students also become involved in projects which reach out to the community with information on individual preparedness. Vulnerable populations, such as the infirmed or the elderly, are not usually in a position to be self-sufficient for an extended time and must therefore be given priority. Many churches embrace and promote the concepts of emergency preparedness among their members and within their communities.

Professional Competence – EM students are required to participate in some type of community activity related to emergency management. Many EM students either are or become Community Emergency Response Team (CERT) members in their own neighborhoods or Neighborhood Emergency Team (NET) members. CERT and NET are similar organizations with similar goals. EM students are also required to participate in at least one drill or exercise during the academic year. These drills and exercises can range from a small fire district exercise on setting up a shelter to a national multi-state drill, such as, TOPOFF 4, in which the City of Portland and neighboring cities participated in 2007.

The EM program has also had some small success in arranging a few internship opportunities with local emergency management offices. We would like to expand upon these to develop a real internship component to the program.
The TOPOFF 4, a rigorous full-scale response to a coordinated attack conducted October 15-19, 2007. TOPOFF 4 featured thousands of federal, state, territorial, and local officials. These officials engaged in various activities as part of a robust, full-scale simulated response to a multi-faceted threat. The exercise addressed policy and strategic issues that mobilized prevention and response systems, required participants to make difficult decisions, carry out essential functions, and challenge their ability to maintain a common operating picture during an incident of national significance.

As in a real-world response, agencies and organizations deployed staff into the field and faced realistic incident-specific challenges, including the allocation of limited response resources and exercise actions needed to effectively manage conditions as they emerge. Planning and preparation for the exercise also helped strengthen working relationships between departments and agencies that are critical to successful prevention and response in real emergencies.

**Self-Reflection** – EM students in general enter the program with an understanding of the basic concepts of emergency management. The profession is multi-faceted and provides many different opportunities to apply one’s skills and in many cases prior experience. Many EM students enter the program with a clear direction, in which they would like to apply their education and skills. While many are looking for a job, in the more traditional sense, developing plans, providing community outreach and education, creating preparedness materials and training programs, etc. others intend to use their skills as responders or work hands-on in recovery efforts. There is also the humanitarian side, where students aspire to other types of employment, but wish to affiliate with an organization and respond globally to major events for a few weeks or months. Still others are interested in disaster research, writing and teaching.

Through the practical application of their skills and knowledge in community events, such as drills and exercises and in training sessions with others, who share their interests in emergency management, students are able to see how their vision matches the reality of the profession. The networking enabled by their community contacts and interaction with emergency management professionals also strengthens their understanding of the profession and society’s expectations of the profession.

**C. Assessment of College Core Outcomes** (Note: for Career and Technical Education (CTE) programs, assessment of Core Outcomes that have been mapped into the Degree and Certificate outcomes may be addressed in that section 6B instead). This section may refer to, include or summarize the results of annual Core Outcomes assessments carried out over the last 5 years.

See section 6B below.
D. To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery?

None of the EM courses are currently available online. There may a demand for online courses and the program would like to offer at least the introductory courses online in the future. This will probably not be attempted until we have completed the first five years of the program and had the opportunity to fine tune the curriculum and provide for full-time staff. It is still too early to identify all the possible curriculum changes.

The only bachelor degree programs currently being offered by Washington or Oregon schools are the online program at Western Washington University and the online hybrid program at Eastern Oregon University in the Fire Administration program. There are bachelor degree programs however, in other states, both classroom-based and online.

Concordia University is developing 3rd and 4th year emergency management/homeland security curricula, while Portland State University experiments with an EM certificate offering.

E. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning, Honors, etc)? If so, please describe.

No changes yet, too soon. Some of the EM classes have only been offered three to four times. SAC membership is shown in Appendix K.

F. Identify and explain any other significant changes that have been made to course content and/or course outcomes since the last review.

No changes yet, too soon. Some of the EM classes have only been offered three to four times.

3. Needs of Students and the Community: are they changing?

A. What is the effect of student demographics on instruction, and have there been any notable changes since the last review?

The effect of student demographics on instruction has been relatively small. The typical EM student is white, nearly evenly divided between male and female, average age 30-35. Slightly more than half have some college prior to enrolling in EM classes. Approximately 30% of the male EM students and about 10% of the female EM students have current or very
recent military affiliations. A number of these students have service related disabilities, which require some type of accommodation. The most common has been hearing impairment, although several have had much more limiting injuries. Other than the standard accommodations, such as, closed captioning, transcribers, additional print materials and special seating arrangements, no unusual arrangements have been necessary. One notable exception was the necessity to alter frequencies used to activate classroom lighting, because it caused interference with hearing-aid devices. No previous review to draw from for comparison.

**B. Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program/discipline.**

Current and projected demand and enrollment pattern – the program is still trying to determine the most appropriate scheduling of classes to meet student needs. All classes are currently offered only at Cascade Campus. We have offered a few evening offerings at CLIMB, primarily due to lack of available space at Cascade. The program is showing slow, but steady growth. It has lacked any pro-active marketing and the primary source of information about the program is through the internet and our affiliation with professional EM organizations. As the program offerings increase the intent is to offer all EM classes in both day and evening schedules. We would also like to increase week-end options.

Continued demand and growth in emergency management education is anticipated due to the emerging professional status of emergency management and homeland security. Recent job growth projections over the next ten years range from 22-35% increase, with the higher numbers representing growth in the private sector.

The most significant barrier to offering more courses, at this time, is the critical lack of classroom space. It has been difficult and in some cases impossible to add any additional classes, due to lack of space.

As the program grows and becomes more visible it would be beneficial to offer classes at other campuses. The primary campus should remain Cascade because of the co-location with other emergency services programs and the location of specific lab components and equipment.

The EM program has recognized a steady increase in enrollment over the last three years with an average of 85% annual increase.

According to the Bureau of Labor Statistics, the job outlook for Emergency Management Specialists is expected to grow by 33.7% from 2008 to 2018:

<table>
<thead>
<tr>
<th>Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>138,100</td>
</tr>
<tr>
<td>2018</td>
<td>168,000</td>
</tr>
</tbody>
</table>
Employment change………………………………….. 29,900
Growth Rate ……………………………………………33.7%

The Emergency Management Field is expanding rapidly. Oregon is one of the top five states in high demand of emergency manager specialists. Currently 287 students have declared Emergency Management as their major. There are 130 declared students in the Career Pathways Certificate program.

US News and World Report reported that Emergency Management Specialist is one of “Best Jobs 2011”, see Appendix I for details. The O*NET report noted that EM Specialists jobs were growing “Much faster than average (20% or higher)”, see Appendix G.

C. What strategies are used within the program/discipline to facilitate access and diversity?

Emergency Management is a job field with a substantial history of ADA accommodation for practitioners. It has often been a job staffed by “light-duty” local law enforcement or fire department staff. Racial diversity has long been a struggle for Public Service careers. Gender diversity in recent times has made significant progress (see Appendix F) The EM program has worked tirelessly to expand marketing in all areas including the minority sector without much help or support from the College.

All classes in this program are currently offered at Cascade Campus in the Public Safety Education Building, which was built specifically for emergency services programs. Classes are offered both during day and evening times to assist students with scheduling. Many students either work, part-time or full-time hence the need to offer a variety of class times. The program has and will continue to accommodate diverse physical disabilities in the student population. We are hoping to offer the core classes online in the future.

Program marketing efforts have included the distribution of program materials at conferences, job fairs, and to targeted groups, such as police and fire departments. The Emergency Management Association (EMA), a student group, under the ASPCC Club umbrella promotes activities and training designed to draw attention to emergency management issues and the college program. They have sponsored a series of brown bag lunches with speakers from both local and state emergency management agencies. The EMA sponsors Community Emergency Response Training (CERT) at Cascade Campus. This 32 hours training course is designed to provide community members with the knowledge and skills to help themselves and their neighbors in disaster situations. The EMA is also participating in a neighborhood education program called Map Your Neighborhood, in which they go door to door, in specific areas, providing information and materials on disaster preparedness.
The Career Pathways certificate is designed to encourage both criminal justice and fire science students to add this additional credential to their resume. The Career Pathways certificate is also an opportunity for the practitioners in these emergency services fields to add to their credentials. The EM program has seen a total of 21 graduates: Two students graduated with Associates Degrees in 2010, four in 2011, and four in 2012. Eleven Career Pathways Certificates were also awarded between 2010-2012.

D. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (not been addressed elsewhere in this document)? If so, describe.

The EM program, like many others uses an advisory committee (see Appendix K) as well as career professionals to keep up to date. The advisory committee is regularly asked to give input and critique the validity of course subjects and curriculum. There are currently efforts being made to establish a Bachelor degree at PSU, Concordia and EOU. Several of our graduating students have transferred to local public and private institution to continue their education. We have ongoing discussions with both PSU and Concordia regarding the acceptance of the associate degree courses to fully cover the first two years of their program requirements. We have an informal agreement with EOU to accept all EM courses and they have done so in the past.

Student feedback has guided many of our curriculum decisions, choice of textbooks and other classroom activities. The plan has been to present the courses, elicit instructor and student feedback and evaluate textbooks and course materials and make adjustments as needed. The expectation has been that at the five year point, we will make some significant curriculum adjustments, such as the proposed Intro to Emergency Communications Technologies course to replace the Intro to Radio Communications. We may also change the writing requirement from WR 227, Technical Writing, to WR 122, English Composition to better fit into the University requirements.

4. Faculty: reflect on the composition, qualifications and development of the faculty:

A. Provide information on:
   i. Quantity and quality of the faculty needed to meet the needs of the program/discipline.

The current faculty is comprised of 8 part-time instructors. Five have extensive background and experience in emergency management at both the local level and at the national level. The other three part-time instructors have extensive training and experience in emergency services. One has a PhD and four have Masters in closely related areas. The first PhD in EM in the US was awarded Spring Term 2010, so we
believe that we provide as well qualified a faculty as any community or junior college and most universities. Our attendance and interactions at the 2010 Higher Education Conference in Emmetsburg, MD confirmed our belief.

Four instructors have full-time employment outside of their PCC teaching assignments. Three have direct emergency management responsibilities. One Instructor is with the Portland Bureau of Emergency Management; one with Multnomah County Emergency Management; and one with Sandy Fire Department. One is the Police Chief in Gladstone and has EM responsibilities for the city. One is a retired Clackamas County emergency manager, who is has an emergency management consulting firm. One has over 20 years of experience as a police officer and supervisor. One has extensive emergency communications experience both at the county and state level and is currently employed by the State of Washington for the Department of Transportation. One has over 20 years of experience with the City of Portland as a manager with emergency management responsibilities and is currently a Board member and the Logistics Section Chief for the Oregon Disaster Medical Team. The EM program FDC is a part-time PCC employee with 18 years of experience in emergency services at the local, county and state level; she has 12 years of experience in Search and Rescue and 12 years of experience as an advocate for crime victims.

Because more than half of our instructional staff have full-time positions and therefore limited time to teach classes, particularly during the day, we will need to expand our group of instructors. In addition, as the program continues to grow, we will need to offer classes more frequently. There are many highly qualified emergency management practitioners in the area, who have expressed an interest in teaching. The Oregon Emergency Management Association (OEMA) has been and will continue to be a good resource for recruiting faculty.

**ii. Extent of faculty turnover and changes anticipated for the future.**

In the first three years of the program there has been no faculty turnover.

**iii. Extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.**

We currently rely 100% on adjunct faculty, this includes the FDC. There is no full-time position in the Emergency Management program. All program responsibilities fall to a part-time employee who has the same responsibilities in a second program, Emergency
TeleCommunicator. All program advising for both EM and ETC are done by part-time faculty, with the assistance of Michelle Butler, who does advising for all emergency services programs. Without Michelle’s help, it would be impossible to adequately serve our students. She does an exceptional job.

All of our part-time faculty have adequate education and experience in emergency management. There were virtually no emergency management degrees available prior to 1995 and even today most EM practitioners have more training and experience in EM, than actual college course work. See appendices for educational programs. The combined experience of the part-time faculty accurately reflects the education, training and experience level of practitioners in the field and in most cases exceeds that of local emergency managers.

iv. How the faculty composition reflects the diversity and cultural competency goals of the institution.

The part-time faculty composition reflects the diversity and cultural competency of the current practitioners in the region. Traditionally, emergency managers have come from the military or emergency services: mostly police and fire. The majority of those professions were white and male. There has certainly been a rapid growth in the number of women entering the EM field. However, the majority of these women came into emergency management, not through education, but through clerical and support jobs, which eventually allowed them to replace their managers, by virtue of on-the-job experience. While these under educated managers, both male and female, were able to adequately perform the duties of their position under normal conditions, they performed inadequately under the pressure of a major or extreme disaster.

This situation was not limited to local or state agencies. Michael Brown, the FEMA director at the time of Hurricane Katrina, displayed a spectacular lack of understanding of his and FEMA’s role in Response and Recovery.
Instructor Biographical Information

Carol Bruneau
Part-time Faculty Department Chair
Emergency TeleCommunicator/Emergency Management

Carol has been the ETC/9-1-1 Program Coordinator and Department Chair at Portland Community College for over twenty years. She took over the then Emergency Dispatch Operator Program in 1990 at the end of its second year.

Carol came to PCC with eighteen years of experience in the field of emergency telecommunications in a variety of communications settings. She dispatched for ten years with Milwaukie Police Department where she was a trainer, lead dispatcher, LEDS representative and the department’s first civilian communications supervisor.

Carol began her dispatching career in Michigan in 1972. Prior to her employment with PCC Carol had worked in emergency telecommunications for law enforcement, the fire service and emergency medical responders. Most recently as a Telecommunicator II for the Oregon State Police in a regional communications center responsible for OSP operations in seven of the most populace counties in the state.

Carol holds an Associate degree in Criminal Justice from Clackamas Community College and a Certificate in Management and Supervision from Portland Community College.

She teaches courses in Emergency Telecommunications, Critical Incident Stress Management and Crisis Intervention, Transcription for Telecommunicators, Introduction to Emergency Services, and the Emergency TeleCommunicator- Capstone, as well as the History of US Hazards and Disasters in Emergency Management.

Carol has been a LEDS representative since 1979, completed the State of Oregon Basic Telecommunicator Academy in 1980 and became an Emergency Medical Dispatcher in 1984. She holds Instructor level certifications with the following organizations:

- Association of Public Safety Communications Officials;
- Department of Public Safety Standards and Training, both as a Field Training Officer and Telecommunicator
- National Communications Institute
- National Academies of Emergency Dispatch.

Carol also holds a National Executive Certification with the National Academy of Emergency Medical Dispatch; a DPSST Instructor Development Course Management Certificate and is on the Board of Directors for the National Emergency Communications Certification Program.
Lou is currently semi-retired after a 30 year career in public works; six years in consulting and 24 years with the City of Portland. He currently teaches, part-time, in Business Administration and Emergency Management at Portland Community College and does some consulting work.

As a Public Works Operations Manager, his assignments included: street repair, paving, bridge repair, traffic maintenance, street cleaning, equipment management, training, radio communications, and emergency management. He was into Emergency Management for about ten years before he realized it. As the Public Works Emergency Manager, he was the response and recovery planner for fourteen years. He has been a Bureau level Division Supervisor, Operations Section Chief and Incident Commander. At the City level, he has been Logistics Section Chief, Operations Section Chief, and Incident Commander.

Prior to City of Portland service, Lou was a Management Consultant for six years; developing infrastructure maintenance management systems, training programs and snow and ice response plans. Prior to consulting he was a Quality Control Supervisor with The Boeing Company for nine years.

Lou also had a thirty-three year career in the Navy and Naval Reserve, retiring at the rank of Chief Warrant Officer (W-4).

Lou’s experience in Incident Command dates back to the 1980’s. He chaired the Regional ICS Steering Committee for two years. He co-developed the ICS Logistics and the Incident Commander courses; and assisted with the updates of the Introduction to ICS and the Overview of ICS courses. He has extensive experience teaching the four courses above, plus ICS Operations and ICS Planning.

He is an Oregon Certified Emergency Management Specialist. He is also an Oregon licensed Emergency Medical Technician and volunteers with the Oregon Disaster Medical Team (Board Member, Logistics Section Chief and Medic), Pacific Northwest Search & Rescue (Medical Committee Chair), Mountain Wave Emergency Communications (Medical Trainer), Oregon Region – Sports Car Club of America (Asst. Chief of Medical), and is Course Director for the First Responder training program for the Red Cross – Oregon Trail Chapter. He served two terms on the national level Emergency Management Committee of the American Public Works Association.

Lou did his under-graduate work in Business Administration – Operations Management, at the University of Washington. He earned an MBA in Management at the University of Michigan.
Alice Busch

PROFESSIONAL EXPERIENCE

1999 – Present  Sandy Fire District  Sandy, OR
Roles include: Emergency Planning & Management, Community Emergency Response Team Coordinator & Instructor, Crisis Communications/Public Information Officer, Critical Incident Stress Manager (CISM), Social Services Liaison, Fire and Life Safety Officer, Public CPR 1st Aid Program Manager & Instructor, Juvenile Firesetter Intervention Specialist and Emergency Medical Technician – Basic.

This work occurs in a dynamic, fast-paced, multiple-priority environment, and requires balancing the needs of a diverse cultural and socio-economic audience of: professional rescuers, community leaders, local/county/state and federal government agencies, citizens, businesses (including hospitals and clinics), elected officials and civic/humanitarian/faith-based organizations.

2009 – Present  Portland Community College  Portland, OR
Emergency Management Instructor, courses include:
Hazard Mitigation, Disaster Recovery, Emergency Planning and History of Disasters

1994 -1999  Portland Fire Bureau  Portland, OR
Roles included: Volunteer Public Education and Information Officer, Executive Director, Grant Writer/Fundraiser, Special Event Coordinator, Board and Organizational Development, and Volunteer Public Education and Information Officer

This work occurred in a dynamic, fast-paced environment, and required balancing the needs of a diverse cultural and socio-economic audience of professional rescuers, citizens, businesses, elected officials and organizations.

Roles included: Public Education Officer, Incident Information Officer, and Program Manager.

This work occurred in an office environment as well as on large-scale wildfire incidents.

EDUCATION CERTIFICATIONS
• Bachelor of Science, Communications - Northern Arizona University 1991
• International Fire Inspector 2
• National Fire Protection Association Juvenile Firesetter Intervention Specialist
• National Type III Incident Information Officer
DPSST Certified:
- Public Information Officer
- Fire and Life Safety Education Specialist I and II
- Instructor I and II
- Basic Fire Investigation
- Hazardous Materials – Operations

PROFESSIONAL ASSOCIATIONS/MEMBERSHIPS
- Homeland Security Task Force
- Oregon Emergency Management Association
- National Emergency Management Association
- Community Organizations Active in Disaster
- Citizen Corps Council
- International Critical Incident Stress Management Foundation
- International Code Council
- National Public Information Officers Association
- Public Relations Society of America
- UASI Regional Public Information Officers
- Metro Area Injury Prevention Professionals
- Clackamas County Safe Kids Coalition
- Safe Communities
- Fire Prevention Cooperative
- Youth Service Team
- Metro Area Fire Marshals
- Injury Creation Artists
- Oregon Public Policy Committee

HONORS AND AWARDS
Department of Human Services, Community Service Medal - Outstanding commitment to the non-patient care aspects of a community's EMS System – 2006
Monique Czech

Traffic Management Center Supervisor –
SW Region - Washington State Department of Transportation
Adjunct Faculty – Emergency Telecommunications and Emergency Management Programs

Monique has been involved in the 9-1-1 Program for over sixteen years. She began as an interviewer in the selection process for new students and later started team teaching courses within the program. Recently, she has developed several courses for both programs.

Monique came to PCC while she was working for Cowlitz County 911. She has a total of 12 years’ experience, including one year as a records clerk and 11 years as a Dispatcher and Dispatch Supervisor with Cowlitz County. She was instrumental in moving her center from basic to enhanced 911 during her tenure as supervisor. She dispatched for the Washington State Patrol from 1998 until 2006. While dispatching for the patrol, she was an Instructor at the WSP Training Academy in Shelton and was a member of their Peer Support Team.

Monique is currently a supervisor for the Traffic Management Center for SW Region WSDOT in Vancouver, which is co-located with the WSP regional communications center. Many emergencies were handled by Monique during her career including the three day closure of I-5 in 2007 and 2009 during winter floods as well as the head on train derailment in Kelso along I-5. She is the chair of the statewide Training Committee for Traffic Safety Systems Operators, and in that capacity has developed over ten on-line classes to improve and standardize statewide training. She is currently collaboratively working with Utah DOT to develop an exchange training program for both states’ use.

Monique holds an Associate degree in Administrative Office Management from Southern Oregon State College and an Associate degree in Management & Supervisory Development from Portland Community College. She graduated in October 2010 from the Operations Academy Senior Management Program sponsored by the I-95 Corridor Coalition at the University of Maryland in Baltimore, MD.

She teaches courses in Emergency Telecommunications, Critical Incident Stress Management and Crisis Intervention, Communication Center Operations Lab, Introduction to Emergency Services, Introduction to Radio Procedures and the Emergency Telecommunicator-Capstone class.

Monique is an Emergency Medical Dispatch Instructor, certified by the National Academy of Emergency Medical Dispatch, as well as an Emergency Telecommunicator Instructor, certified by the National Academies of Emergency Dispatch. She is CPR/Basic First-Aid certified.

Monique is a member of the Association of Public Safety Communications Officials, Inc.; as well as NAED & NAMED.
Dr. Bob Grist is currently serving as the UASI Regional Planner with the Multnomah County Emergency Management Office. His work emphasis includes preparedness projects with the Maritime and Airport authorities and waterway communities. On-going projects for Multnomah County include Continuity of Operations/Government (COOP/COG), Disaster Services to the Access and Functional Needs communities, and Disaster Recovery. He joined the Multnomah County team after careers with the military and law enforcement in Southern Oregon.

In addition to his MPA and Ph.D. in Public Administration and Policy from Portland State University’s Hatfield School of Government, Bob holds the prestigious Certified Emergency Manager credential from the International Association of Emergency Managers and Oregon’s own Certified Emergency Management Specialist designation. He was singled out after the ‘96-’97 floods in Southern Oregon for the National Law Enforcement Commendation Medal for his leadership in directing response and recovery efforts to benefit his community. He enjoys teaching assignments with the local colleges and universities in the Portland area and has completed instructor training programs for FEMA at the Emergency Management Institute in Emmitsburg, Maryland and Weapons of Mass Destruction COBRA Instructor Training at the DHS Center for Domestic Preparedness in Anniston, Alabama.

Bob enjoys reading, spending time with friends and family, and traveling. He is eager to begin “playing at” golf again and pursuing other recreational activities.
Gene Juve

Mr. Gene Juve has more than 16 years of emergency planning and response experience in state (Oregon Dept. of Transportation 1995-1997), city (Gresham 1997-2004), and county (Clackamas 2004-2008) emergency manager positions, bringing a unique and practical perspective to students of emergency management.

- Developed and coordinated the first regional incident information sharing and policy coordination protocol for senior elected officials in the Portland Urban Area.
- Built the School Emergency Response and Recovery Alliance (SERRA) comprised of Centennial, Corbett, Gresham-Barlow and Reynolds School Districts; Mt. Hood Community College; and the City of Gresham.
- Developed the first multi-district School Reunification Plan in Oregon to reunite displaced students with parents during major emergencies.
- Wrote and coordinated the Homeland Security Region IV Hospital Mutual Aid Plan for Southwest Washington including procedures and tools for sharing critical resources.
- Designed and conducted a four-county Full Scale Multi-Casualty Exercise involving more than 450 participants from 62 first responder and support agencies.
- Planned and conducted a Mutual Aid Workshop for the 13 Oregon counties participating in the Inter-County Mutual Aid Agreement.
- Project Manager for coordinating COOP planning for 27 Clackamas County departments, 10 of the largest cities and six major fire districts.
- FEMA-certified Instructor for ICS-100, ICS-200, ICS-300, and ICS-400; has trained more than 1,000 students in national incident management standards.
- Coordinated state and regional emergency disaster air operations with the Federal Aviation Administration, Port of Portland, and state and local government agencies.

Gene Juve is a retired Air Force officer with classroom, simulator and flight instructor experience. Leadership positions include directing multi-national operations and serving as the Joint Chief of Staff Senior Military Representative to the State Department Operations Center coordinating U.S. response to international disasters and terrorist incidents.
Professional Credentials

- Member of the International Emergency Management Association (IEMA)
- Member of the Oregon Emergency Management Association (OEMA)
- Guest Lecturer: Concordia College and Air Force Command and General Staff College
- B.A. Political Science, Willamette University
- M.A. Public Administration, George Washington University
- Graduate, National Security Studies, National War College
- Graduate, numerous FEMA and Emergency Management Courses
Bob Maca

Bob has been in Emergency Management since 1988 when he chose it as a career field while on active duty in the United States Air Force. During this time Bob taught base personnel how to survive and operate in Chemical, Biological, Radiological, Nuclear and Explosive (CBRNE) environments by utilizing specialized personal protective equipment and identifying hazards.

He also was responsible for training fallout shelter personnel who would manage these facilities during post nuclear events. Part of this training included the use of radiological detectors and decontamination equipment.

In addition to training Bob was also a member of the Survival Recovery Center, now known as an Emergency Operations Center. He and his team members made up CBRNE cell which was responsible for identifying, tracking, reporting and responding to CBRNE attacks.

And as a member of the Disaster Response Force, a precursor to the Incident Command System, he responded to both real world and exercise based aircraft incidents to aid the command and control function on scene.

From 1984 to the summer of 2010 Bob has been an Emergency Management Specialist for the Air Force has used his skills to help develop, conduct, and participate in many exercises and deployments.

In 2004 Bob was hired as an Emergency Management Coordinator for Yamhill County. During his three years in this position he led a team in developing the County Hazard Mitigation Plan. He also was the lead planner in a full scale exercise, rewrote the Basic Emergency Operation Plan and trained numerous personnel in the Incident Command System and Weapons of Mass Destruction classes.

After being hired for the City of Portland Office of Emergency Management as a Exercise and Training Specialist Bob played a major role in the development and conduct of a federal level exercise titled Top Off 4 which base on the response to a dirty bomb explosion in Portland.

He has also taught a number of Incident Command Systems courses at both the 300 and 400 levels. This training teaches members from Law Enforcement. Fire, Hospitals, Public Works, Transportation and others on their role in incidents.
TO: Carol

FROM: Jim

DATE: October 18, 2011

SUBJECT: Chief Jim Pryde

Jim’s father was Chief of the Washington State Patrol. Jim served 32 years with the Olympia Police Department, retiring as the Lieutenant in command of the Special Operations Bureau. Jim was chosen as the Chief of Police for Gladstone, Oregon in May 2009. He is also the Emergency Management Director for the City. Jim serves on the Police Administration Committee and the Wrongful Conviction Task Force for the International Association of Chiefs of Police.

Jim is a graduate of the 205th session of the FBI National Academy and holds a Master of Arts degree in Social Science from Pacific Lutheran University. He also served as an FBI Leadership Fellow for six months in-residence at the FBI Academy. Jim has provided leadership development training nationally for the FBI Law Enforcement Executive Development Association - and built the original curriculums for both the Supervisor and Command Institutes. He provided leadership development consultation to the Minneapolis, Minnesota Police Department, Cleveland, Ohio Police Department and the Gaithersburg, Maryland Police Department, The Williams Institute for Ethics, Management Technology Corporation and many others.

Jim serves on the executive board of the Portland FBI Joint Terrorism Task Force. He serves as a part-time instructor on Terrorism at the Portland Community College Cascade campus.
B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes.

This is the first review of this new program, therefore no changes.

C. How have professional development activities of the faculty contributed to the strength of the program/discipline?

We currently rely 100% on adjunct faculty, this includes the FDC. There is no full-time position in the Emergency Management program. Each faculty member participates in professional development on their own or with the support on their full-time employer. The faculty is current and up-to-date. Course content is based on their knowledge and training.

5. Facilities and Support

A. Describe how classroom space, computers/technology and library/media, laboratory space and equipment impact student success.

The EM Program shares space with the other Public Service programs. Classrooms in the PSEB building are currently booked to almost 100% capacity making it difficult to offer classes often enough for projected student demand. The lack of classroom space also makes it difficult to offer classes at times that are convenient for working students. We are collaborating with the ETC department to establish the new communication lab as a secondary Emergency Operations Center (EOC) for the school as well as an EOC simulation lab.

B. Describe how students are using the library or other outside-the-classroom information resources.

Several courses require research of outside sources for case studies. Several of the FEMA Independent Study courses are required to pass a number of classes in the EM program.

C. Provide information on clerical, technical, administrative and/or tutoring support.

The EM program is lightly staffed with clerical, technical and administrative support. Much support is given on a volunteer basis by the students or teaching staff. The majority of this work falls on the part-time Dept. Chair and casuals. Because there is not a full time positions dedicated to the program, the need for administrative/clerical support is higher than with other programs which have full time positions.
D. Provide information on how Advising, the Office for Students with Disabilities and other student services impact students.

Advising for the program is primarily done by the Department Chair. Outside of Cascade Campus there are very few PCC advisors who understand what Emergency Management is. Marketing is a must for this program not only in-house but in the surrounding community.

Experiences with the Department of Students with disabilities in most cases have been positive.

E. Describe current patterns of scheduling (such as class size, duration, times, location, or other) address the pedagogy of the program/discipline and the needs of students.

In the first year of the program classes were offered almost exclusively in the evening. In the second year the program changed to primarily day classes. We are currently trying to balance out the schedule. Our goal is to offer every class at least once a year and to offer some of the intro classes multiple times a year to accommodate future student need. (See the calendar in Appendix M).

From winter 2009 through spring 2010 all eleven of the new EM classes were offered at least one time. At the end of spring term 2010 we had three graduates with AAS degrees in EM. From summer 2010 through spring of 2011, all eleven classes were offered at least one time. The three introductory classes, EM 101, EM 110 and EM 114 were each offered at least two times during the academic year. In spring of 2011 we had ten students complete either the Career Pathways certificate or the AAS degree. The current goal of the program is to offer every EM required class a minimum of once each academic year and the intro classes every term.

From winter 2009 through spring 2010 the majority of classes were offered in the evening. From summer 2010 through spring term of 2011 the majority of classes were offered during the day. The current goal of the program is to offer both day and evening classes every term. Fall 2011 we have four day classes and four evening classes. Winter 2012 and spring 2012 will be scheduled in the same manner. While enrollment began very low in EM classes there has been a steady increase in class size.

There has been no faculty turn-over at this point in the program, but we do anticipate adding faculty as we expand offerings. (See Appendix N for the plan for future course offerings.)

The last three years at the OEMA conference representatives from the faculty solicited feedback from OEMA members about the program curriculum with very positive feedback. At the 2012 OEMA Conference in September Lou & Carol Bruneau were presented with the Member Innovation Award for “developing and sustaining the first classroom-based higher education degree program in Emergency Management in the State of Oregon”.

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PCC was awarded the Partner Coordination Award by OEMA for the Emergency Management Program.

6. For Career & Technical Educations (CTE) Programs Only -

A. Impact of the Advisory Committee on Curriculum –

The EM advisory committee has been invaluable in identifying the general areas the program focuses on. They have been actively involved in curriculum development and in refining and updating course materials. The FEMA Higher Education Institute is constantly providing information on new courses and textbooks. The Independent Study Program is constantly adding to and updating the online courses. The advisory committee expends a great deal of energy in keeping up with changes within the profession, new government regulations and policies, and the impact upon local emergency management policy and direction.

Emergency Management is identified as an emerging profession and therefore, is subject to rapid and frequent changes in theory and philosophy. The intent of the EM faculty and therefore the SAC is to adapt to these changes and incorporate them into the curriculum. The first five year of the program was designed to test the breadth and scope of the curriculum and change or modify as needed, based upon the experiences of those teaching the individual courses and student feedback. We have had excellent feedback from students both about existing courses and subject areas which they would like to see included. As the individual courses are offered multiple times, they will be evaluated and adjusted as needed. We may decide to eliminate or replace an existing course, or add another topic. We do not feel that the current courses have been tested enough at this time to make that determination. Some of the EM courses have only been offered two to three times.

We will continue to evaluate all courses and SAC (SAC members shown in Appendix K) will meet each term to discuss course content and resource materials. An additional problem in the development of some courses is the lack of subject area textbooks. Many are in their first edition and some of the books used as the primary text for the course were not written as textbooks and lack any supplemental materials. Instructors have been very creative in providing course materials to their students.

B. Degree and Certificate Outcomes:

AAS: Emergency Management

- Articulate a comprehensive emergency management philosophy.
- Demonstrate management, leadership and team building skills in real or simulated disaster events.
• Articulate the theory of: integrated emergency management; comprehensive emergency management; and all-risks planning.
• Demonstrate skills in critical-thinking; decision-making; and problem-solving as they relate to disaster assessment, planning and response.
• Facilitate the development of comprehensive multi-hazard emergency action plans.
• Demonstrate a working knowledge of systems and standards of emergency management and identify resources at all levels of government and in the private sector.

Less than One-Year Certificate: Emergency Management Career Pathway Certificate

• Discuss and apply the basic theory of Emergency Management in real and practice situations
• Demonstrate knowledge of federal, state and local programs available to respond to disasters
• Demonstrate skills in Critical-Thinking, Decision-Making and Problem-Solving as related to emergency planning and response.

C. Review Job Placement Data –

No job placement data is available at this time. The first 2 graduates received their AAS degrees in spring of 2010 and the first Career Pathways was also granted in 2010.

All three planned to go on to other institutions to continue their education. One graduate started his own business in a related field.

In spring of 2011 the EM Program had 4 graduates with AAS Degrees and 5 with Career Pathways Certificates. At least 3 with the AAS have enrolled in institutions of higher educations and are continuing towards bachelor’s degrees.

Several graduates have been hired locally for temporary emergency management projects by local agencies. It is still too soon to have job data. (See Appendix O).

The field of Emergency Management is growing rapidly. It stretches in many different directions such as public administration, environmental sciences, social sciences, engineering, public health, and many others. Often administrators and students believe that Emergency Management is just the Federal Emergency Management Agency (FEMA). This presentation can be utilized as a guide to help everyone, including students, administrators, and enrollment services, understand the diversity of Emergency Management. The presentation sheds light on the many different pathways that lead to and from the core of Emergency Management. It puts Emergency Management in a
perspective that can help with career direction, educational advancement, course work collaboration, and program development.7 (See the Power Point slides in Appendix L.)

An example of what perspective employers are seeking for emergency management jobs is (shown in Appendix N), an ad from Berkeley, California.

D. Analyze any barriers to degree or certificate completion -

The primary barrier to completion is the lack of frequency of course offerings. The main factor for students leaving before completion seems to be financial. It is really too soon to say.

7. Recommendations

Allow the program to evolve over the five year time line and then implement necessary curriculum changes and adjustments. Increase the number of courses offered as demand grows and facilities become available. Migrate some courses to an online format.

Create a full-time Faculty position to coordinate both EM and ETC programs.

7 From a presentation made by Joseph Arsenault, Program Coordinator, Emergency Disaster Management Program, Community College of Rhode Island, Warwick, RI at the 15th Annual Emergency Management Higher Education Conference, June 4-7, 2012
Appendix A

January 26, 2009 Update

FEMA EMERGENCY MANAGEMENT HIGHER EDUCATION PROGRAM
DESCRIPTION

Background, Mission, Current Status, and Future Planning

B. Wayne Blanchard, Ph.D., CEM
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Obstacles to EM Hi-Ed Program Development:

FEMA Emergency Management Higher Education (EM Hi-Ed) Program
**Definition:**

A program created in 1994 at FEMA’s Emergency Management Institute (EMI) in Emmitsburg, MD to encourage and support the dissemination of hazard, disaster, and emergency management-related information in colleges and universities across the United States.

**Program History Synopsis:**

In late 1993 a new Superintendent was posted to EMI. Hurricane Andrew had occurred the year before and there were training implications from the “lessons observed” in the failure of all levels of government to adequately respond to this hurricane. One of the first decisions the new Superintendent made was to focus scarce resources much more concretely on operational level and capability building training. He also accurately foresaw that within an agency now focused on large-scale disaster preparedness and response operations, on “no more Andrew’s,” additional budgetary and human resources were unlikely to be provided to the training and education mission. He thus concluded that with austere budgetary and human resources EMI could no longer seek to be both an educational and training institution, and decided to “hand-off” EMI’s educational mission to institutions of higher education.

In early 1994 the Superintendent recruited a program manager who had worked for him in his previous executive-level position at FEMA Headquarters, to transition EMI’s educational mission to colleges and universities and to work with them to foster a higher level of commitment hazards, disasters, and what to do about them (emergency management). Thus was created the FEMA Emergency Management Higher Education Program. At the time there was one Bachelor’s program in emergency management in the U.S., and three collegiate certificate programs – two for non-academic credit – essentially contract training programs managed from a base on a college campus.

In the fourteen years since 1994 the EM Hi-Ed Program has helped foster growth in the higher education community to include more than 150 emergency management programs and expanded the reach of emergency management higher education into the practitioner community. Approximately 10,000 students are enrolled in these programs and another 20,000 annually take courses within these programs. Our experience with Emergency Management Higher Education over the past decade leads to the following three general observations:

- Programs have and continue to explode in number – roughly dozen per year, ~150 now.
- Once programs are in-place the rule is that they grow and become successful.
- Traditional college students get relevant jobs.

Today, interest in the program is such that more than 8000 customers and stakeholders are self-subscribed through a list serve for the almost daily distribution of the FEMA Emergency Management Higher Education Report, a communication tool which seeks to service the EM Hi-Ed Community, and other interested parties, with information on reports, studies, and other news and developments of the day related to EM Hi-Ed.

**Background Context of Emergency Management Higher Education in the U.S.:**
Problems faced today much more complex and different from those faced even a generation ago:

- Growth and changes in this country and in the international political environment have created new threats and challenges for our society.
- Life is getting more complicated, with new technologies and the unfamiliar vulnerabilities and threats they bring, and aging infrastructure.
- Population growth and development has placed more people in harms way.
- The movement of people into the Sunshine States place them at greater risk to such hazards as earthquakes, hurricanes, wildfires, and tornadoes.
- With the planet becoming “flatter” and more populated, threats of communicable disease spread, including pandemics become more probable and conceivably more dangerous.
- The most recent rise in international terrorism makes life more dangerous.

Underlying Problems in 1994 and today:

- We build in floodplains.
- We destroy wetlands
- We build along earthquake faults
- We build on the coast
- We build on the alluvial fans from mountains
- We build in and near forests susceptible to wildfire
- We don’t zone, code, build, inspect and maintain as appropriately as is feasible

Professionalism within the National Emergency Management System Needs Enhancement.

- In the past a sizeable proportion of the EM community was not college educated
- Knowledge Base – experiential and learn-on-the-job
- Positions too frequently obtained other than with EM competencies & fundamentals
- Emergency management a second or third career
- Emergency managers too frequently not full-time professionals nor valued as such
- Baby Boomer Emergency Management Community Retirement Aged

Disaster losses are increasing in the U.S. – doubling to tripling per decade, controlled for inflation. Disasters are and will be a growth business.

The surrounding social, economic, political and bureaucratic contexts within which EM operates has also become more complicated – requiring more sophisticated engagement.
Mission:

Serve as the Nation’s leading focal-point for emergency management higher education, foster the professionalization of the field via educational efforts, and contribute to a more resilient nation by creating a cadre of professional emergency managers.

Customers:

Collegiate faculty, administrators, and students (traditional and practitioner)

Public and private sector “emergency management” & related practitioners

Stakeholders -- emergency management and related professional organizations.

Vision:

A future wherein more and more emergency managers in government and business come to the job with college education that includes a course of study in emergency management;

A future wherein more professionals in other fields become more “disaster sensitive” and aware of emergency management and the importance of the emergency management and homeland security missions;

A future wherein more emergency management practitioners incorporate the collegiate experience into their professional development, growth and constant improvement goals;

A future wherein the new academic discipline of emergency management spawns emergency management sub-disciplines;

A future wherein an emergency management educational experience and foundation will not only lead to a more highly educated emergency management cadre but a cadre which will operate from a knowledge, science, and theory-based framework and possess higher level business and management level skill sets (i.e., strategic-thinking, leadership and executive skills, customer service orientation, etc.); and,

A future wherein emergency management has undergone transformational professionalization through:

- Emergency Management Higher Education, including a focus on experiential learning, and incorporation of governmental material into the educational environment
- Training programs which have been enhanced through incorporation of academic educational material, and experiential learning...

To the point that EM is more regularly established as a career of 1st choice and emergency managers are better enabled to serve as catalysts for a safer America.
Values:

In managing the FEMA/NPD/EMI Emergency Management Higher Education Program and dealing with our constituencies we adhere to the following values:

- Customer Service
- Open and Free Flow of Communication -- Need-to-Share versus Need to Know
- Inclusiveness
- Equitable Partnership Building
- Engagement
- Transparency
- Fairness
- Integrity
- Resourcefulness
- Accountability

Principles:

We adhere to the following Principles of Emergency Management enunciated by the Emergency Management Roundtable of Stakeholders on September 11, 2007:

1. **Comprehensive** – emergency managers consider and take into account all hazards, all phases, all stakeholders and all impacts relevant to disasters.
2. **Progressive** – emergency managers anticipate future disasters and take preventive and preparatory measures to build disaster-resistant and disaster-resilient communities.
3. **Risk-driven** – emergency managers use sound risk management principles (hazard identification, risk analysis, and impact analysis) in assigning priorities and resources.
4. **Integrated** – emergency managers ensure unity of effort among all levels of government and all elements of a community.
5. **Collaborative** – emergency managers create and sustain broad and sincere relationships among individuals and organizations to encourage trust, advocate a team atmosphere, build consensus, and facilitate communication.
6. **Coordinated** – emergency managers synchronize the activities of all relevant stakeholders to achieve a common purpose.
7. **Flexible** – emergency managers use creative and innovative approaches in solving disaster challenges.
8. **Professional** – emergency managers value a science and knowledge-based approach based on education, training, experience, ethical practice, public stewardship and continuous improvement. *(Emergency Management Roundtable, Sep. 11, 2007, p. 4)*
Goals of the FEMA Emergency Management Higher Education Program

Provide federal-level leadership for progressive growth of the Emergency Management Higher Education community.

Contribute to growth/refinement of the academic discipline of emergency management.


Support FEMA National Preparedness Directorate mission of overseeing coordination and development of strategies necessary to prepare the Nation for all-hazards.

Establish/maintain partnerships with stakeholder organizations, e.g., IAEM.

Development of future cadre of emergency management and related professionals grounded in emergency management, social and natural science knowledge, administrative and managerial skills and technical and personal competencies.

Contribute to the professionalization of the emergency management community, as in the evolution of perceptions of emergency management from one of primarily ambulances at the bottom of the cliff to one which also builds fences at the top.

Knowledge Transfer:

- Advance the state of knowledge of hazards, disasters and emergency management;
- Support translation of governmental materials into educational materials;
- Support translation and use of emergency management academic educational material into emergency management training materials.

Generate new knowledge – through EM Hi-Ed Community research.

Contribute to the further legitimization of the emergency management profession through the establishment and growth of an academic Emergency Management Discipline.

Leverage growth of an academic emergency management educational community into advocacy of a national culture of disaster prevention and preparedness – vocal voices reaching audiences emergency management professionals have difficulty reaching.

Development of a Culture of Preparedness and Prevention wherein the emergency manager understands and accepts the importance of community capacity building; and wherein the emergency manager more actively brings people together from a variety of backgrounds and disciplines to refract problems through the prism of complementary minds allied in common purpose.

Support the development and refinement of a an academic Theory of Emergency Management to underpin a governmental Doctrine of Emergency Management.
Objectives of the FEMA Emergency Management Higher Education Program

Encourage and support the increase in the number of EM collegiate programs in the US.

Support the continued growth of existing emergency management collegiate programs.

Nurture the sense of an Emergency Management Higher Education Community.

Define Core Curriculum at each academic level -- work with academic and practitioner communities to better define and build the curriculums at AD, BA/BS, MA, and PhD levels.

Provide a full-service emergency management higher education focal point for the wide range of collegiate emergency management higher education community

- Doctoral programs
- Masters programs
- Bachelors programs
- Associate programs (community, technical and junior colleges)

Within this range we particularly support programs which stress

- Development of executive-level leadership and management skills
- Development of analytical, theoretical, and strategic thinking skills
- Development of problem solving, networking and communication skills
- Encouragement of creativity, imagination, flexibility and adaptability
- Use of solid academic social science hazards, disasters and EM research literature
- Literacy in research methodologies, analysis, techniques and literature
- Mastery of Concepts and Principles of Emergency Management and HLS
- Knowledge of inter-governmental/intra-governmental systems EM operates within
- Risk-Driven/Based EM (Hazard Identification, Risk Assessment/Analysis, Capabilities Analysis, Gap Analysis, and Risk Management)
- Methodologies to identify community and social hazards vulnerabilities and the design and implementation of vulnerability reduction and resilience enhancement.
- Growth of diversity sensitivity – and one size does not fit all belief system.
- Multi-disciplinary perspective (academic and practitioner disciplines)
- Experiential learning opportunities and applied emergency management combined with a rigorous and challenging academic curriculum.
- Instilling in students desire to be life-long learners
- Distinctions between pre-doctrinal nature of Hi-Ed and doctrinal nature of training – role of Hi-Ed is not to indoctrinate but to educate, while the role of training is more properly the province of indoctrination into missions, tasks and objectives – doctrine.

Advocate for Walking the Talk – encourage EM Hi-Ed community to engage with surrounding communities, provide community service, become team member and leader in disaster prevention/preparedness enculturation.

Tasks – FEMA Emergency Management Higher Education Program
College Courses, Books and Material: Develop, acquire and make freely-available educational material in support of the EM Hi-Ed and professional communities. To date 22 college courses have been developed. Existing materials can be accessed at:
http://training.fema.gov/EMIWeb/edu/collegecrsbooks.asp


- **Clearinghouse GovDelivery Communication Channel** to EM Hi-Ed Community.
  - Support the EMI goal of enhancing mission success by adopting results orientated business approach through the use of GovDelivery. GovDelivery operates in conjunction with EMI internet website and supports the dissemination of EM Hi-Ed Reports to all subscribers – currently at ~7,000 EM Hi Ed Report subscribers.
  - Maintain Archive of several thousand EM Hi-Ed Reports dating back to 2002, and accessible at: http://training.fema.gov/EMIWeb/edu/activityRA.asp
  - Share educational resources. See, for example:
    - http://training.fema.gov/EMIWeb/edu/syllabi.asp
    - http://training.fema.gov/EMIWeb/edu/needsAT.asp
  - Share best practices in collegiate emergency management program growth. See:
  - Share Models of Collegiate Emergency Management Experiential Learning. See:
  - Share governmental emergency management and related materials. See:
      http://training.fema.gov/EMIWeb/edu/docs/Wayne's%20Bibliography.doc

- Host unique annual **Emergency Management Higher Education Conference** to serve needs of EM Hi-Ed and EM Professional communities and provide outreach to related communities of interest and partnership. Information on most current conference at:
  http://training.fema.gov/emiweb/edu/educonference08.asp

Information on and proceedings from EM Hi Id Conferences 2000–2007 accessible at:
http://training.fema.gov/EMIWeb/edu/highlinks.asp
• Support, collect, collaborate, coordinate, publicize and work toward a more consensual sense of the composition of the Emergency Management Body of Knowledge, including maintenance and growth of a body of knowledge depository of emergency management materials. At: http://training.fema.gov/EMIWeb/edu/readinglist.asp

• Maintain The College List of all U.S. institutions of higher education with Emergency Management and Related Programs, which is divided into the following categories:
  o Emergency Management Programs
  o Homeland Security Programs
  o Hazards and Disaster oriented Public Health, Medical, and Related Programs
  o International Disaster Relief and Humanitarian Assistance Programs
  o Emergency and Disaster Management Programs in Other Countries
  o Distance Learning Programs
  o Related Programs
  o Programs Being Investigated, Proposed, and Under Development
  o Data Documents
    ▪ Alphabetical Listing of Emergency Management Collegiate Programs
    ▪ Listing of Emergency Management Collegiate Programs by State
    ▪ Listing of Emergency Management Collegiate Programs by Type
    ▪ States With and Without Emergency Management Programs


• Maintain and grow the existing large collection of hundreds of hazard, disaster, emergency management and homeland security course syllabi in the EM Hi Ed Syllabi Compilation. Accessible at: http://training.fema.gov/EMIWeb/edu/syllabi.asp

• Support Collegiate Articulation Initiatives: Support efforts to regularize distinctions between EM curricula at the Associate, Bachelors, and graduate Masters and Doctoral levels – particularly through the scheduling of Breakout Sessions on this topic during the annual FEMA EM Hi-Ed Conferences – so that students can move through collegiate levels without course duplication. Past breakout session products can be accessed within the Conference Archives at: http://training.fema.gov/EMIWeb/edu/highlinks.asp

• Solicit and maintain case studies of Experiential Learning in Emergency Management, divided into the following categories:
  o Field-Based Practicums
  o Internships
  o Service Learning
  o Disaster Work
  o Exercise Participation

Accessible at: http://training.fema.gov/EMIWeb/edu/sl_em.asp

• Serve as a Clearinghouse for the transfer of Emergency Management Institute professional and vocational-level training courses to the EM Hi-Ed Community – accessible at: http://training.fema.gov/EMIWeb/edu/highnews.asp
• Support the collection of and publicize data on the **State of EM Higher Education** – accessible at: [http://training.fema.gov/EMIWeb/edu/surveys.asp](http://training.fema.gov/EMIWeb/edu/surveys.asp)

• Support the **Emergency Management Roundtable** and its work on the **Principles of Emergency Management** and Emergency Management Training and Education Doctrine through collaboration with stakeholder organization representatives to the EM Roundtable; serving as the coordination hub for the design, development and distribution of EM Roundtable documents; and serving as the EM Roundtable member responsible for integration of EM Roundtable products (such as the Principles of Emergency Management Statement) into FEMA materials, culture and lexicon. “Principles” documents are accessible at: [http://training.fema.gov/EMIWeb/edu/emprinciples.asp](http://training.fema.gov/EMIWeb/edu/emprinciples.asp)

• Facilitate a national public-private effort to promulgate best practices and methodologies that promote **Emergency Management Professionalism and refinement** of the academic discipline of emergency management through such tools as the collection of best practices through maintenance and expansion of such tools as the “Practitioners Corner,” the “Growing Your EM Program,” and the “Articles, Papers and Presentations,” on the FEMA EM-Hi-Ed Program Website – accessible at:

  - [http://training.fema.gov/EMIWeb/edu/highpapers.asp](http://training.fema.gov/EMIWeb/edu/highpapers.asp)

• Maintain **Internship** Opportunities for students enrolled in collegiate EM Programs – information at: [http://training.fema.gov/EMIWeb/edu/faq_courses.asp](http://training.fema.gov/EMIWeb/edu/faq_courses.asp)

• **Collaborate** with broad range of **Stakeholder** organizations and entities for the purpose of EM Hi-Ed Project design, development and future growth, as well as to contribute to goal attainment of stakeholder organizations in areas of interest intersection.

• **Partner** with other FEMA elements, other Department of Homeland Security elements, other Federal organizations, State and Local Emergency Management Organizations, and the Private Sector in the **funding and development** of Emergency Management Higher Education materials – such as college courses and supporting books and other materials.

Examples of **co-funded joint course/textbook development partnerships** include:

• Charleston Coastal Services Center, National Weather Service, NOAA
• FEMA Disaster Operations Directorate
• FEMA Emergency Management Institute, Readiness Section
• National Floodplain Management Association
• National Science Foundation
• North Carolina Division of Emergency Management
• Public Entity Risk Institute
• United States Army Corp of Engineers
• Currently developing partnership with the FEMA National Integration Center Incident Management Systems Integration Division – development of NIMS college course and investigating with the Logistics Division the development of a Logistics Management Higher Education course project.

• Continue/expand Building of Bridges to Homeland Security and Homeland Defense Higher Education Communities in flexible and collaborative manner. Have in the past:
  
  o Developed in 2000 a college course on Terrorism and Emergency Management – accessed at: http://training.fema.gov/EMIWeb/edu/tem.asp
  
  
  o Developed in 2003 a Terrorism CD ROM of EMI and National Fire Academy training courses related to terrorism, homeland security, weapons of mass destruction, mass casualties, ICS, etc. for provision to institutions of Hi-Ed.
  
  
  
  o Have invited representatives of collegiate Homeland Security and Homeland Defense educational programs and Consortiums to all EM Hi-Ed Conferences.
  
  o Incorporation of Homeland Security and Defense references into the Bibliography of EM and Related References.
  
  o Incorporation of Homeland Security and Defense terms, definitions, acronyms, and program descriptions into the Guide to EM and Related Terms and Defs.

• Revise, update and extend dated EM Hi Ed Program College Courses found in the “Free College Courses” section of the EM Hi Ed Program website at: http://training.fema.gov/EMIWeb/edu/collegecrsbooks.asp

• Maintain collection of collegiate **Needs Assessment Tools** which have been utilized to determine from community stakeholders their level of interest and support for the development of a new emergency management collegiate program and at what level and focus. Accessed at: [http://training.fema.gov/EMIWeb/edu/needsAT.asp](http://training.fema.gov/EMIWeb/edu/needsAT.asp)


• Maintain and grow collection of proposals which have been written on college campuses as part of projects to institute new educational emergency management programs at various colleges and universities. Accessible in the **Proposals Compendium** at: [http://training.fema.gov/EMIWeb/edu/docs/01-COMPENDIUM%20of%20EM.doc](http://training.fema.gov/EMIWeb/edu/docs/01-COMPENDIUM%20of%20EM.doc)

• **Historical Knowledge Base:** Maintain and grow unique collection of documents from the history of civil defense, emergency management and homeland security in the U.S. which are not electronically accessible on the Internet and are of historical, if not current, value – by scanning government documents typically found only in FEMA’s Learning Resource Center at the National Emergency Training Center in paper copy, and converting them into PDF files accessible to the public on the EM Hi-Ed Program website, at: [http://training.fema.gov/EMIWeb/edu/highref.asp](http://training.fema.gov/EMIWeb/edu/highref.asp)

These documents primarily deal with civil defense and emergency management program and policy initiatives of the past which should be instructive to today’s emergency management homeland security educational and professional communities.
Plan for EM Hi-Ed Program for Fiscal Years 2009-2013

1. New College Course Development Projects:

Through annual surveys conducted of higher education institutions with emergency management programs and through regular communications with representatives of such programs the EM Hi-Ed Program has been able to determine the requested new course needs proposed by the primary target audience.

With current staffing it is possible to manage one new course development project per year.

With additional staffing and funding additional course development projects could be started. A listing of 19 courses advocated by members of the Emergency Management Higher Education community is provided below:

1. Cost Benefit Analysis in Emergency Management
2. Exercises in Emergency Management
   a. Introduction to the role of exercises in emergency management
   b. HSEEP (Homeland Security Exercise & Evaluation Program)
3. Hazards Engineering for Non-Engineers
4. Hazards in the U.S. Survey Course -- Overview Course of U.S. Hazards
5. Hazards Planning for Engineering and Building Construction Professions (Graduate)
6. Hazards Planning for Planning Programs (Graduate Level)
8. International/Comparative Disaster Management
9. Legal Basis for, and Ethical/Legal Issues in, Emergency Management
10. Logistics and Resource Management in Emergency Management
11. National Disaster Response Planning, e.g.
    a. Catastrophic Earthquake Preparedness Plan
    b. Natural Hazards Response Plan
    c. National Contingency Plan
    d. Federal Response Plan
    e. National Response Plan
    f. National Response Framework
12. Planning in Emergency Management, Undergraduate Introduction to Plan Types, e.g.
    a. Basic Emergency Operations Plan (SLG 101/CPG 1)
    b. Continuity of Government and Operations Plans
    c. Disaster Mitigation Act of 2000 Mitigation Plans
    d. Strategic Planning
13. Planning in Emergency Management, Graduate Analysis of Planning Models, e.g,
    a. Capabilities-Based Planning
    b. Contingency and Crisis Action Planning
    c. Hazard Specific versus All-Hazard Planning Models
    d. Military Joint Planning and Execution System (JOPES) Model
    e. Scenario-Based Planning
14. Policy Development and Analysis in Hazards, Disasters and EM, Graduate Course
15. Psychological Dimensions of Disaster
16. Risk Assessment and Capabilities and Gap Analysis in Emergency Management
17. Risk Communication/Communication of Risk in Emergency Management
18. Research and Survey Methods in Emergency Management, Graduate Course
19. Theory of Emergency Management, Graduate Course


There are 22 completed upper division and graduate-level courses developed for the EM Hi-Ed Program since 1995. All 22 courses need revision and modernization. Three courses have been contracted for revision in FY 2008:

- Business and Industry Crisis Management (1999)
- Public Administration and Emergency Management (2000)

With current staffing, one new course revision project per year would be the maximum that could be supported. If revisions are required on a faster timeline, then it will be necessary for additional staff and funding to be made available.

- Sociology of Disaster (1996)
- Technology and Emergency Management (1999)
- EM Principles and Application for Tourism, Hospitality, and Travel Management (2000)
- Individual and Community Disaster Education (2000)
- Terrorism and Emergency Management (2000)
- Building Disaster Resilient Communities (2002)
- Breaking the Disaster Cycle: Future Directions in Natural Hazard Mitigation (Grad, 04)
- Disaster Response Operations and Management (2005)
- Coastal Hazards Management (2006)
- Floodplain Management – An Integrated Approach, Graduate Course (2006)

3. Expansion of Emergency Management Collegiate Programs – Community Colleges:
Approximately 50 of the approximately 150 emergency management collegiate programs today are at the community college level. There are over 1,100 community colleges in the U.S. There are many dozens of thousands of emergency services, emergency management and private sector personnel as the audience for community college programs. Given the ready availability of EMI
training and EM Hi-Ed courses, there is a need to prioritize promotion of EM programs at the community college level. We seek to at least double the number of EM CC programs by 2013.

Current staffing does not allow for engagement in community college outreach. To do any of this proactive advocacy of expansion of programs at the Community College level, an additional staff person is required. The major responsibility of the additional staff person would be to manage a community college outreach program.

4. Expansion of Emergency Management Collegiate Programs – Upper Division/Graduate: There are several dozen colleges in the US we are aware of which are investigating the development of an emergency management program. We propose to actively engage with these and other institutions of higher education to promote the development of additional collegiate EM programs. We anticipate a minimum of five new upper division/graduate EM programs per year for fiscal years 2009-2013. In addition, the EM Hi-Ed Program will work to expand, progress, and firmly establish the existing collegiate EM programs in the US.

5. Advocacy and Transfer Point Mission: In order to better support the vision of a New FEMA, to support the goals of National Preparedness Directorate, and the EM-related mission-area of DHS, it is important to communicate knowledge of the large and growing range of FEMA and DHS and component documents and material to the EM Hi-Ed Community. This "Transfer Point" service extends beyond the maintenance of a Communications Hub between the USG and the EM Hi-Ed community, to more active engagement with the EM Hi-Ed and EM Professional communities. Examples would be taking advantage of opportunities as exist in attending and presenting in a very wide range of national academic and professional settings -- from associations of community colleges, associations of collegiate emergency managers and public safety officers, associations of emergency management personnel, to the large range of academic disciplinary meetings (such as can be found in Public Administration, Political Science, Sociology, Geography, and other academic disciplines).

6. Annual Emergency Management Higher Education Conference: From a low of about 35 participants at the first FEMA EM Hi-Ed Program Emergency Management Conference, these conferences have now grown to an attendance level of 270 participants in the 2007 EM Hi-Ed Conference -- with a larger attendance each year than the year before. In 2008 total conference attendance was over 300. For the last four years the annual EMI Hi-Ed Conference has been the largest attended event held at the National Emergency Training Center (EMI, National Fire Academy, United States Fire Administration), with the exception of the annual Fallen Firefighter Memorial weekend. The conference agenda has grown from 3 pages to 36 and this conference has become a nationally-recognized event.

The EM Hi-Ed Program plans to continue and grow this one-of-a-kind annual conference for the EM Hi-Ed Community and seek to transition it into an internationally-recognized event with increased international participation.

7. Integration of EM Hi-Ed Materials into EMI Training Courses:
Twenty-two upper division and graduate-level college courses have been contract developed with college faculty – averaging over 500 pages each. In addition, the FEMA EM Hi-Ed Program has supported the development of several textbooks, case study books, video clips and a variety of other materials to support collegiate emergency management programs and courses. The EM Hi-Ed Program has also collected a large number of emergency management related articles, reports, studies, power point slide presentations and other material and made this material accessible to the emergency management higher education community – much of it state of the art hazards and disasters research literature. Virtually none of this very large volume of many thousands of pages of academically-oriented material has been utilized by the EM training community.

There are a variety of explanations for this, including inadequate staffing levels and thus the lack of the considerable staff time it takes to read and study the social science material produced by the EM Hi-Ed Program, recognize which training course material the EM Hi-Ed material relate to, and then serve as the advocate and subject-matter-expert for the integration of EM Hi-Ed Program produced material into EMI training courses through an established course revision schedule. EMI training courses over a large area domain would benefit from an exposure to and integration of social science based EM Hi-Ed Program developed materials. This requires staff from within the EM Hi-Ed Program to work to integrate EM Hi-Ed Program materials into the large domain of EMI training materials in order to enhance their potential and provide an academic and theory-driven underpinning to training materials.

8. **EM Hi-Ed Program Budget Growth:**
In order to better accomplish the mission areas, goals, objectives and tasks noted above, the EM Hi-Ed Program proposes to grow the current funding level which averages less than $150K annually, to $600K.

9. **EM Hi-Ed Program Staffing:**
The EM Hi-Ed Program consists of one full-time dedicated staff member – a GS-14 Program Manager – and one permanent fulltime Administrative Assistant.

In order to better accomplish the mission areas, goals, objectives and tasks noted above, the EM Hi-Ed Program proposes to grow the current staffing level of 2 full time staff to a staffing level of seven personnel dedicated full-time to the EM Hi-Ed Program.
Fiscal Years 2009 – 2013 Budget Requirements

FY 2009 Budget Needs: $330K — FY 2009 Actual Budget: $122.5K
$100K – One new course development project
$40K – One course revision/modernization project
$30K – Focus Group Support Micro Purchase Work Order Fund (3 x 10K)
  • One new course development focus group
  • One course revision focus group
  • One Emergency Management Roundtable/Focus Group Meeting
$50K – EM Hi-Ed Conference Materials and Support Micro Purchase Work Order Fund
$25K – Production of EM Hi-Ed Conference Proceedings Report
$50K – Micro Purchase Work Order Fund for EM Hi-Ed Program Materials Development
$5K – Travel
$5K – Intern Support Micro Purchase Work Order Fund
$5K – Credit Card Purchase of Materials and Copyright Approvals
$25K – Furniture and Office Materials for one new staff member

8 $50K was provided. In that this was insufficient to support the development of a course contract and in that a higher priority item – development of conference proceedings was not funded and had not been funded for 2008, we proposed that the $50K be oriented instead to support the development of two conference proceedings books – one from the previous 2008 conference and the other for the upcoming June 2009 EM Hi-Ed conference.

9 Unfunded.

10 $30K was provided to cover three requests (1) the $30K request for funds to support focus group meetings, (2) $50K for EM Hi-Ed Conference support micro purchase work orders, and (3) the $5K for intern support.

11 See footnote 3.

12 Unfunded in initial budget. See footnote 1.

13 Funded at $40K.

14 See footnote 3.

15 Funded at $2.5K.

16 Unfunded – no new staff.

FY 2010 Budget Needs: $343K
$100K – One new course development project
$45K – One course revision/modernization project
$33K – Focus Group Support Micro Purchase Work Order Fund (3 x 11K)
  • One new course development focus group
  • One course revision focus group
  • One Emergency Management Roundtable/Focus Group Meeting
$50K – EM Hi-Ed Conference Materials and Support Micro Purchase Work Order Fund
$25K – Production of EM Hi-Ed Conference Proceedings Report
$50K – Micro Purchase Work Order Fund for EM Hi-Ed Program Materials Development
$5K – Travel
$5K – Intern Support Micro Purchase Work Order Fund
$5K – Credit Card Purchase of Materials and Copyright Approvals
$25K – Furniture and Office Materials for one new staff member
FY 2011 Budget Needs: $ 350K
$ 100K – One new course development project
$ 45K – One course revision/modernization project
$ 36K – Focus Group Support Micro Purchase Work Order Fund (3 x 12K)
  • One new course development focus group
  • One course revision focus group
  • One EM Roundtable/Focus Group Meeting
$ 54K – EM Hi-Ed Conference Materials and Support Micro Purchase Work Order Fund
$ 25K – Production of EM Hi-Ed Conference Proceedings Report
$ 50K – Micro Purchase Work Order Fund for EM Hi-Ed Program Materials Development
$ 5K – Travel
$ 5K – Intern Support Micro Purchase Work Order Fund
$ 5K – Credit Card Purchase of Materials and Copyright Approvals
$ 25K – Furniture and Office Materials for one new staff member

FY 2012 Budget Needs: $ 354K
$ 100K – One new course development project
$ 45K – One course revision/modernization project
$ 39K – Focus Group Support Micro Purchase Work Order Fund (3 x 13K)
  • One new course development focus group
  • One course revision focus group
  • One EM Roundtable/Focus Group Meeting
$ 55K – EM Hi-Ed Conference Materials and Support Micro Purchase Work Order Fund
$ 25K – Production of EM Hi-Ed Conference Proceedings Report
$ 50K – Micro Purchase Work Order Fund for EM Hi-Ed Program Materials Development
$ 5K – Travel
$ 5K – Intern Support Micro Purchase Work Order Fund
$ 5K – Credit Card Purchase of Materials and Copyright Approvals
$ 25K – Furniture and Office Materials for one new staff member

FY 2013 Budget Needs: $ 362K
$ 100K – One new course development project
$ 50K – One course revision/modernization project
$ 42K – Focus Group Support Micro Purchase Work Order Fund (3 x 14K)
  • One new course development focus group
  • One course revision focus group
  • One EM Roundtable/Focus Group Meeting
$ 55K – EM Hi-Ed Conference Materials and Support Micro Purchase Work Order Fund
$ 25K – Production of EM Hi-Ed Conference Proceedings Report
$ 50K – Micro Purchase Work Order Fund for EM Hi-Ed Program Materials Development
$ 5K – Travel
$ 5K – Intern Support Micro Purchase Work Order Fund
$ 5K – Credit Card Purchase of Materials and Copyright Approvals
$ 25K – Furniture and Office Materials for one new staff member
Obstacles to EM Hi-Ed Program Development:

Insufficient Financial Resources
Insufficient Human Resources
Insufficient Authority
Access to information – Need to Know/FOUO Culture rather than Need to Share
Time constraints
Appendix B

EMERGENCY MANAGEMENT AND HOMELAND SECURITY CURRICULA: CONTEXTS, CULTURES, AND CONSTRAINTS

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EMERGENCY MANAGEMENT AND HOMELAND SECURITY CURRICULA: CONTEXTS, CULTURES, AND CONSTRAINTS

ABSTRACT

During the past three decades, emergency management has become more professionalized. An important part of this transformation has been the explosive growth in higher education programs designed to provide the fundamental knowledge and skills required of emergency managers. Following the attacks of September 11, 2001, however, curricula reflecting homeland security issues and competencies have been established. Some have proposed that these programs should be better integrated. Following a brief summary of the historical context in which these developments occurred, key points of culture clash are identified. It is concluded that future faculty and administrative initiatives will be constrained by these cultural differences and deflected by future governmental policies, disaster events, and other external factors.
EMERGENCY MANAGEMENT AND HOMELAND SECURITY CURRICULA: CONTEXTS, CULTURES, AND CONSTRAINTS

When disaster strikes, most people think immediately of first responders—police, fire, emergency medical, and the like. And they should! These are the people who we depend on to confront the consequences of disaster, at least initially. But behind the scenes, away from the tornado path or the flooded homes, sits another important responder whose primary mission is to facilitate coordination among the hundreds of on-scene personnel who represent dozens of agencies. This person, and their staff, perform the emergency management function during the full life cycle of any disaster, i.e., response, recovery, mitigation and preparedness. The multiorganizational networks they seek to coordinate are comprised of personnel and resources from local, state and federal government organizations and from the private sector (Drabek 2006b).

During the past three decades, emergency management has become more professionalized (e.g., Petak 1984; Drabek 1987, 2003; Kuban 1993; Wilson and Oyola-Yamaiel 2000, 2005). An important part of this transformation has been the explosive growth in higher education programs designed to provide the fundamental knowledge and skills required of emergency managers (Blanchard 2006). Following the attacks of September 11, 2001, however, curricula reflecting homeland security issues and competencies have been established. Some have proposed that these program areas should be better integrated. Indeed, some faculty and administrators decided to simply adopt both terms for program identification as if there was no difference in content, culture, or perspective. This essay explores these matters through the examination of three themes: 1) historical context; 2) curricula and cultural differences; and 3) alternative integrative strategies. The analysis points toward the conclusion that future faculty
and administrative initiatives for increased integration among emergency management and homeland security curricula will be constrained by important cultural differences, future governmental policies, disaster events, and other external factors.

**Historical Context**

Human response to disaster, both initial impacts and longer term consequences, was ignored by most social scientists during the formative years of their disciplines. A notable exception was Sorokin’s (1942) treatise wherein he theorized about the human impacts and responses to a wide variety of socially disruptive events. Earlier, and more exacting and focused, however, was the seminal documentation of responses to the Halifax harbor explosion by Prince (1920). Using this tragedy (December 6, 1917) as a case study, Prince formulated a series of generalizations whereby future scholars might transcend the details of this single case, e.g., Scanlon 1997; Scanlon and Handmer 2001. Three decades later, field teams from the University of Chicago interviewed hundreds of disaster victims and completed the first comparative studies whereby modal patterns of response were identified (e.g., Fritz 1961; Fritz and Marks 1954). Often, especially regarding panic behavior, immobility, and anti-social acts such as looting, the documented patterns were not consistent with the public image (Quarantelli and Dynes 1972; Dynes, Quarantelli and Kreps 1972). And paralleling these research findings were those of social geographers like White (1945), who unraveled the decision dynamics related to users of flood prone areas (see also Hinshaw 2006). Collectively, these empirical studies provided the intellectual foundation on which a new profession could be built.

Apart from the theoretical and empirical research base that was driven primarily by scholars working within frameworks developed within sociology and social geography, government employees were guided by two evolving policy streams that reflected legislative
responses to both war and a wide variety of so-called “natural” disasters, including floods, hurricanes, earthquakes, tornadoes, and the like (Drabek 1991). Hence, “civil defense” offices were funded for state governments and some local communities to prepare for potential enemy attacks. But when natural or technological agents caused havoc within communities, local officials confronted over 150 different federal units that had specialized interests, programs, and resource priorities. One of the legacies of President Jimmy Carter was the reorganization of this “bureaucratic buffet” into a single unified bureau he named the Federal Emergency Management Agency (FEMA). Upon its creation in July, 1979, the new federal bureau confronted the predictable reorganization growing pains reflective of the cultures learned by its agency personnel. Under President Reagan the controversies regarding FEMA most often focused on war related initiatives like the ill-fated “crisis relocation program” (May and Williams 1986). Local governments repainted office doors with varying names ranging from civil defense to emergency preparedness to emergency management or various combinations of these and related terms.

During the 1990’s, the agency that too often was easy fodder for late night comics, was turned around. President Clinton’s experiences as governor helped him realize the defects in the local-state-federal partnerships that had failed President Herbert Walker Bush during the response to Hurricane Andrew in 1992. Clinton appointed his former state emergency manager from Arkansas—Mr. James Lee Witt—as the FEMA director. Witt’s leadership, buttressed by continual and consistent support from Clinton and key professionals like the late Lacy Suiter who had directed the program in Tennessee, transformed the agency and headed the nation toward an alternative philosophy of hazard and disaster management. No longer were floods to be viewed as enemies best dealt with by the construction of more dams; rather a philosophy of
environmental sustainability became the assumption base. New federal policies, reflecting the full life cycle of disaster, provided local and state officials with new tools and higher levels of legitimacy than ever had been accorded most of those wearing civil defense clothes (McEntire 2006; 2007, pp. 86-104)). Collectively, more and more local government employees whose agency missions were changing joined their national professional organization whose leadership renamed the unit to become the International Association of Emergency Managers (IAEM) (former name was National Coordinating Council on Emergency Management) (e.g., see Drabek 1991; Haddow and Bullock 2003).

A few faculty, mostly in sociology and geography, designed courses to introduce students to the burgeoning research literature. Graduate students worked within an expanding set of institutes and centers. Most notable among these was the Disaster Research Center at the University of Delaware, which had been relocated from The Ohio State University in 1985, and the University of Colorado’s Natural Hazards Research and Application Information Center. Graduates of these and other social science departments founded additional research and teaching programs at numerous other universities throughout the U.S.A.

In 1996, I joined several other researchers at a workshop sponsored by the Emergency Management Institute at FEMA’s National Emergency Training Center in Emmitsburg, Maryland. Dr. Wayne Blanchard, director of a new initiative—The Higher Education Program—summarized his research on university curricula. At that time only two formal degree programs existed in emergency management—University of North Texas and Thomas Edison College (Neal 2000). It was decided that FEMA should host an annual conference for all college and university faculty teaching courses related to emergency management. Recognizing the professional needs of practitioners and opportunities for curricular expansions into an important
new substantive area, faculty and administrators quickly responded with course and program proposals (see Drabek 2006d). Under Blanchard’s watchful eye, a dozen or so faculty produced a series of instructor guides to facilitate course proposals and preparation. These have been posted on the FEMA Higher Education Project website and may be downloaded free of cost (http://training.fema.gov/emiweb/edu).

By June, 2006, over 100 formal programs in emergency management were being offered throughout the nation’s colleges and universities. And about another 100 were in the process of being created (Blanchard 2006).

While terrorism was a topic within these “all-hazard” programs, the attacks of September 11, 2001, changed the priorities of many. As numerous groups critiqued both the response and the intelligence failures that permitted these attacks to occur, many within higher education questioned the adequacy of existing curricula including the newly formed emergency management programs. Building on the testimony, observations, and the final report of the 9-11 Commission (2004), some quickly produced new course and program proposals. By the June, 2006 conference, over 60 programs in “Homeland Security/Defense” were identified. Indeed, for the first time, what had been an emergency management conference was co-sponsored (Federal Emergency Management Agency, Department of Homeland Security and the NORTHCOM Homeland Security/Defense Education Consortium). It was in this setting that many faculty were first exposed to the cultural clashes that reflected important differences in perspective. These differences are not limited to alternative course titles, rather they reflect very real contrasts in perceptions of risk and vulnerability and approaches to solution. Thus, the definition of “the problem” differs as does the priority among strategies for addressing it.
Curricula and Cultural Differences

Prior to the June, 2006, FEMA conference, I was invited to serve as a panelist for a session focused on issues of potential integration among homeland security and emergency management programs. In preparation for this assignment, I reviewed numerous program outlines for both types of curricula. My review identified five important contrasts which were amplified by faculty I listened to throughout the conference.

1. Disaster agent. As would be expected, within homeland security programs, terrorism is identified as the major risk currently confronting the U.S.A. One faculty member, echoing lines I had read previously in White House position statements (e.g., Bush 2006), emphasized “we are at war.” He went on to stress his view that increased awareness of the scope, intensity, and commitment of our enemies must be a major program goal. Risk perceptions of Americans must be changed because most are unaware of our vulnerability and unprepared to respond. While emergency management faculty, reflecting an all-hazards perspective, might agree with that last sentence in principle, they would focus on building support for flood mitigation measures and better hurricane evacuation procedures. So at the outset, the very definition of “the problem” is a sharp contrast.

2. Management paradigm. Again reflecting documents flowing from the White House, most homeland security faculty reflected a top-down approach to management. I encountered this in the White House analysis of the failed Katrina response.

“A useful model for our approach to homeland security is the Nation’s approach to national security. . . . operationally organized, it stresses the importance of unity of command from the President down to the commander in the field.” (White House 2006, pp. 66-67).

“Our model for the command and control structure for the Federal response in the new National Preparedness System is our successful defense and national security statutory framework. In that framework, there is a clear line of authority that
stretches from the President, through the Secretary of Defense, to the Combatant Commander in the field. . . . Although the Combatant Commander might not ‘own’ or control forces on a day-to-day basis, during a military operation he controls all military forces in his theater; he exercises the command authority and has access to resources needed to affect outcomes on the ground.” (White House 2006, p. 71).

In direct contrast, emergency management faculty have been teaching an alternative model, one that emphasizes cooperation, not command; coordination, not control. A “bottoms-up” perspective is evident within the curricula of emergency management programs (Drabek 2004, 2006d; McEntire 2007) and reflects the research based critiques of command and control management models (e.g., Dynes 1994; Neal and Phillips 1995).

3. Scope of event. Disasters come in a wide variety. Indeed, many wise researchers have suggested that much attention must be given to a fundamental question, i.e., What is a disaster? (Quarantelli 1998, Perry and Quarantelli 2005, Perry 2006, Quarantelli et al. 2006). In part at least, the issue has to do with establishing appropriate limits of generalization of research findings (for elaboration, see Committee on Disaster Research in the Social Sciences 2006, pp. 144-146). Do the responses to a small tornado in Topeka, Kansas, inform our predictions regarding those that might be forthcoming following an airplane crash in the same locale? How might the response pattern differ if the crash was into an office building following a hijacking by a band of terrorists? And would there be even more differences if the hijackers had been successful in smuggling a nuclear device onboard? If detonated in the crash, the potential disaster scene escalates immediately from a single plane and office building to an entire city. It is such “what if’s” that Clark (2006) urges disaster officials to build into their training and planning activities so as to stimulate the imagination. And by doing so, he recommends more focus on “the possible” rather than the current blinders reflecting focus on “the probable.”
Homeland security faculty are advised to study the wisdom within Clark’s analysis so as to go beyond their limited projections of terrorists’ plots. But by a near singular focus on “the enemy,” these faculty fail to benefit from the insights of a much larger picture. In a framework I will outline below, I will suggest potentials for greater integration with emergency management. We learned long ago that a primary focus on planning for “the big one”—in those days nuclear attack from the Soviet Union—was a barrier to both public credibility and effective use of community resources during times of disaster. That lesson should not be forgotten. Furthermore, the failed Katrina response must not be used to narrow our focus to “catastrophic” events to the neglect of the hundreds of disasters that probably will occur before another event of that scope.

4. Intergovernmental system. All disasters are local. At least, the first response to any type of major event will reflect local resources. Emergency management programs emphasize the horizontal pattern of relationships that must be nurtured if the emergent response network is to be effective (Drabek 2006, 2003; McEntire 2007). And procedures to rapidly access state and federal resources are among the core knowledge that any emergency manager must know thoroughly. Homeland security faculty, however, emphasize “the crime scene” nature of the disaster setting and the important roles played by law enforcement agencies. Intelligence gathering designed to thwart potential enemy attacks and the quick capture of those who might be successful in implementing their plot becomes a top priority. While local officials are recognized, the role of the federal bureaus rises to the top of the homeland security agenda. Students are thereby socialized into a culture that differs significantly from the world of emergency management as it is practiced within most local communities.
5. Content. In 2005 a group of experts was convened by a committee within the National Academy of Sciences to examine proposals regarding undergraduate degrees in homeland security. What would comprise the content? Many topics were discussed, some of which reflect courses currently being offered at various universities and colleges. Topics like these are listed in different program statements: “Port Security,” “Aviation Security,” “Asymmetric Threats and Terrorism,” “Civil-Military Relations,” “The Intelligence Community and the Intelligence Process,” “Principles of Criminal Investigation,” “Legal and Constitutional Issues in Homeland Security and Emergency Preparedness,” “Nuclear, Biological, and Chemical Threats,” “Energy and Transportation Security.” Obviously this is just a sampling, but the NAS experts were concerned. Their conclusion? “Not a single workshop participant, or any of the committee members, voiced support for an undergraduate degree program focused specifically on homeland security. As an area of study, it was deemed too immature and too broad.” Such matters seemed best pursued at the graduate level. (Committee on Educational Paradigms for Homeland Security 2005, p. 19).

Regardless of one’s position on the issue of university degrees, the contrast in substantive content to that offered within undergraduate emergency management programs is informative. Beyond the “introduction to” classes, typical course topics are: “Hazard Mitigation Theory and Practice,” “Disaster Response and Recovery,” “Leadership and Organizational Behavior,” “Hazardous Materials,” “Private Sector Issues,” “Computers in Emergency Management,” “Building Disaster Resilient Communities,” “Voluntary Agency Disaster Services,” “Crisis Communications” and “Community Disaster Preparedness.”

As with Homeland Security, the multidisciplinary nature of emergency management has resulted in program placement issues. The first undergraduate degree program was founded at
the University of North Texas and is administered within the Department of Public Administration which identified an “Emergency Administration and Planning Program.” In contrast, the first Ph.D. program in emergency management was created at North Dakota State University and is housed within the “Department of Sociology, Anthropology, and Emergency Management.”

Others have evolved with much greater specificity. For example, graduate degrees and certificates may be earned at George Mason University’s National Center for Biodefense. Among the courses offered are these: “Threat Analysis I: Bacterial Agents”; “Threat Analysis II: Viral Agents”; “Threat Analysis IV: Toxins”; “Epidemiology of a Bioterror Attack”; “Approaches to Biowar Medical Treatment and Response” and “Into the Hot Zone: Working in a High Threat Environment.”

After reviewing dozens of program outline statements that have been prepared by emergency management and homeland security faculty, I was reminded of C.P. Snow’s (1959) classic statement on the difficulties of bridging “the two cultures.” Of course, the orientations of the so-called “hard scientists” differ greatly from those reflecting the disciplines that comprise the humanities or the social sciences. But as Snow argued, one is not “better” than the other, rather bridges must be built so that the understanding of the human condition can better be informed by the wisdom inherent in each.

**Alternative Integrative Strategies**

Mindful of Snow’s (1959) classic two culture juxtaposition—the sciences versus the humanities—I began to wonder how some level of integration might be achieved. That is not to say that content differences should be put aside or ignored. As I listed various issues and
concerns, three major strategies became clear: 1) expansion of emergency management curricula; 2) expansion of homeland security curricula; and 3) complimentary expansions.

Too many faculty I have discussed these issues with, like their counterparts in the practitioner communities, view these matters much too narrowly. Hence, I proposed that the first step toward improved integration requires that the diameter of the straw be increased. So starting with the emergency management side, I suggest that the all-hazards paradigm be retained. Preparedness for, response to, recovery from, and mitigation of all disaster events, and potential disasters, should define the outer parameters of this emerging profession. This means that local communities must be encouraged to complete vulnerability analyses and then take appropriate actions. So too must state governments and those responsible for federal agencies. For emergency management types, especially those working within local governments, this means that an expansion of vision must occur so that terrorism and other forms of “willful” disaster is included. Challenges resulting from catastrophic events, like Hurricane Katrina, must be included within the agency domain and priority structure. So too must those resulting from willful acts of terrorists be they “homegrown” or of foreign origin. Beyond all of these agents, local preparedness actions also must address issues flowing from potential pandemics, e.g., the 1918 flu (Barry 2004). Consequently, portions of the content that comprises homeland security may be absorbed into emergency management programs.

Conversely, and probably with greater difficulty, the diameter of the “straw” that constrains the vision of faculty teaching within homeland security programs may also benefit from expansion. Most important along these lines are some fundamental questions that students should be encouraged to address. My sense is that they rarely are. For example, what do we mean by “security”? How is “security” best attained? What are the limits to “security” attained
by more locks on doors or inspections of airline passengers? How many millions of shoes must be removed before we can feel “secure”? Hence, homeland security faculty must challenge students to expand their vision and approach by carefully integrating the perspectives proposed by analysts like Hart (2006), who argue effectively that America will never be secure until “. . . we undertake to address the multiple sources of insecurity.” (p. 176).

To state the error resulting from an overly narrow vision, Hart put the matter most clearly. “As we did during the Cold War, even now during the war on terrorism we are in danger of defining our security too narrowly as simply a military shield, and therefore we may also be in danger of selling ourselves and our nation short.” (p. 176).

So rather than prophesying risk perceptions of fear, homeland security faculty must push students toward an expanded vision that includes the wisdom of seasoned and effective local emergency managers and a recognition that the promotion of fear is a wrong headed policy. Rather, as any county commissioner or city manager knows in his or her gut, both homeland security and emergency management budgets must be juxtaposed against all of the other needs of a community that collectively promote citizen well-being and security. Hart expressed the required expansion of “the straw” very well when he stated the following.

“America will not be truly secure, or free from fear, until we undertake to address the multiple sources of insecurity. . . . If freedom is the product of security, then we must create a new understanding of security in the twenty-first century much as Franklin Roosevelt did in the twentieth century. Our new four freedoms should be freedom of the commons, freedom of the livelihood, freedom of a sound environment, and freedom from fear.” (Hart 2006, p. 176).

From this vantage point, emergency management perspectives are subsumed within homeland security. But it is an image of homeland security far different than those found currently. The concept is expanded and pushed in several different directions. Management styles are no longer limited to top-down directives, risk communication is not limited to fear.
mongering, and mitigation is not focused on locking up bad guys. A world view of pluralism and respect for other cultures and customs defines the initial premise set, not simplistic notions of “democracy of all” or “eradication of evil”. And the marketing of fear is exposed as a process used by a variety of activists of differing political persuasions with very different agenda. Thus, the insights of analysts like Furedi (2006) help expand the concept of homeland security. “The fear market thrives in an environment where society has internalized the belief that since people are too powerless to cope with the risks they face, it is continually confronted with the problem of survival. This mood of powerlessness has encouraged a market where different fears compete with one another in order to capture the public imagination.” (Furedi 2006, p. 519).

Finally, some faculty might be best guided by an alternative image. In contrast to the “expanding the diameter of the straw” positions advocated above, others might best adopt a more complex image. Rather than a straw, why not a kaleidoscope? I am indebted to a wise emergency manager—J.R. Thomas—for this idea, one he shared with me during the June conference referenced above (Thomas 2006).

From this perspective, the future emergency manager or homeland security officer is encouraged to become skilled at shifting focus. An integrated whole is thereby achieved by addressing the interfaces and complexities that define these two approaches to community safety. Hence, refusing to remain overwhelmed by the scope and complexity of the issues, managers are encouraged to temporarily focus on a single sector of issues. Having addressed these, they can then pull back and see how this pattern of activities is related to other sectors that can then be addressed. In doing so they can better see how each part interfaces with the others. And so, with the image of a kaleidoscope as their model, they can better design and implement an integrated program that will advance the emerging profession of emergency management, including the
issues and concerns that define homeland security. And equally important, they can better conceptualize their relationships with other professionals, be they medical, fire service, law enforcement, social services, or what have you. In short, they can better conceptualize the pathways flowing from and toward specific academic disciplines on whose research they must depend for the scientific knowledge in which the profession must remain grounded.

A version of this “kaleidoscope” perspective was reflected in a presentation at the annual meeting of the Canadian Risk and Hazards Network (Montreal, October, 2006). A seasoned local emergency manager—Alain Normand—currently serves as the President of the Ontario Association of Emergency Managers and directs the program for the city of Brampton. After describing his efforts to integrate security issues and preparedness for a possible pandemic, he displayed a series of power points that resembled the changing images one sees upon looking into a kaleidoscope (Normand 2006). Hence, the components of emergency management can be focused and refocused reflecting a temporary priority or program emphasis. But the collective whole can thereby be viewed albeit in rather fractured parts. For many, the blurred vision caused by cultural differences precludes this imagery of integration.

This third perspective appears to be consistent with the conclusions reached by Waugh (2006) who was studying terrorism long before the events of 9/11. The longevity of his research focus brings an uncommon wisdom, a depth of insight from which many can learn.

“The next terrorist disaster could take many forms—from a dam collapse to a biological attack to a nuclear attack. The attackers may be al-Qaeda operatives or American militia members or they may be from any number of other international or domestic extremist groups. . . . The point is simply that the range of possibilities is so great that a broad approach is necessary to ensure that law enforcement, military, and emergency response personnel have a range of capabilities, therefore a more generic ‘all-hazards’ program would be more adaptable to circumstances than a terrorism-focused program (Waugh 1984, 2005).” (Waugh 2006, p. 401).
Conclusion

I first voiced some of these ideas while a panel member at a conference sponsored by the Federal Emergency Management Agency in June, 2006 (Drabek 2006c). I began by stressing my personal commitment to the values reflected in the Constitution of the United States of America and my belief that it is the responsibility of all citizens to be critical of government policies that they believe are wrong headed. I also noted my concerns about the erosion of civil liberties through technologies implemented and policies adopted during the past decade. I then suggested that we ought to put discussion of the potential integrations of emergency management and homeland security curricula into the broader contexts of social problems perspectives and major societal and global social processes.

As I recall it, I then said something like: “So to broaden our discussion—expand the diameter of our respective straws, a theme I will elaborate on momentarily—let’s consider the wisdom contained in two recently published books.”

I then noted Jared Diamond’s (2005) insightful analysis of the geographic, social and economic patterns in societal collapse. “Think about the curricular implications of his conclusion.”

“When people are desperate, undernourished, and without hope, they blame their governments, which they see as responsible for or unable to solve their problems. They try to emigrate at any cost. They fight each other over land. They kill each other. They start civil wars. They figure they have nothing to lose, so they become terrorists, or they support or tolerate terrorism.” (Diamond 2006, p. 516).

I then quoted from John Barry’s (2004) brilliant social history of the 1918 flu pandemic. “Epidemiologists today estimate that influenza likely caused at least fifty million deaths worldwide and possibly as many as one hundred million.” (p. 4). “Influenza killed more people
in a year than the Black Death of the middle ages killed in a century; it killed more people in twenty-four weeks than AIDS has killed in twenty-four years.” (p. 5).

At this point two or three participants walked out of the room! As I spotted another about to exit toward the back door, I asked him to stay for the discussion that would begin shortly. “You obviously don’t agree with my views, but all of us need to hear your objections and suggestions.” His response was brief, firm, and trailed off as he exited. “No! I’ve heard enough. It’s this kind of academic BS that really hurts the morale of the troops.” Later, I engaged this person in further discussion during a coffee break in a hallway. He elaborated. “Our guys in the Middle East are doing their best against an enemy that is determined to bring us down. We need a focus on specific tactics and strategies to improve command and control during disaster responses, not all this stuff you’re talking about that just muddies up everyone’s thinking.” I mention this here, because it illustrates my first conclusion.

1. Different cultural views of “the problem” and will preclude a simple integration of existing, or future, emergency management and homeland security curricula. This conclusion is illustrated by the example just given. But it also reflects the cultural variations I detailed above regarding everything from the intergovernmental system, management styles, and preparedness priorities.

2. Within all democratic societies, universities and other institutions of higher learning, have performed many functions, including the stimulation of political and social criticism. Many have emphasized the absolute requirement for all systems that are to survive—families, organizations, and societies—that critical examination is a must. Furthermore, those who dissent must be protected. Such protection is the most fundamental requisite of system self-renewal (Gardner 1965). Hence, within emergency management and homeland security programs,
students must be encouraged to critically examine current doctrine, no matter its source. It is not enough to just “know” the book. The capacity for critical analysis must be developed, encouraged, and protected. Indeed, it must be required of all participants, students and faculty. Reflecting remarks I made at a recent symposium (Drabek 2006a), I offer this judgment. This lack of capacity for policy criticism is the most important shortcoming in existing emergency management and homeland security courses. Given their recent creation, such a shortcoming is understandable. But it must be corrected.

3. Curricular developments and programs in emergency management and homeland security should be promoted and stimulated by various governmental bureaus, but they must not dictate. These include the Federal Emergency Management Agency (FEMA), other components of the Department of Homeland Security (DHS), and additional agencies ranging from the Department of Defense (DOD), the US Geological Survey (USGS), National Science Foundation (NSF) and others. As faculty implement a wide variety of courses, programs, and credentials of various types, including specialized certificates and formal degrees, all governmental bureaus should maintain a clear boundary. Their role is to nurture, not to prescribe. As with curricular innovations of the past, the pathways will be many and marked with both successes and failures. But the independence and autonomy of the universities, and those working within all settings of higher learning, must be maintained. Decisions regarding curricular content and assessments of academic excellence must come from within these institutions and accreditation procedures and bodies they construct. As the professions of emergency management and homeland security continue to evolve, they must become more active participants in the standard setting process.

4. Future disaster events, including those reflective of natural, technological, and conflict agents, will deflect the long-term developmental pattern of such curricular innovation.
This is to be expected. All professions evolve within specific historical contexts and reflect the ebb and flow of the knowledge building process. Barry’s (2004) social history of medical schools and curricular reform is most instructive in this regard. As opportunities for new research become available, in part because of new disaster events, some of which can not be imagined by most faculty today, program priorities and content will change. This is as it should be; it is not a sign of failure or poor quality. Rather it reflects desired growth. And disagreements regarding program and course change, elimination, or initiation, should be anticipated and welcomed. Such is the process of curricula development and societal change. Only the pace or degree of change is up for grabs. And given the turbulence and uncertainties, both within and among, all nation states probably will confront during the next several decades, it is very likely that the pace of change will be quite high. Welcome to the “new normal.”
REFERENCES


Appendix C

REGION FIVE
TRAINING AND DEVELOPMENT
ADVISORY COMMITTEE

CONCEPT PAPER

Prepared by

F/Lt. Marshall S. Johnson
Emergency Management Division
Michigan Department of State Police
REGION FIVE
TRAINING AND DEVELOPMENT
ADVISORY COMMITTEE

Background

There is a need to establish a regional training advisory committee to examine and explore reasonable efforts to improve emergency management training. Factors currently exist indicating that present emergency management training may not be matching the competency skills needed for today’s emergency program manager. This is not to say, that all course work currently delivered should be abolished, but possible modifications and changes are needed to improve the product.

If the idea of core competencies and profiling the emergency program manager’s position is fully understood, then you have to examine existing course content to realize that learning objectives may not be aligned to match the job task of the emergency program manager. Further, the regional training and development committee has a fundamental obligation to adhere to possible national standards for emergency management training. Current flexibility provides each state training component to structure and tailor its curriculum to meet the training needs of its audience.

Traditionally, each state emergency management training office receives specific course work from the National Emergency Management Training Center. In all likelihood this process will continue given the limited human resources, and technical skills needed to fully develop the necessary courses for field delivery. However, if serious deficiencies are identified in course content, then the role of the regional training and development committee is to seek relief, make recommendations or initiate certain modifications. The current perception that emergency management training may not meet the needs of emergency program managers must be validated. Evidence must be presented that supports this perception as much as possible. Methods such as reviewing course evaluations, focus group feedback, and closely examining the course content may reveal deficiencies needing correction.

The central premise of the regional training and development advisory committee is to help elevate the transfer of learning from the classroom to actual day-to-day functions and work tasks of the emergency program manager. Emphasis will be placed on identifying courses that either meet this overall goal or need revision, and make recommendations to the Emergency Management Training Center, FEMA Headquarters and course manager(s), when applicable. The advisory committee will explore creative methods for expanding existing programming, alternative delivery systems, and continually define and revise the core competencies for the emergency program manager.
Understanding Training Needs and Competencies

The first step is to gain a complete understanding of the training needs and competency for the emergency program manager. Strategy must be developed to meet these objectives and design a process for corrections. Next, the advisory committee will work with any concerned party to help formulate competency-based training programs based on tasks and roles played by the emergency program manager. Our competency model will help the advisory committee define the knowledge, skills, traits, characteristics and behaviors that are required to perform the functions of emergency management.

Core Competencies Model

The training and exercise officers of FEMA Region V produced the following, “Core Competencies” and “Associated Tasks” for use in identifying a training curriculum to meet the needs of emergency management professionals. The focus of effort centered on the following statement: “What would the emergency manager need in order to get the job done?”

Communications
- Presentation
- Basic Writing
- Grant Writing
- Meeting Management
- Marketing
- Media
- Local Groups

Coordination
- Tact/Diplomacy
- Facilitation
- Networking
- Team Building

Leadership
- Decision Making
- Influence
- Creative Thinking
- Personnel Management
- Time Management
- Negotiation
- Delegation

Resource Management
- Identification
- Collection
- Update
• Donations Management  
• Volunteers

**Planning**
• Project/Program Management  
• Risk Assessment  
• Hazard Analysis

**Training**
• Facts/Strategies  
• Development  
• Evaluation  
• Implementation

**Exercise**
• Design  
• Conduct  
• Control  
• Evaluation  
• Corrective Action

**Business Management**
• Computer  
• Budget  
• Personnel  
• Supervisor

**Evaluation**
• Needs Assessment  
• Task Analysis

**Identifying Performance Gaps**

The second step is to continually review performance needs and select the appropriate methods to collect data about gaps in performance. Performance gaps are the difference between what performance “is” and what performance “should be.”

**Analyzing Results**

The third step for the advisory committee is to analyze the data collected and assess at least two types of training needs: pre and post disaster response. Training is the solution only when lack of knowledge, skills or ability is demonstrated. Training will not improve performance if the real issue is *motivation, incentive, inadequate management, lack of clearly defined expectations, or substandard tools or materials.*
**Action Planning**

It’s expected that the advisory committee will present data results, findings, and identify training needs to appropriate parties. Identifiable performance gaps resulting from lack of skills and knowledge will be outlined as training opportunities. In addition, the advisory committee will develop a curriculum plan detailing the types of training needed, and work together in developing an action plan for the implementation of suggested curriculum.

**Oversight Responsibility**

Acting as an independent advisory committee, comprised of peer group members within FEMA Region Five, the advisory committee shall oversee, discuss, and make recommendations for program improvements and modifications. The advisory committee **may** become involved in the actual course development and design of appropriate emergency management training. Work groups will be used to focus exclusively on specific training needs and facilitate work products for peer review.

General discussion or “brainstorming” sessions will customarily be used to examine the issues relevant to training issues, identifying problems, sharing information, and to develop a group understanding of concepts.

**Evaluating Professional Growth**

The ultimate worth of the Region Five Training and Development Committee is to offer practical advise for the professional development of emergency managers. This means that the advisory committee must pay attention to training outputs, and performance behavior of participants who attend emergency management courses. The professional development of emergency managers must not be left to chance. Because of the increased complexity of today’s emergency management field, the need to continually evaluate the effectiveness of training is greater than ever.

Overall, the advisory committee was formed for two primary guiding principles: to improve the quality of emergency management training at meeting core competencies, and to determine the overall effectiveness of emergency manager’s in performing specific tasks and duties. The definitive goal is to assist the Emergency Management Training Center in creating the types of course work that will result in a greater learning experience and improve day-to-day performance of the emergency program managers.
Emergency Management Profession

CORE COMPETENCIES

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- Evaluation
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Exercise
- Design
- Conduct
- Control
- Evaluation
- Correction Action

Business Management
- Computer
- Budget
- Personnel
- Supervision

Evaluation
- Needs Assessment
- Task Analysis
Appendix D

Occupation Quick Search:

Summary Report for:
11-9161.00 - Emergency Management Directors

Plan and direct disaster response or crisis management activities, provide disaster preparedness training, and prepare emergency plans and procedures for natural (e.g., hurricanes, floods, earthquakes), wartime, or technological (e.g., nuclear power plant emergencies or hazardous materials spills) disasters or hostage situations.


View report: Summary

Tasks:

- Develop and implement training procedures and strategies for radiological protection, detection, and decontamination.
- Collaborate with other officials to prepare and analyze damage assessments following disasters or emergencies.
- Keep informed of federal, state, and local regulations affecting emergency plans and ensure that plans adhere to these regulations.
- Train local groups in the preparation of long-term plans that are compatible with federal and state plans.
- Propose alteration of emergency response procedures based on regulatory changes, technological changes, or knowledge gained from outcomes of previous emergency situations.
- Keep informed of activities or changes that could affect the likelihood of an emergency, as well as those that could affect response efforts and details of plan implementation.
• Coordinate disaster response or crisis management activities, such as ordering evacuations, opening public shelters, and implementing special needs plans and programs.

• Review emergency plans of individual organizations, such as medical facilities, to ensure their adequacy.

• Consult with officials of local and area governments, schools, hospitals, and other institutions to determine their needs and capabilities in the event of a natural disaster or other emergency.

• Apply for federal funding for emergency management related needs and administer and report on the progress of such grants.

**Tools & Technology:**

**Tools** used in this occupation:

Automatic call distributor **ACD** — Emergency alert notification systems

**Hard hats**

**Hazardous material protective footwear** — Chemical protective boots

**Safety hoods** — Protective hoods

**Two way radios**

**Technology** used in this occupation:

**Data base user interface and query software** — Emergency Managers Weather Information Network EMWIN *, Federal Emergency Management Information System FEMIS; Relational database software; SoftRisk Technologies SoftRisk SQL

**Electronic mail software** — Email software; IBM Lotus Notes

**Map creation software** — Digital Engineering Corporation E-MAPS; ESRI ArcGIS software; Geographic information system GIS software; MapInfo Professional

**Project management software** — Alert Technologies OpsCenter; Emergency Services Integrators ESI WebEOC; National Center for Crisis and Continuity Coordination NC4 E Team;
Strohl Systems Incident Manager

**Spreadsheet software** — Microsoft Excel

* Software developed by a government agency and/or distributed as freeware or shareware.

**Knowledge:**

**Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

**Law and Government** — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

**Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

**English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

**Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

**Communications and Media** — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

**Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

**Computers and Electronics** — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

**Telecommunications** — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.
Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Skills:

Service Orientation — Actively looking for ways to help people.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Coordination — Adjusting actions in relation to others' actions.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Speaking — Talking to others to convey information effectively.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Instructing — Teaching others how to do something.

Abilities:

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
**Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.

**Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

**Speech Clarity** — The ability to speak clearly so others can understand you.

**Speech Recognition** — The ability to identify and understand the speech of another person.

**Written Comprehension** — The ability to read and understand information and ideas presented in writing.

**Written Expression** — The ability to communicate information and ideas in writing so others will understand.

**Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

**Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

**Work Activities:**

**Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

**Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.

**Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.

**Communicating with Persons Outside Organization** — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

**Establishing and Maintaining Interpersonal Relationships** — Developing constructive and
cooperative working relationships with others, and maintaining them over time.

**Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.

**Interacting With Computers** — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

**Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.

**Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

**Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

**Work Context:**

**Electronic Mail** — How often do you use electronic mail in this job?

**Telephone** — How often do you have telephone conversations in this job?

**Work With Work Group or Team** — How important is it to work with others in a group or team in this job?

**Deal With External Customers** — How important is it to work with external customers or the public in this job?

**Face-to-Face Discussions** — How often do you have to have face-to-face discussions with individuals or teams in this job?

**Impact of Decisions on Co-workers or Company Results** — How do the decisions an employee makes impact the results of co-workers, clients or the company?

**Duration of Typical Work Week** — Number of hours typically worked in one week.

**Indoors, Environmentally Controlled** — How often does this job require working indoors in
environmentally controlled conditions?

**Contact With Others** — How much does this job require the worker to be in contact with others (face-to-face, by telephone, or otherwise) in order to perform it?

**Freedom to Make Decisions** — How much decision making freedom, without supervision, does the job offer?

**Job Zone:**

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Job Zone Four: Considerable Preparation Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td>Most of these occupations require a four-year bachelor's degree, but some do not.</td>
</tr>
<tr>
<td><strong>Related Experience</strong></td>
<td>A considerable amount of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.</td>
</tr>
<tr>
<td><strong>Job Training</strong></td>
<td>Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.</td>
</tr>
<tr>
<td><strong>Job Zone Examples</strong></td>
<td>Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, sales managers, database administrators, teachers, chemists, environmental engineers, criminal investigators, and special agents.</td>
</tr>
<tr>
<td><strong>SVP Range</strong></td>
<td>(7.0 to &lt; 8.0)</td>
</tr>
</tbody>
</table>

**There are 2 recognized apprenticeable specialties associated with this occupation:**
Production Controller; Production Controller

To learn about specific apprenticeship opportunities, please consult the U.S. Department of Labor [State Apprenticeship Information website](#).

For general information about apprenticeships, training, and partnerships with business, visit the U.S. Department of Labor [Office of Apprenticeship website](#).

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**Education**
<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>Education Level Required</th>
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</thead>
<tbody>
<tr>
<td>52</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>26</td>
<td>Master's degree</td>
</tr>
<tr>
<td>15</td>
<td>Some college, no degree</td>
</tr>
</tbody>
</table>

**Interests:**

Interest code: **SE**

**Social** — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

**Enterprising** — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

**Work Styles:**

**Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.

**Integrity** — Job requires being honest and ethical.

**Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.

**Initiative** — Job requires a willingness to take on responsibilities and challenges.

**Leadership** — Job requires a willingness to lead, take charge, and offer opinions and direction.

**Analytical Thinking** — Job requires analyzing information and using logic to address work-related issues and problems.

**Self Control** — Job requires maintaining composure, keeping emotions in check, controlling
anger, and avoiding aggressive behavior, even in very difficult situations.

**Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

**Adaptability/Flexibility** — Job requires being open to change (positive or negative) and to considerable variety in the workplace.

**Persistence** — Job requires persistence in the face of obstacles.

**Work Values:**

**Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

**Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.

**Recognition** — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.

**Wages & Employment Trends:**

**National**

Employment data collected from *Emergency Management Specialists.*

Industry data collected from *Emergency Management Specialists.*

**Median wages (2010)**

$26.61 hourly, $55,360 annual

**Employment (2008)**

13,000 employees

**Projected growth (2008-2018)**

Much faster than average (20% or higher)

**Projected job openings (2008-2018)**

5,600
Top industries (2008)

Government

Health Care and Social Assistance

State & National

Appendix E

Matrix of FEMA

Independent Study Courses

In

PCC Emergency Management Curriculum
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Em Mgr</th>
<th>Are you ready</th>
<th>Intro ICS</th>
<th>Intro Exer</th>
<th>Exer Eval</th>
<th>Exer Design</th>
<th>Sp Needs Pln</th>
<th>In Act ICS</th>
<th>Fund EM</th>
<th>Em Pln</th>
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<tr>
<td>EM 101 Intro</td>
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* = Prof Dev Series
X = Required
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Appendix F

DEVELOPMENT OF AN ACCREDITATION PROGRAM
THE FOUNDATION FOR HIGHER EDUCATION ACCREDITATION (FFHEA)

Daryl Lee Spiewak, CEM, TEM
9/22/2011

Until recently, university- and college-level emergency management programs, either degree or certificate, did not have a set of standards or an official accrediting organization to recognize academic excellence. There existed no organization or process for evaluating the multitude of emergency management programs being offered. The Foundation for Higher Education Accreditation (FFHEA) was formed with help from emergency management academics, researchers and practitioners as that official organization to accredit emergency management programs worldwide. The foundation is the only organization accrediting post-secondary emergency management programs in the world. It does not accredit universities and colleges. They have their own accrediting organizations. It only accredits emergency management programs – degree and certificate. What follows is a discussion of why the Foundation was formed and how the Foundation developed their accreditation standards.

Birth of an Idea

The first presentation on accreditation was during FEMA’s 4th Annual Higher Education Conference (June 2000) held at the Emergency Management Institute in Emmitsburg, Maryland, participants voiced much pleasure at the increasing number of emergency management degree and certificate programs universities and colleges in the United States were offering, as well as those being developed in other countries. The numbers started out very small, but were growing each year. As the participants discussed these programs, we wondered about standards. To our dismay, we discovered universities and colleges could establish a program any way they wanted to; there weren’t any standards applicable to implementing an emergency management degree program! For many participants, this was not acceptable and as a group we voiced frustration with the status quo. But what to do about it and who would actually take action to correct it? Indeed, what could we, as highly regarded members of the emergency management educational community, do to develop and enforce a set of standards for emergency management degree and certificate programs? This became of subject of much reflection and discussion, but no action.

The next few years saw more emergency management programs come into being and still no resolution made to the standards issue. It was reported during one breakout session that there was a master’s level degree program in existence using associate level curriculum. This
announcement set off further discussions regarding standards. University professors and administrators were asking someone to put an accreditation program together because it was desperately wanted/needed; even overseas universities expressed interest in standards development and accreditation. Standards would make it much easier to develop new programs because course developers would have something to guide them. Standards would also help students decide on a program’s value just like accreditation does for a university or college.

The need for a set of standards was not in dispute. Collectively, we knew the difference between an associate, a bachelor, and a master’s degree. FEMA, and the Higher Education program managed by Dr. Wayne Blanchard, PhD., CEM, developed a recommended curriculum for each degree level that was available for downloading from FEMA’s Higher Education website. We also had the four phases of emergency management, various presidential directives, the National Response Plan (and later the National Response Framework), the National Incident Management System, the Incident Command System, etc. as well as a body of research and knowledge specific to emergency management. What was in dispute was who would establish and enforce a standard for emergency management programs.

The first task was to determine who should establish a set of standards and manage the accreditation process? The most likely candidate suggested was FEMA itself. Unfortunately, as a federal agency, FEMA was not chartered to do this now, but maybe in the future? After much lively debate and discussion among ourselves and with some FEMA representatives, we decided it was probably not a good idea to have a federal agency in charge of accreditation and telling universities and colleges what they could or could not teach. FEMA agreed with that conclusion and we decided to look elsewhere.

The International Association of Emergency Managers (IAEM) was approached to gauge their interest in accrediting emergency management degree and certificate programs. IAEM is the premiere professional association for emergency managers worldwide. Their membership includes some of the best emergency managers around as well as emergency management teachers, adjuncts and full professors. IAEM also administers the Certified Emergency Manager (CEM®) and Associate Emergency Manager (AEM) credentials. The board was briefed and much discussion ensued. The idea was intriguing, but not enough to overcome some strong reservations. The board said they did not want the association to be viewed as telling universities and colleges what they should or should not offer in their programs, much like FEMA said. IAEM did not want to be viewed as a ‘black hat’ by those who could not or chose not to get accredited. IAEM regretfully turned down the offer and wished us much luck in creating an organization to accomplish the vision and mission described to them.

Next, we considered asking a number of existing university accrediting agencies whom might be able to do it, but since none had the expertise or desire to establish a new program for emergency managers they were scratched from the list too. Eventually a consensus was built among the
academics, researchers and practitioners alike during various meetings and presentations at the Higher Education conferences. If we wanted a set of emergency management program standards and a means of enforcing them through the accreditation process, we would have to establish our own organization charged with this mission. But could we and what would we have to do to make this vision a reality?

Accreditation Process Research

Research showed that accreditation is official recognition that a school or program meets a set of requirements of academic excellence. It is accrediting organizations who establish the set of operating standards or requirements for educational institutions and programs. The U.S. Department of Education defines these accrediting organizations as “private educational associations of regional or national scope” and state that these organizations “have no legal control or authority over educational institutions or programs. They merely promulgate standards of quality or criteria of institutional excellence and approve or renew membership of those institutions that apply for and meet their accreditation standards or criteria” http://ope.ed.gov/accreditation/. Through a rigorous evaluation process, accrediting organizations determine the extent to which the established standards or criteria are met. Once the evaluation process is completed, the accrediting organizations announce their findings publically so others will be able to use the information to make appropriate decisions.

In the United States the accreditation process is usually applied by private educational organizations that have been accredited by the US Department of Education, though it is not a legal requirement. The US Department of Education only accredits organizations, associations and institutions that have applied for accreditation and meet the department’s criteria. Further, the department has no legal authority to exercise oversight of accrediting agencies who evaluate and accredit programs outside of the United States.

According to the U.S. Department of Education FAC, “Specialized accreditation normally applies to the evaluation of programs, departments, or schools which usually are parts of a total collegiate or other post-secondary institution. The unit accredited may be as large as a college or school within a university or as small as a curriculum within a discipline. Most of the specialized accrediting agencies review units within a post-secondary institution which is accredited by one of the regional accrediting commissions. However, certain of the specialized accrediting agencies accredit professional schools and other specialized or vocational or other postsecondary institutions which are free-standing in their operations. Thus, a "specialized" or "programmatic" accrediting agency may also function in the capacity of an "institutional" accrediting agency. In addition, a number of specialized accrediting agencies accredit educational programs within non-educational settings, such as hospitals” http://ope.ed.gov/accreditation/FAQAccr.aspx.

So, at the conclusion of FEMA’s 8th Annual Higher Education Conference (June 2005), Craig Marks CEM®, CERP, adjunct with the University of North Carolina at Chapel Hill, formed a
committee “to develop a set of standards and a methodology to accredit post-secondary emergency management and homeland security programs.” Over time, this committee became the Foundation for Higher Education Accreditation (FFHEA http://www.ffhea.org/1401.html).

Standards Research

Establishing standards requires a careful, deliberative process built on a strong foundation of broad collaboration. To be effective, we knew these ‘new’ standards must have broad acceptance by the audience to which they apply; in this case, to the emergency management community consisting of academic institutions offering degrees and certificates in emergency management, professors and adjuncts teaching emergency management courses, students taking emergency management courses, and emergency management practitioners who will hire these students.

We wanted as many stakeholders as possible to have a hand in shaping the standards and that the process is visible, accessible and inclusive. This was ensured by inviting a wide variety of stakeholders to join the committee. We ensured even more stakeholders had an opportunity to be heard and to influence the standards through progress reports and presentations made at the Higher Education conferences.

To ensure the standards would be acceptable to universities, colleges and practitioners alike, the committee used existing emergency management standards applicable to emergency management programs. The core competencies follow NFPA 1600 and Emergency Management Accreditation Program (EMAP), forming the basis of the standards for the various degree levels. Included in the standards were the core competencies and common body of knowledge which came out of the 2005 Higher Ed Conference, as well as ASTM Committee 54-02 standards, DRII (Disaster Research Institute International), the CEM®, and BCP (Business Continuity Professional). The committee’s thinking was that these comprehensive emergency management standards would be tailored to the type of program being taught — EM, business continuity, etc. — rather than having a single standard for all programs. Basic standards of education and administration should be consistent across the board. The committee also reviewed Bloom's Taxonomy as well as standard items such as POI, lesson plans, course objectives, internships, student participation, research and library materials, written and oral communications, etc.

In early 2006, the committee evolved into the Foundation on Higher Education Accreditation. Shortly thereafter, in May 2006, the first draft standards were completed. The Foundation tested those standards with its first accreditation visit at Arkansas Tech University in Russellville. Administrators and professors alike said the committee’s choice of standards was good; they mirrored the standards established by NFPA 1600 and EMAP. The standards and assessment process were very thorough. They also appreciated the fact that the peer evaluators reviewed course curriculums, student internship/externship binders, other student work products, the university self-assessment, etc. as part of the total assessment process rather than simply following a detailed checklist.
The committee took the university’s comments and the lessons learned by the assessment team to improve the standards. Foundation staff then briefed the revised standards at the FEMA Higher Education conference in June 2006 to gain additional insights, explain the purpose of ‘our’ accreditation program and to further review/improve the standards in preparation for the next accreditation visit.

Accreditation Standards

The committee went through a continuous improvement process the next few years and refined the twenty-three original standards. The current version of the standards is dated May 2011 and reflects all the lessons learned the last five years. According to the Foundation’s Draft May 2011 standards, “1-4 relate to the general educational program, 5-19 relate to the emergency management program, and 20-23 relate to resources impacting educational quality.” Similar to the standards set forth in NFPA 1600 and EMAP for emergency management programs, “Each standard sets forth a general expectation without stipulating a means for achievement. Indicators provide an instrument, or performance criteria, for determining whether a program complies with the standard” (2011, pg 3). Following is a summary of the standards. Download a copy of the complete standards, with indicators and guidance for each one from http://www.ffhea.org/3322/22901.html.

General Education Program Standards (1-4).

1. Curriculum Structure - The curriculum is structured to facilitate and advance student learning.

2. Professional Values - The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness in accordance with the principles of Emergency Management as developed by the FEMA Higher Education Project in October 2008.

3. Professional Business Practices - Students have a foundation in professional business practices.

4. Written and Oral Communications - Students communicate effectively.


5. Laws and Authorities - Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.

6. Risk Assessment - Students identify hazards; monitor those hazards; determine the likelihood of their occurrence to a specific locality; and determine the vulnerability of people, property, the environment, and the entity itself to those hazards.
7. Impact Analysis - Students evaluate impacts resulting from interruption or disruption of individual functions, processes and applications.

8. Prevention - Students have a foundation in incident prevention. Students know how to develop strategies to prevent an incident that threatens people, property, and the environment. Students also know how to monitor the threat level for identified hazards and adjust the level of preventive measures commensurate with the threat.

9. Mitigation - Students have a foundation in mitigation principles. Students know how to develop strategies that include measures to limit, control or mitigate the effects of hazards that cannot be prevented.

10. Planning - Students have a foundation in planning principles. Students are able to use all the basic elements of the planning process as a basis for working together with emergency managers, department heads, policy makers, planners, and other stakeholders, to shape the entity’s emergency plans.

11. Resource Management - Students have a foundation in resource management principles. Students know how to identify, develop, and manage a resource management system.

12. Mutual Aid - Students have a foundation in principles of mutual aid. Students know how to develop strategies to mitigate the effects of hazards that cannot be prevented. Strategies will include both interim and long-term actions to reduce vulnerability.

13. Communications and Warning - Students have a foundation in communication systems and procedures to support the emergency management program. Students know how to develop and maintain the capability to alert stakeholders potentially impacted by an actual or impending incident. Students know how to integrate and disseminate advisory and warning systems within the emergency management program.

14. Operational Procedures - Students have a foundation in developing, coordinating, and implementing operational procedures to support the entity’s emergency management program and execute its plans.

15. Emergency Response/Emergency Operations Center - Students have a foundation in incident management principles, actions taken to protect people (including those with special needs), property, operations, the environment and provide incident stabilization.

16. Training - Students have a foundation in adult training principles to develop and implement a training/educational curriculum to support the entity’s emergency management program while complying with applicable regulatory requirements.
17. Testing and Exercises - Students have an understanding of the need for exercises and exercise evaluations, and the available methodologies for evaluation in the field of emergency management. Students know how to develop and implement a systematic approach to exercise development, evaluation, and post-exercise evaluation activities.

18. Crisis Communication and Public Information - Students have a foundation in crisis communication principles. Students know how to develop procedures to disseminate and respond to requests for pre-disaster, disaster, and post-disaster information, including procedures to provide information to internal and external audiences, including the media, and deal with their inquiries.

19. Incident Management - Students have a foundation in incident management systems designed to direct, control and coordinate response and recovery operations.

Program Resources (20-23).

20. Faculty - Faculty members, graduate teaching assistants and other instructional personnel are qualified and adequate in number to implement program objectives.

21. Facilities - Program facilities and resources provide an environment to stimulate thought, motivate students, and promote the exchange of ideas.

22. Administration - The administration of the program is clearly defined, it provides appropriate program leadership, and it supports the program. The program demonstrates accountability to the public through its published documents.

23. Assessment - Systematic and comprehensive assessment methods contribute to the program’s ongoing development and improvement.

Evaluation of these standards is based on student performance throughout the educational program. Peer reviewers judge student learning outcomes to determine if the emergency management education program meets the standards. Peer reviewers know that not every student will demonstrate excellent work and take that fact into account during their site visit evaluations. Peer reviewers do expect students to show progress in knowledge, skills, and competencies. They also expect student performance will “demonstrate that the subject matter addressed in each standard has been covered in the overall curriculum” (2011, pg 3) without defining how the program should address it.

Next Steps.

NFPA 1600 and EMAP are being revised for 2013. Once the revised standard is published, a committee will compare the Foundation’s standards against the new NFPA 1600 and EMAP, incorporating any applicable modifications. IAEM published the Principles of Emergency
Management. Those principles will be incorporated into the indicators and guidance for the applicable standards. All changes will be briefed at the next FEMA Higher Education conference and published on the Foundation’s website (http://www.ffhea.org) for peer review. The Foundation’s officers expect this will be an ongoing process for continuous improvement.

The Foundation has evaluated a few university emergency management degree programs and will evaluate at least two more by the end of 2011. A couple more are scheduled for evaluation in 2012. Once these university programs are evaluated, and the standards finalized, a more formal process will be implemented. Then the Foundation plans to undergo its own specialized accreditation evaluation by the US Department of Education.

Conclusion

Developing these standards took a lot of work by a large number of academics, researchers and practitioners involved in emergency management. It has taken them six years to get to where we are today. It will take a few more years of testing and revision to finalize the standards and for the Foundation for Higher Education Accreditation itself to be accredited by the U.S. Department of Education. Then our vision of having an official organization to accredit university and college emergency management degree programs worldwide that had such humble beginnings way back in 2005 will be finally realized.

WORKS CITED


Appendix G

Foundation for Higher Education Accreditation in Emergency Management

History and Benefits

9/22/2011

Goss, Kay, CEM

Internationally, education is the fastest growing industry in general, and in emergency management, particularly. There is an international shortage of qualified faculty, specifically those having doctoral degrees. There is also a shortage of those with bachelor’s and master’s degrees in emergency management to fill positions at the state, tribal, local, and campus levels, as well as in the private and nonprofit sectors. In fact, according to the Department of Labor, Bureau of Labor Statistics, emergency management is among the top 20 of growing profession in the US.

In the early 1990’s, FEMA’s Emergency Management Institute was able to offer training to about 5,000 people every year but there were another 5,000 applicants who were turned down for lack of space, faculty, and funding. Eventually, online training was offered to millions around the world, through FEMA’s Independent Study Course Program.

The concept of partnering with institutions of higher education to assist with this educational and training challenge was born with the launch of the FEMA Higher Education Project in 1994 by Kay Goss, CEM, Associate FEMA Director in charge of National Preparedness, Training, and Exercises (Presidential Appointee, US Senate Confirmed), and John McKay, CEM, Director of FEMA Training, a Senior Executive Service (SES) career employee. Chair of the EMI Board of Visitors at the time was Dr. Dennis Mileti, Director of the Natural Hazards Center at the University of Colorado at Boulder. At the time, there were two or three higher education degree programs in the country, notably the University of North Texas and State College in Trenton, New Jersey.

Soon thereafter, Goss and McKay selected Dr. B. Wayne Blanchard, CEM, to manage the Higher Education Project. Blanchard initiated several processes to keep interested stakeholders informed and to move the discipline forward – regular reports on news, activities and technical assistance to institutions establishing programs, as well as definitions, bibliographical information, 50 most recommended books for graduate students, course development, think pieces, syllabi, college lists by degrees and states. The initial goal was to establish degree
programs in every state by 2001. Blanchard supervised the development of 22 college courses; however, many of the courses offered throughout the country were developed locally.

In 1997, FEMA made the decision to host an annual conference to bring together higher education officials offering degrees and certificates in emergency management, as well as professors developing these courses. Soon thereafter, practitioner leaders were also invited. The FEMA Higher Education Program Conference started out with about 80 in attendance and has grown each year.

In 2011, the 14th Annual Higher Education Program Conference drew 400 participants, including seven countries, even though Blanchard had retired the year before. There are now over 235 of higher education programs offering degrees or certificates in Emergency Management. Another 100 programs are under consideration or development. In addition, there are about 100 homeland security degree or certificate programs.

A continuing topic of conversation for the last seven or eight years at the Higher Education Program Conference has been the need to institute an accrediting process for degree programs. When the Higher Education Program was new, Goss was hesitant to start an accreditation program, concerned that it might slow the growth during the earliest days of the program. However, once a critical mass of degrees had been established, it became clear that growth was robust. The next natural step in assuring quality programs in behalf of students and faculty was to develop an accreditation process.

In preparation for the FEMA Higher Education Program Conference in 2000, Goss asked Dr. Alan Walker, who was then the Associate Dean of Continuing Education at Louisiana State University, to prepare and present a white paper on the accreditation process in higher education for fire service degree programs. A few years later, the late Craig Marks, CEM, Director of the Community Preparedness and Disaster Management Program at the University of North Carolina, said something like, “If not now, when, and, if not us, who?”

The Foundation for Higher Education Accreditation in Emergency Management was launched in 2005 with a four-pronged approach, emphasizing accreditation, honor society, research, and collaboration. The original board included Marks (President), Goss as co-Vice President along with Daryl Spiewak, CEM, Dorothy Miller, CEM (secretary) and Valerie Lucus-McEwen, CEM, CBCP (communications.) Since then, the foundation has been expanded to include Dr. Bill Waugh, Dr. Craig Zachlod, CEM, Dr. Derin Ural, Landon Densley, CEM. Dr. Micheal Kemp, CEM, was the student representative on the board and later served as an assessor for one institution, as did Dr. David McEntire. Dr. Rick Sylves has joined the Board most recently and will serve as an assessor, as his schedule permits.

In 2006, Craig Marks tragically died in an accident at his home and Goss succeeded him as President. Daryl Spiewak, CEM, serves as Vice President and Director of Standards. The honor
society, Epsilon Pi Phi, was established in 2006 and now has over 300 members. Dorothy Miller, CEM, manages the honor society. Valerie Lucus-McEwen, CEM, manages the foundation’s website and overall communications.

The website was launched in 2008 and contains the draft standards, a self-evaluation guide, bios of board members, information on joining the Epsilon Pi Phi honor society, and contact information.

The objective of the foundation is to serve the emergency management educational communities who have or are in the process of developing post-secondary coursework and programs, including those for use in Associate, Baccalaureate and Graduate Programs. Emergency Management programs are located in a variety of disciplines or departments, some are in public administration, while others are in political science, criminal justice, government, geography, fire technology, sociology, engineering, geology, seismology, continuing studies, general studies, professional development, community studies, public health, nursing.

Three accreditations were provided as pilot projects – Arkansas Tech University, American Public University/American Military University, and Western Iowa Technical Community College. Three additional institutions are in the process of scheduling assessments this year, with a fourth in early 2012.

Accreditation represents that institutions with Emergency Management degree programs are adequately preparing students to lead emergency management programs in compliance with the highest voluntary standards contained in the Emergency Management Accreditation Program (EMAP) and the National Fire Protection Association (NFPA) 1600 “Standard for Emergency Management and Business Continuity Programs”, and the International Association of Emergency Manager’s Certified Emergency Manager Program, as well as those in the FEMA guidance contained in the National Incident Management System and the National Response Framework.

Periodic updates of the standards are made, based on new laws, guidance in the Federal Register, and updated editions of EMAP (2010) and NFPA 1600 (2010). For example, the new FEMA National Recovery Framework will be included at the upcoming board meeting.

The Epsilon Pi Phi honor society on many campuses works closely with the IAEM-Student Association in supporting student and faculty efforts to build the profession of emergency management on their campuses. The Foundation and Honor Society have sponsored poster contests at the annual conferences and present annual awards for the largest chapter and the service award at the silver and gold levels.

The foundation salutes the original leading research institutions in emergency management such as the Disaster Research Center at the University of Delaware and the Natural Hazards Center at
the University of Colorado at Boulder, the Higher Education Consortium and the Foundation for Comprehensive Emergency Management Research Network. The Foundation also recognizes the Journal of Emergency Management, the Journal of Homeland Security and Emergency Management, Emergency Management Magazine, as well as the many hundreds of textbooks, articles, white papers, and monographs which have been published over recent years. All these build the profession and provide for the publication of research. When the higher education project was launched, there was only one basic Emergency Management textbook, published by the International City Management Association, dubbed the “green book.”

The International Association of Emergency Managers has offered a Certified Emergency Manager (CEM) designation, for twenty years, based on having a bachelor’s degree, 100 hours of emergency management training and 100 hours of general management training, professional references, six areas of public service, an exam and an essay. There are 221 CEMs who have had this qualification for at least 10 years, including several members of the foundation board.

Accreditation of emergency management programs in institutions of higher education is the next natural step in the evolution of the building of the profession of emergency management.

Appendix H

EM SACC:

Emergency Management Subject Area Curriculum Committee  2010-2012

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Appendix I

How Emergency Management Is Changing (For the Better)
By: Elaine Pittman on October 03, 2011

Nancy Ward surveys storm damage in Kentucky as FEMA's acting administrator in 2009. Photo courtesy of Andrea Booher/FEMA

Like all professions, emergency management has evolved throughout the years to become what it is today — a defined field of work that’s paving a career path for future employees. The modern concept of emergency management has grown from the civil defense days — when in 1941, President Franklin D. Roosevelt created a federal office to protect civilians and respond to community needs in wartime. As state and local governments saw the need for programs focusing on emergency management, veterans and retired first responders were the go-to candidates to fill these positions.

Emergency management has had its share of challenges as people — from government and the public — sought to understand what it is and why it’s important. Even though historically there has always been some aspect of emergency management in the United States, hurricanes and earthquakes in the late 1960s and early ’70s were catalysts behind legislation and an increased focus on natural disasters. Then in 1979, FEMA was created by presidential order, and people saw the likenesses between the agency and civil defense. There also was a shift toward focusing on all hazards.

Since the profession was traditionally filled with first responders and veterans, it was a male-dominated field, but that’s changing, and programs are developing to educate the work force’s next generation.

A survey by the Emergency Management Professional Organization for Women’s Enrichment (EMPOWER) from 2006 showed that the field is evolving to include a greater percentage of women — but the employment growth is slow. Of the 202 respondents (71 percent of which were female), only 10 percent had more than a decade of experience. The majority of respondents, 35 percent, had fewer than five years’ experience.

The U.S. Department of Homeland Security’s annual employee survey also shows similar numbers — more women work for the department, but change isn’t happening quickly. Survey results indicated that in 2007, 32 percent of the department’s employees were women; in 2010, 37.5 percent were female.
A look at some of the pre-eminent women working in emergency management roles provides insight into how they got into the field, positive changes they’ve seen and what’s in store for the future.

**Undefined Career Paths**

Aside from the traditional method of filling emergency management roles with second-career professionals, another common way people got into the field was by accident. “We are trending away from people, like me, who backed into the field,” said Nancy Dragani, executive director of the Ohio Emergency Management Agency, who began her career as a disc jockey with Armed Forces radio and joined the National Guard when she got off active duty. Dragani spent time at a local agency before going to Ohio Emergency Management as a public information officer.

Nancy Dragani, executive director, Ohio Emergency Management Agency. Photo by Larry Hamill

“Like most people in my generation, I really backed into it; it wasn’t something that I intentionally went to school for or wanted to be,” she said. “It simply was something that as I learned about it, interested me, so I began looking for opportunities to get into the field.”

Although Dragani eased into the position as the state’s director, her background gave her a unique view into the role. Working in public affairs, she was required to know about all of the agency’s functions. And before leading the agency, she also served as director of operations. She’s by no means the only person who took an indirect route into emergency management.

Nancy Ward, administrator of FEMA Region IX, began her career working in California’s Department of Social Services for 15 years. After federal disaster declarations in the state, she volunteered with a grant program that provided assistance to families and individuals affected by a disaster. “I did that in 1983 and just loved what I got to do in terms of going out to recovery centers and talking to disaster survivors about our program and what we could help them with,” she said. “I just fell in love with it.”

Ward volunteered after every disaster and eventually was running the program. From there she moved to the Governor’s Office of Emergency Services where she oversaw operations, individual assistance and recovery programs. Ward joined FEMA in 2000 as the response and recovery division director for Region IX — which includes Arizona, California, Hawaii, Nevada and five U.S. territories — and became the regional administrator in 2006.
“I think that women migrate toward these kinds of jobs, because they have an innate characteristic that they want to help,” she said.

The traditional way of local-level employment also mimics Dragani’s and Ward’s stories. Barb Graff began working in the Bellevue, Wash., city manager’s office in 1983, and following the Loma Prieta earthquake of 1989, the city created an emergency management program. Although Loma Prieta struck Northern California, Graff said it was a “seminal incident” that started many programs in the Pacific Northwest. “I had already declared to the city manager that I was ripe for a new opportunity,” she said, “so the change knocked on my door when we created the first-ever emergency management program.”

Graff stayed in that role for 15 years before moving to Seattle, where she has directed the city’s Emergency Management Office since 2005.

Although these are just a few examples of how people traditionally started working in emergency management, they represent the majority of the field — that is until changes within the last decade opened new doors for career seekers.

So Long Good Old Boys’ Club

Emergency management has been called the “good old boys’ club,” which can be attributed to the field’s tradition of hiring from the military and first responders. That’s not to say that women aren’t included, but by default, the roles have been primarily filled by men. Claire Rubin, who has held various roles in emergency management and homeland security over the last 33 years and now works as a consultant, said that in the late 1970s and early ’80s, it was hard to find other women working in the field. She said that Susan Tubbesing, the University of Colorado at Boulder’s Natural Hazards Center director at the time, wanted to have women and minorities attend the center’s annual conference. Tubbesing would call Rubin to inquire about women she knew in the field to increase the event’s diversity. “It definitely required an effort to find them,” Rubin said. “They just weren’t working in the field, or if they were, they were mostly much younger and therefore not in positions of enormous responsibility yet, because we were working our way in.”

That sentiment is echoed by others. Marg Verbeek, an associate with Good Harbor Consulting and past president of the International Association of Emergency Managers, said that when she attended conferences 20 years ago that brought together as many as 500 participants, only a handful of women were present. And even today, when it comes to high-level roles, there are few women heading state offices. During Ellen Gordon’s time as administrator of the Iowa Homeland Security and Emergency Management office from 1986 to 2004, she said there were never more than three women in similar roles nationwide. That number hasn’t increased drastically since then. Gordon said there are now five females who are state directors.
Barb Graff, director, Seattle Office of Emergency Management. Photo by John Gragen

Emergency management’s civil defense roots contribute to the lack of diversity. “When I first got into [the field], it was very male-dominated, and of the men in the field, it was very military-dominated,” Graff said. “I think that still continues to some extent at the state level, but I have seen a big change here in Washington. I’ve seen many more women at conferences, professional development opportunities and much more networking. So I think it’s evened out quite a bit.”

Another contributor is the nation’s tradition of hiring first responders pursuing second careers in emergency management. In some instances, it’s still a driving factor. “There definitely is a group of folks in emergency management who feel if you have not been a true first responder — meaning police, fire, [emergency medical services] — that maybe you don’t really know how it all works,” said Kirby Felts, assistant director of the University of Virginia’s Emergency Preparedness Office. “I would argue that. I think that I could be a good emergency manager without having to respond on scene to deal with and be in the heat of the moment.”

Graff pointed out that these issues aren’t unique to emergency management and noted that “being a relatively young field, it’s had to learn the hard sexist lessons that every other profession has had to learn.”

Emergency management professionals agree, however, that the field has changed, and there’s no longer a focus on gender. “I think that certainly in the early days, we probably had to prove ourselves a bit more in terms of our skills, abilities and capabilities,” Ward said. “I don’t really see that much anymore. I think right now, we’re just looking for competent people, whether they’re men or women.”

Game-Changing Trends

Emergency management as a profession has grown throughout the years, aside from the natural evolution of a career, and specific events and developments have contributed to the changes. A major game changer was the 9/11 terrorist attacks that altered the nation’s view of emergency management. Homeland security was quickly elevated as a national priority and, for many, it opened up new career possibilities. People who may not have been aware of the nation’s longstanding background with civil defense were inundated with information about the new U.S. DHS and the need for disaster recovery and preparedness.
“I think the expansion of the career and emergency management community — and focus because of these large events and certainly because of how 9/11 changed the world and created a whole different dynamic — has opened it up exponentially for men and women,” Ward said.

This also was highlighted in EMPOWER’s survey, which showed that many people, especially women, got engaged in the field after Sept. 11, 2001. “The majority of women in emergency management had joined in the last 10 years,” said Felts, who chairs EMPOWER’s board of directors. And those becoming emergency managers in the last 10 years have been younger, ranging from 25 to 34 years old, according to the survey.

Another factor influencing the profession’s future is the addition of higher education programs that focus on emergency management and homeland security. There are more than 250 programs nationwide — a major change from people getting into the field every way but through a direct path.

“It’s exciting for me to see both women and men who want to be in emergency management, who are going to school to be emergency managers and not something that’s a retiree’s profession,” Dragani said.

Gordon, an associate director with the Naval Postgraduate School, said the availability of degree programs will lead to an increase in women working in emergency management. “Like anything, I think it will take time as the degree programs mature and people going through the courses graduate and so forth,” she said. “But I think it will certainly open up the door.”

With the influx of degree programs, many question their reputation or if they should attend in-person or online classes. But a college’s location can impact students’ career paths, Rubin said, giving them a “decided advantage.” Colleges located near D.C. — like George Washington University, George Mason and the University of Maryland — are likelier to produce graduates who go on to work for federal contractors or agencies, the Red Cross or a large consulting firm, Rubin said, but students who attend the universities of South Carolina or Alabama are likelier to become emergency managers in the public sector.

**Defining Emergency Management**

A longstanding challenge for emergency management has been that people, both the public and within government, don’t understand what it is. And as more people seek to become emergency managers, they’re creating a work force that has a diverse set of backgrounds. EMPOWER’s survey showed that 54 percent of the women respondents have nontraditional backgrounds, meaning they come from fields including mental health, IT and public relations. Although the diversity provides a wealth of knowledge and the ability to understand the needs of a community, some say it adds to the confusion.

“The emergency management profession still does not have a clear identity, and it is emerging toward full stature,” said Good Harbor Consulting’s Verbeek, who previously was an emergency manager in Canada’s Waterloo Region. “The principles are not readily known, and the body of knowledge is very diverse. The people entering the profession come from a great number of backgrounds, which is necessary, but makes the evolution to a profession quite challenging.”
Verbeek wrote her master’s thesis on the evolving roles of emergency managers and has worked in the field for more than 20 years. She said an emergency manager’s key tasks and roles are generally not understood very well by elected officials. “When you say that you are an ‘emergency manager’, the general public and often other governmental officials do not know what that means or the work that you do.”

She looked at emergency management starting in the 1950s when it was more reactive and focused on response only. Then in the ’70s and ’80s, the role was given to someone like a fire chief — who already had a full-time job and the emergency management function became an additional responsibility. By the late 1980s and into the ’90s, Verbeek said a new set of imperatives arose like sustainable development, and people pushed for increased safety. Then in 1992, Hurricane Andrew displaced 250,000 people and caused major damage to infrastructure. “Devastating disasters like Hurricane Andrew brought to the forefront the role of an emergency manager as a coordinating authority responsible to ensure that all organizations, whether governmental, private sector or nongovernmental, were working together to mitigate the situation,” she said. “For the first time, the question of, ‘What makes you qualified to be an emergency manager?’ was raised. Clearly the role of an emergency manager was transforming.”

Another challenge is being considered an essential part of a community’s “public safety fabric,” as Graff called it. She said the profession has done much of its own marketing through the years — everyone knows what a fire department does, but it has taken time for people to realize that communities also need emergency management offices. The Loma Prieta earthquake made this clear in Washington state, and each state and locality — depending on its geography and critical infrastructure must look into how to prevent and respond to man-made and natural threats.

But there is one thing everyone can agree on: Emergency management as a profession and philosophy has advanced since the 1950s. A more defined career path is being created for the future work force, which is making the profession more diverse both in terms of the people who work in it and their backgrounds.

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**How do I get into emergency management?**

The following are tips and advice from leaders at different levels of government.

**Barb Graff, director, Seattle Office of Emergency Management:** Volunteer and take advantage of free training. “No. 1, the agency gets unpaid labor, but you, by volunteering, get invaluable experience and contacts. There’s also now a wealth of training that you can take free online through the independent study courses offered by the Emergency Management Institute. Finally, more and more emergency management programs open their doors during training and exercises. They need role players, simulators, evaluators and such, and volunteering to help with those makes you more of a known commodity.”

**Nancy Dragani, executive director, Ohio Emergency Management Agency:** Be open to all opportunities. Dragani said none of the people who work for her broke into the field right off the bat — one woman started as a dispatcher with the highway patrol, and another worker took a temporary job as a disaster relief grant employee, and then moved up through the program’s ranks. “All of them took what could be considered
neutral steps or side steps to get into the field. They recognized that those might be necessary to achieve their long-term goal of getting into the emergency management career.”

**Nancy Ward, administrator, FEMA Region IX:** Identify your focus. There are numerous opportunities at the local, state and federal levels, and many agencies like public health, have a nexus to emergency management. “I think it takes a little bit of inquiry into really what is a person, where do they see their skills and abilities applying, and what do they want to do in the arena of emergency management.”

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**Networking and Job Development for Women**

There are many organizations that bring together and educate the nation’s emergency managers. Here are three that cater to women:

The Emergency Management Professional Organization for Women’s Enrichment (EMPOWER) is a nonprofit started in 2005 to “help women advance their careers through networking, mentoring and promoting educational opportunities in the field of emergency management,” according to its website, [www.empower-women.com](http://www.empower-women.com). EMPOWER hosts webinars and speaker sessions, and piggybacks on national conferences by having networking sessions while they’re ongoing, said Kirby Felts, who chairs the organization’s board of directors.

She said EMPOWER also holds a Certified Emergency Manager (CEM) study circle, a monthly preparation session done via conference call that’s sponsored by the International Association of Emergency Managers. “We talk through different parts of the application package and share ideas on interpretation of the questions and what they’re asking for,” Felts said. About three times during the study cycle, a CEM commissioner will answer questions and help participants through the process.

The International Network of Women in Emergency Management connects leaders in government, the private sector, nonprofits, professional associations and community- and faith-based organizations. Participants are kept up-to-date through conference calls and a LinkedIn group. According to the organization’s website, [http://inwem.org](http://inwem.org), it’s “comprised of a network of international men and women leaders with a passion to create global emergency management systems and partnerships, which promote safer, resilient, sustainable, and prepared, diverse communities and elevate the status of women.”

Another organization, Women in Homeland Security (WHS), is a nonprofit that was founded in 2009 and has more than 800 public- and private-sector members. “Through monthly meetings, book club, WHS University and the group’s charity work, Women in Homeland Security fosters a collaborative environment for homeland security professionals to improve our nation’s security and intelligence on critical homeland security topics confronting the nation,” according to the website, [www.womeninhomelandsecurity.com](http://www.womeninhomelandsecurity.com).

Comments

Lewis W. Broome, Director.CEM Charlotte Mecklenburg NC | Commented 20 Days Ago

One of the best articles on EM I have read in last 10 years. In some locations the Good old Boy attitude is still in place. I have also found out that making the local EM office a division of anotehr agency does not work. I am a division of the locla FD, I have not had a staff increas in 25 to 30 years because I was told i did not need additional staff. the EM profession is thwe most diverse of any job at any level of government. You cannot have tunnel vision and you cannot focus on a signal problem. you must be able to think, make decesion and see the total picture that incorporates all agencnies that can help solve the problem. there are several women in EM in NC that are doing great jobs. they are free to do this because they do not have to run decesions through a multiple layer of because they are part of some other agency. As they say Brovo Zulu to all women that are making the EM profession great profession for the new breed of strong minded women and men.

Lois Kollmeyer | Commented 17 Days Ago

These articles and comments are very helpful for me. Although I haven't reached the level of success that are portrayed in these articles and comments, this discussion gives me hope. I, too, took the scenic route to emergency management. I'm an RN who worked many years in public health and had the opportunity to get into emergency management via the HRSA/ASPR grant process at the state level 7 years ago. What a rewarding experience! Missouri has had several events that have tested our disaster preparedness. Clearly what we have learned has helped and will help with future response and recovery. What a rewarding experience.

Ed Mello | Commented 13 Days Ago

Sorry, but I have to ask: What is a "locla FD"?

Michelle Oblinsky | Commented 13 Days Ago

locla FD = Local Fire Department

Tim Christison, CEM | Commented 13 Days Ago

I must echo Mr. Broome, truly an excellent article, and right on target. We do, indeed, have some excellent women currently in the Emergency Management field. I can attest to the fact that with my 25 years in the military, I've learned much from them. Resulting in enhancing my skills and making me a more viable and effective emergency manager. There needs to be a continued effort to promote emergency management as a true profession. Furthermore, it's refreshing to see our higher education institutes establishing EM programs for students that have a desire to pursue this career field.

Nora O'Brien | Commented 13 Days Ago

I agree with the commentators that this is a great article but please also know that emergency managers are not strictly in the public sector. As a healthcare emergency management consultant, my colleagues and I also represent thousands of private sector emergency managers who are equally committed to enhancing professional EM standards for all.

Kelsey Wood | Commented 12 Days Ago

What a wonderful article to come across! As a young woman very interested in this field, it provides me with hope and encouragement to see articles like this circulating around. It is often so intimidating to know where to start once you have a degree in hand and then when you add on factors such as sex and age it can be so overwhelming! A sincere thank you to the
women featured in this story, you are a true inspiration!

Andre' K. Leamons | Commented 5 Days Ago

Bully for the Girls... I think it is fantastic that women share in the role of Emergency Management. I saw first hand what it was like for my mom to become the first Woman on Patrol with the Sheriffs Dept in Fresno Ca, they were very skeptical about her abilities until she proved them wrong. She never gave up, became a deputy, and in the mid 60’s was able to move forward in a male dominated world. She retired as a detective. I see contributions to our field by women every day, and think it is a great opportunity for women to enter into. WE use our heads to perform our functions, it does not require male plumbing. Go Girls.... Andre'

Paulette Williams | Commented 4 Days Ago

Enjoyed the articles on Women in Emergency Management. I retired after 40 years in 2005, having worked in Civil Defense, Emergency Management and Homeland Security. I served in various positions at all levels of government, including State Director’s position in Alabama. Professionalism has definitely improved but I believe that leadership skills, earning respect, supported by training is the key to an emergency management position. Leadership and respect are key to working together in a coordination role. I have been fortunate to watch the program come full circle...names change, programs change, but in the end the type of work remains the same, maybe a little more complicated and lots more paper.
Best Jobs 2011: Emergency Management Specialist

As one of the 50 Best Jobs of 2011, this should have strong growth over the next decade

By HENRY CLAY WEBSTER

Posted: December 6, 2010

The rundown:

Firefighters and police are the people we see on the ground when an emergency happens. But typically, a number of professionals have been working behind the scenes to make that response possible. Emergency management specialists develop disaster response plans, train other people in an organization in disaster and emergency preparedness, and coordinate with various emergency personnel (such as those at state, local, and municipal levels) to make sure emergency contingencies are covered. Obviously, many jobs of this type are in the public sector; the military, law enforcement, and state and local governments are major employers. But there are a variety of private-sector or nonprofit employers that require emergency management specialists because of a particularly sensitive line of work where emergencies are prone to happen or could be potentially devastating. Examples of these employers include hospitals, colleges and universities, and community relief organizations.

[See a list of The 50 Best Jobs of 2011.]

The outlook:

The effects of the September 11 attacks still reverberate through both public- and private-sector organizations. As a result, they have been willing to spend more on emergency management. (In some cases, they have been forced to.) As a result, the Bureau of Labor Statistics expects employment to grow by 2,800, or 22 percent, between 2008 and 2018.

Money:

The median annual earnings for emergency management specialists in 2009 were about $53,000. California, Massachusetts, and Rhode Island were the states with the highest-paid specialists. The average wage in California was $78,650.

Upward mobility:

The degree of mobility depends on the ambitions of the individual. For example, you might be content with working for a small organization, such as the government of a small town. A higher-profile post, such as organizing disaster preparedness for a large city, would require more responsibilities and result in higher pay. The variability in pay is pronounced;
according to the Bureau of Labor Statistics, the bottom 10 percent of emergency management specialists earned less than $28,370, while the top 10 percent earned more than $90,340 in 2009.

**Activity level:**

Moderate. On the majority of days, you will be working in an office, perhaps venturing out to conduct training sessions. The job requires a great deal of communication with people of all backgrounds.

[See a list of the best social service careers.]

**Stress level:**

Moderate to high. The stress level is not particularly great on an average day. But if disaster strikes, the specialist's job can be one of the most stressful imaginable. For example, some of the duties of emergency management specialists working for the Virginia state government include ordering evacuations and opening public shelters in case of disaster.

**Education and preparation:**

A bachelor's degree is one prerequisite. Many employers, especially in the public sector, will require certification in the National Incident Management System, a framework for disaster response designed by the Federal Emergency Management Agency. Courses to get certified in NIMS can be taken online. Check [www.fema.gov](http://www.fema.gov) for more information.

**Real advice from real people about landing a job as an emergency management specialist:**

For a career that puts you under the gun, the ability to manage stress is key. Communication and collaboration skills are also essential in dealing with complex bureaucracies and ensuring that the public is informed through the right media channels. "Collaboration is very important. Emergency management specialists are kind of a planning clearing house for that activity," says Daniel J. Kelnow, department head of the emergency management department at North Dakota State University.

**Suggested job searches:** Asset Protection Specialist jobs | Safety Manager jobs | Supervisory Emergency Management jobs | Emergency Management Coordinator jobs
Appendix K

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Appendix L

The Many Pathways of Emergency Management

Career Pathways for Students

Joseph Arsenault
Community College of Rhode Island
Warwick, RI
The Many Pathways of Emergency Management

Career Pathways for Students

Presenter: Joseph Arsenault
Program Coordinator, Emergency/Disaster Management Program, Community College of Rhode Island, Warwick, RI
Information Technology

Emergency Communication and Notification

Public Health
Appendix M

Emergency Management Course Offering Matrix
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THE CITY OF BERKELEY HAS GRACIOUSLY ALLOWED THE HIGHER EDUCATION PROJECT TO USE THEIR 2001 EMERGENCY MANAGEMENT VACANCY ANNOUNCEMENT AS A SAMPLE TO GUIDE OTHER EMERGENCY MANAGEMENT OFFICES IN ANNOUNCING JOB VACANCIES.

THE POSITION

This is a newly created position which will be under the direction of the Fire Chief and working closely with the City Manager’s Office. The establishment of the Emergency Services Manager is a significant step toward achieving the goal for Berkeley to be fully prepared for the next natural disaster that may hit the City. The Emergency Services Manager is responsible for all four phases (mitigation, preparedness, response and recovery) of emergency management, including formulating policy, developing goals and objectives, supervising staff, administering the division’s budget and directing the day-to-day operations. Assignments allow for a high degree of administrative direction in their execution with the goal of a proactive emergency management program, which will reduce the risk of injury and loss of life and will support sustainable recovery from a natural or man-made disaster.

EXAMPLES OF DUTIES

- Plans, organizes, directs and evaluates emergency management functions and programs.
- Works to foster a city-wide integration of disaster resistant community goals with those of sustainable development.
- Promotes and maintains effective relations with a variety of community organizations, groups and other individuals to encourage citizen participation and positive public relations for assigned services and programs that includes public recognition and reward for disaster safety efforts.
- Directs and maintains a community-based comprehensive hazards risk assessment (including a hazard identification and analysis; risk analysis; social, built environment and ecosystem
Develops and maintains a risk management program in consonance with the results of the comprehensive hazards risk assessment.

Develops, prioritizes and implements disaster prevention and mitigation plans and programs.

Represents the department before civic and community groups; promotes and responds to inquiries from the media and the public; prepares new or revised ordinances or codes needed to implement (or related to) emergency management programs; increases community participation in the programs via outreach activities.

Maintains liaison with federal, state and local offices; staffs and serves on committees with City departments, agencies, commissions and other emergency management groups; coordinates the activities of the programs with other divisions, departments and agencies concerned with emergency management.

Prepares budgets and related documents for Federal, State and City funding; supervises the expenditures of funds.

Equips, stocks and maintains an Emergency Operations Center (EOC); schedules regular testing procedures to insure operational efficiency; activates sections of the emergency plan at the direction of the Fire Chief or City Manager.

**Candidate Profile**

Any combination of education and experience equivalent to graduation from an accredited college or university with a major in public or business administration, public policy, planning or a related field and five (5) years of increasingly responsible management or administrative analytic work experience, including two (2) years supervising professional staff, plus three (3) years in emergency disaster preparedness or closely related programs.

Principles and practices of disaster preparedness, planning, program development, and management is required as well as the following knowledge, and skills:

- Knowledge of principles and practices of effective management including planning, organization, delegation and evaluation.

- Knowledge of principles and practices of public administration germane to control and administration of a major city's population in emergency situations, and of the techniques for employing available resources.

- Knowledge of the City's perceived risk to hazards as a baseline for risk communication and public outreach campaigns.

- Knowledge of particular emergency and natural disaster hazards, which may affect the emergency planning needs of the City of Berkeley.

- Knowledge of the functions of FEMA, the Red Cross and county and State EOC operations as they impact emergency preparedness and emergency response in the City of Berkeley.
▶ Skill in planning, organizing, assigning, directing, reviewing, and evaluating the work of assigned staff.

▶ Skill in administering and managing a variety of emergency management projects and programs.

▶ Skill in dealing tactfully and effectively with a wide variety of government officials, civic groups, private vendors, the public and City staff to enlist their support and cooperation; use of multidisciplinary approach to achieving goals and objectives.

▶ Skill in preparing clear, concise and accurate written studies, proposals and reports.

▶ Skill in representing the City in meetings with the public, media, and government bodies to successfully promote program goals.

▶ Skill in organizing and supervising assigned staff and volunteers, and securing the necessary resources to accomplish program objectives.

▶ Skill in articulating a persuasive and scientifically defendable case for disaster prevention and mitigation programs, plans and policies.
Appendix O

Emergency Management Graduates


2010
Corey Padron received his AAS degree in June 2010. He was the founder of the PCC Emergency Management Association and the first President. Corey was dual enrolled at Eastern Oregon University in the Fire Administration Program and earned his BS degree with an emphasis in Emergency Management. Corey now works in an Emergency Management job in Alaska.

Ann Tyler received her AAS degree in June 2010. Ann continued her education at Portland State University. Her goal is to be a researcher in the field of Emergency Management.

Monica Strzalkowski received her Certificate in EM in June 2010.

2011
Craig Baldwin received his EM Certificate and his AAS degree in June 2011. Craig is continuing his education at Portland State University.

Jenny Parker received her AAS degree in June 2011. Jenny is also attending Portland State University.

Paul Resor received his EM Certificate and his AAS degree in June 2011. Paul spent three months in Louisiana in 2009 working for the Department of Homeland Security during recovery efforts from Hurricane Katrina. Paul continues to be involved in Emergency Management activities in the Portland metro area.

Monica Strzalkowski received her AAS degree in June 2011. She continues her studies at Marylhurst University. She has her own business providing services for pet owners. Her goal is to work in Emergency Management dealing with animal issues.

James Bryant received his EM Certificate in June 2011. James is an active member of the Amateur Radio Emergency Service (ARES) group in Multnomah County. James is continuing his education at Portland State University.

Thomas Kelly received his EM Certificate in June 2011. Thomas continues to work toward his AAS in Emergency Management at PCC.

Erin Morrison received her EM Certificate in June 2011.
Justin Ross received his EM Certificate in June 2011. Justin was president of the Emergency Management Association, a student club at PCC. He worked as an intern in both Clackamas and Multnomah Counties.

2012

Aaron Grimme received his AAS degree in June 2012.

Jason Rautenkranz received his EM Certificate and AAS degree in June 2012.

John Thompson received his AAS degree in June 2012.

Timothy Willett received his EM Certificate and AAS degree in June 2012. Timothy held the office of President in the Emergency Management Association.

Briana Kessler received her EM Certificate in June 2012.

Brian Landreth received his EM Certificate in June 2012.

Maria Pascu received her EM Certificate in June 2012.

Several EM students will be completing their AAS requirements fall term 2012.

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