



**Council for the Accreditation
of Emergency Management
& Homeland Security Education
(CAEMHSE)**

www.caeme.education

**Emergency Management &
Homeland Security Education
Self-Study Guide for Accreditation**

15 September 2020

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Guidance for Self-Study

The Council for the Accreditation of Emergency Management & Homeland Security Education (CAEMHSE, or the Council) encourages all college and emergency management and university emergency management and/or homeland security programs to undertake planned, regular, and systematic self-study. Guidance is provided to assist programs that need help organizing self-study efforts.

Guidance is not intended to mandate a particular format for self-study for every program. Programs may choose a variety of methodologies for self-study as appropriate within the context of their institution and program.

A thorough self-study to analyze achievement of the CAEMHSE Standards and indicators is particularly critical for programs undertaking an initial accreditation review. Self-study is encouraged well in advance of applying for accreditation (approximately 2 years), but may be accomplished as a component of the assessment process. If accomplished earlier, the program is then able to make changes as necessary to demonstrate achievement of Standards at the time of a CAEMHSE review.

Introduction

Continuous self-study and improvement are integral to quality educational programs. In order to successfully identify program strengths, weaknesses, gaps, and demonstrate improvement, a program should proactively engage in an ongoing structured process of discovery, analysis, and improvement.

Successful programmatic self-study:

- Is planned and includes set objectives and a schedule for completion
- Measures achievement of specific criteria (for example, the CAEMHSE Standards, program goals, community needs, etc.)
- Uses multiple measures and methods to determine whether criteria are achieved
- Involves faculty members and administration in the planning
- Engages program and community resources
- Involves input from all communities of interest and expertise (i.e., students, design communities, Advisory Boards, internship employers, etc.)
- Uses self-study results to improve the program
- Evaluates success of self-study measures and methods
- Is ongoing and builds on previous self-study results.

Step 1. Determine self-study purpose(s) and objectives

Your program may conduct self-study for a variety of purposes. For example, you may conduct a self-study as part of an institutional directive for self-study. You may conduct self-study in preparation for review of your institution's continued accreditation, either regional or national. Finally, you may conduct self-study as part of a CAEMHSE accreditation review.

Quite often, conducting a self-study for one purpose will not yield results that are useful for another purpose. The Council suggests that you give careful thought to your objectives prior to undertaking any self-study endeavor. With appropriate planning, you may develop a self-study plan that allows you to achieve multiple objectives without having to reformulate your approach for each self-study purpose.

If you are conducting self-study for multiple purposes, for instance institutional accreditation and CAEMHSE accreditation, you may wish to consider separate plans and schedules for each purpose. This may help ensure each deadline is met and it may help you coordinate self-study efforts.

Appropriate engagement of faculty members and program administrators in this step helps ensure that all appropriate objectives are identified prior to embarking on the self-study process. Depending on your program's resources and culture, you may find it appropriate to engage other groups as well in identifying the objectives.

Step 2. Create a plan and timetable for completion of steps 3–9

Once you define your purpose(s) and objectives, you can begin to build a plan and timetable for completion of steps 3-9. Project your deadline for accomplishing your purpose(s) and goals. Then determine your approach to accomplishing each step of the self-study process. For instance, you will need to determine how you will go about identifying your self-study criteria, measures, and methods. What data will you collect and what approach will you take to analyze data collected from your self-study? With whom and how will you share the results of your self-study?

In determining approaches to steps of the self-study process, be sure to consider your deadline for results. Establishing a timetable and using approaches that can reasonably be accomplished by specific deadlines will help ensure that you meet your goals.

Rather than designing a self-study plan to achieve multiple purposes and goals, you may find it of value to develop distinct plans and timetables for each purpose in order to ensure that deadlines are met. For example, your timetable for completing self-study for an educational program accreditation review may not be the same as your timeline for completing an institutional self-study. In this type of situation, you may find it easier to create two distinct plans, identify common objectives, measures, and methods between the two, and set deadlines that produce results on time for both.

Step 3. Identify self-study criteria

3a – Resources and Institutional Support [There are 21 1.0 Standards]

1.1 Institution Accreditation.

Example: Explain how your institution is [regionally] accredited.

1.2 Facilities and Other Resources.

Example: Explain what program-specific support the institution provides for the program (excluding the Library).

1.3 Office Space.

Example: Explain what office space support is provided for the program's administration.

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1.4 Equipment and Supplies.

Example: Explain whether sufficient equipment and supplies are provided by the institution, or the program's budget, support faculty and office operations. (Note Budget in item 1.9)

1.5 Technical Support.

Example: Explain whether adequate technical support is provided to support faculty, students, and the program for instructional technologies.

1.6 Library.

Example: Explain whether adequate support is offered by the Library for instructional endeavors, and faculty and student support.

1.7 Program Documentation.

Explain how the program provides clear, consistent, and reliable information to the public, and to current and prospective students, regarding:

- a. A statement of purpose,*
- b. The orientation of the program,*
- c. The specialty/concentration/area of focus,*
- d. Degree(s) offer learning outcomes,*
- e. Admission processes and policies,*
- f. Faculty and their qualifications, and the student/faculty ratio,*
- g. A description of curriculum structure and degree requirements,*
- h. Examples of student experiences such as internships and co-ops, employment opportunities, and achievements post-graduation.*

1.8 Program Organization.

Example: Describe the program and its organizational structure, including its departmental location, and relationship within the broader institution.

1.9 Budget.

Example: Explain whether the program has sufficient financial support, including influence during the institution's formal budget process relative to the degree programs. Is there adequate funding to accomplish the programs' goals and objectives?

1.10 Human Resources (Faculty and Administrative Support).

Example: Describe the institutional support for hiring faculty and special projects.

1.10.1 Program Faculty.

Example: List faculty and their degrees and certifications.

1.10.2 Full-time Faculty Qualifications.

Example: Explain relevance of faculty to courses and their qualifications to instruct the content.

1.10.3 Adjunct Faculty Qualifications.

Example: List adjunct faculty who teach degree courses, and their education, training, and experience.

1.10.4 Administrative Assistance.

Example: Indicate whether sufficient administrative support is provided to help faculty meet their responsibilities, and effectively accomplish

program objectives and goals.

1.11 Program Assessment.

Example: Explain how your program is assessed. Is there an ongoing process, documented in written procedures, for assessing achievement of program learning outcomes? Does the program use input from various groups (for example, enrolled students, faculty members, employers, alumni, advisory board, local emergency managers) and assessment results to develop and implement strategies to improve curriculum, course content, and instructional delivery?

3b – Program Learning Outcomes: Curriculum & Objectives
[There are 12 2.0 Standards]

Criteria define what you are evaluating based on the purpose(s) and objectives of your self-study. In the case of preparing for a CAEMHSE accreditation review, CAEMHSE Accreditation Standards form the primary criteria you will use as the basis for self-study. Examine your program in relation to the CAEMHSE [2.0] Program Objectives and Curriculum Structure standards. Examples of a sample type of documentation are provided.

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

Example: Demonstrate identification of learning outcomes (e.g., emergency management or homeland security higher education outcomes or curriculum map).

2.2 The curriculum is reflected in a written degree plan.

Example: Provide a copy of the most current degree plan or the degree audit checklist used in the past five years.

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

Example: Course learning objectives are identified in course outline or weekly schedule.

2.4 Each course in the degree plan has a syllabus.

Example: Provide current syllabi for both required and elective courses in the program. Provide Course Guides, which include a schedule of content presentation, for required courses.

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

Example: Demonstrate the sequence of courses from introductory and prerequisite courses to more advanced courses (e.g., shown on curriculum map or program degree plan).

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

Example: Demonstrate existence of a curriculum committee and/ or advisory committee and most recent minutes. Provide program assessment plan along

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with supporting documentation of outcomes (e.g., annual data collection efforts and resulting curriculum changes).

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

Example: Demonstrate the use of exit surveys, focus groups, advisory boards, or student surveys or evaluations.

- 2.8 Program assessment data is available to the public upon request.

Example: Demonstrate data results from institutional research (e.g., program assessment data findings, graduation rates, completion rates, job placements, or job market data).

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

Example: Program students on the Deans' List, or GPA statistics by student year (freshman, sophomore, etc.).

2.8.2 The program provides evidence of graduate achievement.

Example: There are statistics on the website that demonstrate percentage of students securing jobs (perhaps within a 6 month or 1 year timeframe), and notes of achievements or recognition of graduate from the program.

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

Example: Ensure syllabi or course guides include a list of recommended and required readings.

- 2.10 The curriculum addresses topics that benefit students pursuing a wide variety of career paths in the field (emergency management or homeland security).

Example: Ensure public, private, non-governmental, and other sectors are covered within the curriculum (e.g., internships, readings, research projects, service learning, the courses themselves).

- 2.11 The degree program design has an agreed upon amount of core (to the field) courses.

Example: Supply a program of study that lays out a mix of core courses, appropriate electives, and degree content that meets accreditation standards.

3c-1) – Bachelor's Degree Program Curriculum (Emergency Management Concepts) Matrix [There are 13 3.0 Standards]

To assist in the examination of your program's emergency management content (3.0 Standards), a useful tool the Council provides, to assess your curriculum in relation to CAEMHSE Standards, is the EM Curriculum Matrix (TAB A, at the end of this document). The Matrix is a good tool to use when investigating your curriculum to determine which course(s) introduce, emphasize, reinforce, and support content described in indicators. This Matrix is a required component in the CAEMHSE Program Analysis Report. A MS Excel spreadsheet will be provided to assist in creating the report.

The assessment will be on core content courses of the program, not on electives, although the elective courses do play a part in program enrichment, and have value.

The Council also evaluates programs within the context of their own stated educational goals. Therefore, your educational goals also serve as self-study criteria. Key faculty members and administrators should agree upon educational goals, and goals should be clearly articulated in writing in order to serve as self-study criteria.

3c-2) – Bachelor’s Degree Program Curriculum (Homeland Security Concepts) Matrix [There are 9 4.0 Standards]

To assist in the examination of your program’s homeland security content (4.0 Standards), a useful tool the Council provides, to assess your curriculum in relation to CAEMHSE Standards, is the HS Curriculum Matrix (TAB B, at the end of this document). The Matrix is a good tool to use when investigating your curriculum to determine which course(s) introduce, emphasize, reinforce, and support content described in indicators. This Matrix is a required component in the CAEMHSE Program Analysis Report. A MS Excel spreadsheet will be provided to assist in creating the report.

The assessment will be on core content courses of the program, not on electives, although the elective courses do play a part in program enrichment, and have value.

The Council also evaluates programs within the context of their own stated educational goals. Therefore, your educational goals also serve as self-study criteria. Key faculty members and administrators should agree upon educational goals, and goals should be clearly articulated in writing in order to serve as self-study criteria.

3d – Master’s Degree Program Curriculum Matrix [Programs should meet a majority of the 16 5.0 Standards]

The master’s degree curriculum should, in addition to executive preparation and leadership studies, contain post-baccalaureate-level courses in the field or relevant to the field. Courses may cover some of the same material as baccalaureate courses, but the orientation and perspective, including a higher order of analysis, should be on graduate-level instruction. See TAB C3 in the *CAEMHSE Guide to Emergency Management & Homeland Security Accreditation Assessment*.

A matrix of 5.0 CAEMHSE Standards is provided for this degree curriculum as well (TAB C). This Matrix is a required component in the CAEMHSE Program Analysis Report. A MS Excel spreadsheet will be provided to assist in creating the report.

Step 4. Identify self-study measures and methods—the what and how

Identifying self-study measures and methods is a critical step in which you determine what and how you will evaluate program achievement of criteria. *Measures* describe “the what”—evidence or data you are seeking, whereas *methods* describe “the how”—ways in which you will collect evidence or data. Not all measures are suited to all criteria. In the same respect, not all methods are suited to all programs. You will need to identify the most appropriate measures for specific criteria and what methods best suit your program’s

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culture and resources.

Self-Study Measures

Measures describe what evidence or data you are seeking in order to evaluate achievement of criteria.

Common measures in evaluating achievement of CAEMHSE Standards include:

- Quality of student learning and skills
- Curriculum content
- Employer satisfaction
- Student satisfaction
- Community satisfaction
- Faculty credentials and evidence of competence
- Employment types and rates of graduates
- Student grades

CAEMHSE standards use the terms “program inputs” and “program outcomes” to define measures of achievement in educational program standards. In this way, the Council helps you identify appropriate measures by which to evaluate achievement of Standards.

Program Inputs

Indicators of program inputs (outlining the instruction presented to the students) use the following terms:

- Curriculum
- Course content
- Project assignments
- Teaching and learning methods
- Learning experiences
- Opportunities

Inputs are course material(s), information, exercises, project assignments, and experiences provided by the program.

The curriculum, teaching methods, learning experiences, and opportunities made available to students are sources for evaluating program inputs and include:

- Curriculum structure
- Course syllabi, including lecture topics
- Handouts
- Course texts
- Reading assignments
- Examination questions
- Assignments including purpose, objectives, and requirements
- Field trips
- Guest lecturers
- Work experience/internships
- Community service

Program Outcomes

Outcomes are evidence of learning revealed in student performance and achievement.

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Indicators of outcomes are focused primarily on demonstration that the program is successful in conveying the curriculum and material to the students.

Interaction with students on site and completed student work are sources for evaluating student performance and include:

- Student interviews (demonstrating understanding or knowledge)
- Student presentations (in person or on video)
- Completed student work including, but not limited to:
 - Matrixes
 - Bubble diagrams/schematics
 - Sketches/drawings
 - Concept development
 - Exploration of a variety of design ideas
 - Design refinement
 - 2- and 3-D basic creative work
 - Drafting
 - CAD drawings
 - Perspectives
 - Design proposals
 - Programming documents
 - Detailing and working drawings
 - Business documents
 - Research papers
 - Completed and graded exams (with student names removed)

Self-Study Methods

Methods describe how you will collect the evidence or data you are seeking.

Common methods for collecting evidence include:

- Review of student work by internal and external groups (for instance, faculty and employers)
- Surveys (of students, faculty, graduates, employers, Advisory Board members, etc.)
- Curriculum or syllabus analysis
- Interviews
- Panels or focus groups
- Documentation of jurors comments during regular presentations in class

In determining what methods are appropriate for collecting evidence, you will likely discover that you already have some routine methods in place. For instance, many programs conduct student course evaluations, faculty performance reviews, and alumni surveys. Results of these may be ready for you to analyze if you have routinely collected the data. You will want to consider the quality of the data and determine whether additional methods would enhance the information available for analysis.

For areas where no pre-existing method is in place, you will need to determine what methods you will use to collect data for various measures of program success. As a rule of thumb in designing methods, ensure that a variety of perspectives are engaged (faculty, students, employers, alumni, community members, etc.) and optimally use

resources available to the program. For instance, consider how to engage your Advisory Board in assessing student learning or other aspects of the program. Consider a variety of ways to engage students or outside reviewers in evaluative activities.

Conducting self-study can be time-consuming and, while a valuable application of resources, should be done thoughtfully and efficiently. Consider methods that allow you to collect data on an on-going basis. For instance, consider scheduling Advisory Board meetings so that those individuals can be engaged in a self-study exercise during their time on campus, whether it be listening to student presentations or reviewing portfolios. Collecting their feedback during a time they are already scheduled to be on campus is an efficient use of everyone's time. Small efforts on an on-going basis add up to less effort when data is needed for self-study.

Step 5. Implement self-study measures and methods

In order for your self-study to yield good results on time, attentive management during the implementation phase is key. Following are some tips for keeping your self-study on track:

- Set deadlines and clearly communicate priorities
- Schedule regular meetings to report on progress
- Design methods that engage outside resources at set times
- Be flexible - if a particular method is proving cumbersome or is not yielding good results, consider making adjustments or determine what alternate value can be gained. For example, if you have designed a survey and are getting a poor response, determine alternate methods to reach that audience or consider whether other measures can be used to evaluate the criteria.

Step 6. Analyze gathered data

Self-study methods will produce information that needs to be analyzed in relation to your predetermined criteria. Remember, in the case of a CAEMHSE review, your predetermined criteria are the CAEMHSE Standards, indicators, and program educational goals.

If well planned and executed, information gathered from various self-study methods will form a comprehensive view of program quality. You will be able to identify program strengths in relation to criteria. You will also be able to identify areas of weakness or gaps in achievement. Upon reviewing all the information gathered, you should be able to identify cause and effect. How is it that you achieve your strengths? Are there weaknesses or gaps, and why?

In the planning stage (step 2), you will have determined in advance how to accomplish the task of data analysis. Similar to other steps of the process, engaging multiple perspectives ensures thorough and comprehensive results. One individual or group should not conduct this step of the process in isolation. Interpretations of information will differ based on perspective.

Step 7. Plan and implement improvements—closing the self-study loop

Analysis will yield results. You will know if and where your program falls short in relation to achieving criteria. You may find some areas for improvement beyond the scope of achieving criteria. Now is when you are in the position to reap the greatest benefit of the self-study process: through improving your program. We refer to this as “closing the loop” because your self-study is not complete unless you use the results to improve your program.

Program improvement should follow similar steps to those described for the self-study process. It is important to identify purposes, objectives, plan the steps and timeline for improvement, and determine implementation methods and approach for self-study and analysis of results. Acting on self-study through implementing improvements forms the basis for a continual cycle of self-study and improvement.

Step 8. Evaluate the quality of your self-study

As part of your self-study, you should evaluate the quality of the approaches, measures, and methods you chose as part of your plan. Taking the time to consider some basic questions and document your answers will help improve future self-study endeavors.

Questions to ask:

- Did you achieve the initial purpose and objectives set out in the self-study plan?
- Were there any gaps in the measures of achievement you identified?
- Did your self-study methods yield quality information?
- Did you meet deadlines set out in your initial plan? If not, what prevented you? Is there something you could have done differently to meet the deadline?
- What resources did you miss or not engage to the maximum potential in planning, implementation, or analysis?

Step 9. Go back to Step 1

If you follow the above steps, you will likely find yourself engaged in a continuous process of self-study and improvement that naturally expands and builds upon itself. Initial self-study efforts set you on a course for future success; however, it’s up to you to maintain the momentum. Good planning and follow through are essential.

Through continuing your self-study efforts, your program will benefit through:

- Ready answers to questions about program quality and value asked by institutional administrators, prospective students and their parents, accrediting bodies, and the community at large
- A documented process that helps maintain continuity through times of transition, such as changes in staff, departmental affiliation, or budget cuts
- Faculty, students administrators, and community members engaged in improving program quality
- Well-articulated educational goals that help you communicate your program’s vision for the future.

Resources and tools

If you need samples or additional guidance on preparation of self-study documentation, please do not hesitate to ask a CAEMHSE Assessment Manager or the Assessment Team Leader, if assigned. If you have any self-study resources or tools you would like to share, please forward them to the CAEMHSE. We are always looking for case studies, web sites, articles, self-study matrices, etc., that can be used as tools for improving self-study practices.

Submission of the Self-Study Report

Coordinate with the Council representative, and submit the report in softcopy format (Microsoft Office files), with attachments and enclosures. Standard procedure is a lead time of NLT 90 days prior to the planned on-site visit.

Self-Study Evaluation and On-Site Assessment

After review of the program's self-study by the site assessment team members, and with coordination, the CAEMHSE will dispatch an evaluation (assessment) team to conduct a site visit as part of the accreditation process. The team will consist of a team leader and a select number of evaluators who are experienced educators, and/or practitioners (e.g., certified emergency managers (CEM[®]) or people working in the field or teaching emergency management, homeland security, and/or business continuity courses. Refer to the Accreditation Guide for more information about assessment teams.

Institutional and Program Eligibility

A program seeking CAEMHSE accreditation must demonstrate that it is housed within an institution that is accredited by:

- An institutional accrediting body that is recognized by the U.S. Department of Education, or
- A provincial ministry of education in Canada.

A program seeking CAEMHSE accreditation must demonstrate that:

- It culminates in a degree. The degree program will likely be a component of a recognized type of degree, e.g., science, liberal arts, public administration, and etc.
 - For an associate's degree program, a minimum of 12 credit hours of course work in content subjects, or subjects directly related to the field—e.g., emergency management, homeland security, or business continuity—is required.
 - For a bachelor's degree, a minimum of 30 semester credit hours of course work in content subjects, or subjects directly related to the field—including emergency management, homeland security, or business continuity—is required. 24 credit hours must be in core degree field

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content; the remaining 6 credit hour may be in content relevant to the field (such as critical infrastructure, intelligence, cyber security, graphic information systems (GIS), logistics, public affairs, public health, business impact analysis, planning, exercises, grant development, and etc.). A parallel to the military would be education leading to excellence operating at the tactical level.

- For a master’s degree program, a minimum of 12 semester credit hours of course work in degree field subjects, or subjects directly related to the field—including emergency management, homeland security, or business continuity—is required. There should be an emphasis on leadership and management styles, for example, which would be appropriate to the degree field. The research/thesis or capstone project requirement should focus on topics relevant to the field. A parallel to the military would be education leading to operational at the leadership level.
- A minimum of two classes have graduated from the program, prior to submission of the application. The majority of student work displayed as evidence of student achievement should be produced from the current curriculum. Program outcomes are best assessed based on an on-going curriculum that has produced a body of work for review.

A program located in a non-English-language institution must confirm that all program documents (published materials as well as course outlines, handbooks, project statements, etc.) are to be provided for CAEMHSE use in English.

Conversion to Semester Credit Hours

If the program does not use semester credit hours, a statement explaining how required hours convert to semester credit hours must be included. Concisely state how this requirement is stated in the institution or course catalog; how it is documented in student records; if these are transfer credits, how they are evaluated and by whom, etc.

Describe how the program ensures that these hours are completed prior to or concurrent with coursework in the field.

For the purpose of CAEMHSE accreditation, a semester credit hour is defined as one (1) lecture hour per week for a minimum of 12 weeks, two (2) studio contact hours per week, or 45-54 clock hours of internship. (To convert quarter credit hours to semester credit hours, multiply the quarter credit hours by $2/3$, e.g., 3 quarter hours $\times 2/3 = 2$ semester credit hours.)

Eligibility of Programs Located Outside the U.S. and Canada

In addition to demonstrating the institutional and program eligibility requirements above, programs housed in institutions located outside the United States and Canada must demonstrate that:

- The institution is part of the U.S.- or Canadian-based educational systems (for example, is a satellite or branch campus of an U.S.- or Canadian-based institution) and is accredited as such by the institutional accreditor or

provincial ministry.

- The institution acknowledges that CAEMHSE Standards are educational standards based on good practice in the field in the U.S. and Canada. The CAEMHSE does not seek input from the emergency management or homeland security professions outside the U.S. and Canada in forming standards for educational programs; therefore, measurements may or may not reflect professional preparation required in countries outside the U.S. and Canada.

Eligibility of Programs Delivered through Alternate Methods

Application for CAEMHSE accreditation is open to programs that are delivered through alternate methods, such as distance education. If the program demonstrates that it meets all CAEMHSE-eligible institution and eligible program requirements, the program may be reviewed for accreditation. The program shall be required to undergo a review similar to that of a site-based program, including hosting a site visit and preparing a display of student work for evaluation as described in the Accreditation Manual, AP3. Site Visit.

Programs delivered through alternate methods may be considered distinct from the same program taught through traditional methods, even when the programs are housed in the same institution and they use the same curriculum. Refer to the next section, Multiple Program or Degree Outcomes.

Eligibility of Multiple Program or Degree Outcomes

A program is defined by the CAEMHSE as a sequenced curriculum of content related to the field, and related professional coursework, that includes a minimum of 30 semester credit hours of liberal arts, or science, and results in a degree.

An institution with more than one program on different campuses must apply for each program separately. The programs will be reviewed for accreditation separately.

An institution with: a) more than one program on the same campus, but located in different academic units and b) each program having a somewhat different curriculum from the other(s), must apply for each program separately. The programs will be reviewed for accreditation separately.

An institution with a program that is a) located in one academic unit and b) has variable curricula sequences, each culminating in a different degree (for example, B.S. & B.A., B.A. & M.A.) should submit documentation prior to applying for accreditation that details the curriculum for each degree. The Council will make a determination on how the program should proceed with application and review.

The Council may determine that the curriculum sequences vary to the extent that distinct programs result and require separate applications and reviews. Or, the Council may determine that the curriculum sequence does not vary to the extent that distinct programs result and may allow the program to seek accreditation as a single program under one review. The primary factor in making this determination is the extent to which the curriculum sequence for the

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degrees granted share a common core of coursework.

Delivery method is also a distinguishing feature of programs. In the instance where two programs exist in one institution and share a common curriculum, if 50% or more of the total credits required for graduation are delivered through an alternate delivery method, such as on-line learning, the program with the alternate delivery method will be considered a distinct program. The Council will make a determination on the extent to which programs share a common delivery method.

TAB A

Assessment Checklist – Emergency Management Content
Bachelor’s Degree
(EM Curriculum Matrix)

The following chart (a functioning Microsoft Excel spreadsheet will be supplied) was created as a tool to assist with identifying where CAEMHSE Professional Accreditation Standards (Section 3.0) Emergency Management Program Content are instructed:

Replace “course #” with course or program component titles/names in top row of the table (e.g., EM-380).

Simple Method (permissible): In the blocks below each course number, enter an “X” to note where emergency management standards/elements/requirements are found. Every element of emergency management should be instructed at some point during the degree coursework.

Comprehensive Method (preferred): A more comprehensive technique of completing the matrix is to use an “I” where material is Introduced, an “R” where material is Reinforced, and/or an “M” where material is Mastered. Combinations may be employed, such as “I/R”, “I/M” or “R/M”.

(The EM matrix begins on the next page. A MS Excel spreadsheet will be furnished upon request.)

CAEMHSE – Curriculum Checklist: EM Bachelor’s Degree – September 2020

SLO 8/9. Professional: Values a science and knowledge-based approach based on education, training, experience, ethical practice, public stewardship, and continuous improvement.												
SLO 9/9. Body of knowledge: Considers, utilizes, and values the growing body of emergency management literature to support actions improving processes across all hazards and phases toward building disaster resilient communities.												
3.1b Possess Critical Thinking												
SLO 1/3. Problem identification and problem-solving: Recognizes and verifies both opportunities and problems, evaluates a wide range of data to inform options, identifies and manages existing constraints, and uses reliable methodology to recommend a course of action in achieving the desired outcome.												
SLO 2/3. Strategic thinking processes: Establishes, prioritizes, and implements evidence based long term strategies consistent with reducing disaster risk; adjusts plans as needed for both the short and long terms, and makes the most of opportunities to manage disaster risk.												
SLO 3/3. Flexible, innovative, adaptive thinking processes: Is alert to changing conditions, integrates new information, considers alternative tactics, and readily adapts approaches to the fluctuating disaster risk environment.												
3.1c Abide by Professional Ethics												
SLO 1/7. Respect: Actualizes honoring of individuals and groups of people by promoting dignity, diversity, and the rights of others; recognizes and respects the weight of their own actions as they work in communities.												
SLO 2/7. Veracity: Demonstrates truthfulness and accuracy of facts, and abstains from misrepresentation in all situations.												
SLO 3/7. Justice: Embodies a sense of obligation to the common good and treats others equitably and fairly; honors the rights of all species (present and future) when making decisions regarding the distribution of resources.												
SLO 4/7. Integrity: Displays consistency between belief and action in all arenas of life.												

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<p>SLO 5/7. Service: Acts to help others; is altruistically motivated. Puts others first, operating beyond the ego.</p>												
<p>SLO 6/7. Duty to protect: Considers the moral obligation to avert harm (both present and future) and works toward a common good; facilitates community building, cognizant that all actions have consequences affecting people and performance.</p>												
<p>SLO 7/7. Integrates ethical principles within stakeholder discourse: Guides ethical decision making across multiple stakeholders, who have varying interests, to derive public value.</p>												
<p>3.1d Continual Learning</p>												
<p>SLO 1/5. Reflects and questions: Seeks to expand personal knowledge on a regular basis, and allows ideas to be challenged and modified because personal knowledge limit awareness exists; the hallmark of continual learners is humility.</p>												
<p>SLO 2/5. Understands confidence levels: Appreciates the importance confidence levels have in the pursuit of understanding, reduction of inquiry duplication, and expansion of the body of knowledge.</p>												
<p>SLO 3/5. Contributes to a body of knowledge that spans disciplines: Focuses inquiry at the intersection of relevant disciplines to gain a fuller understanding of the drivers of a problem, and builds the body of knowledge in emergency management.</p>												
<p>SLO 4/5. Engages others in inquiry: Demonstrates willingness to challenge and transform mental models and engage others, whether casually in discourse or through formal scientific processes.</p>												
<p>SLO 5/5. Seeks practical applications for public value: Engaged learning includes application as an essential part of inquiry, seeking ways in which we can improve the world around us even if it is in some small aspect.</p>												

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3.2. Emergency Management Competencies that Build the Practitioner: (5 Standards)											
3.2a Scientific Literacy											
SLO 1/3. Knowledge and understanding: Demonstrates an appreciation of scientific processes and how their applications to practice benefits humanity.											
SLO 2/3. Find and evaluate credible literature sources: Begins the scientific process with a review of reliable scientific literature; finds and evaluates credible sources of literature to support the inquiry and development of an argument.											
SLO 3/3. Inquiry and problem-solving processes: Applies and integrates scientific process in the presentation and evaluation of an argument, relates the argument to the existing evidence, and draws conclusions.											
3.2b Geographic Literacy											
SLO 1/3. Interaction: Recognizes the world is made of physical, built, and social systems, which interact in multifaceted ways, producing varying levels of risk and vulnerability.											
SLO 2/3. Interconnection: Inquiries are based on an understanding that people and places are connected in a dynamic network of global relationships.											
SLO/3/3. Implications: Applies geographic reasoning, which involves connections and interactions of physical, built, and social systems, to influence decision-making processes toward reducing hazard risk and vulnerability.											
3.2c Sociocultural Literacy											
SLO 1/3. Social determinants of disaster risk: Advances the understanding of others concerning the relationship between social factors and disaster risk concentration.											
SLO 2/3. Politics, political, and legal processes: Influences relationships and advocates for the resiliency of others through the collective action of political and legal processes.											
SLO 3/3. Building adaptive capacity: Cultivates and models an environment of inclusion and diversity. Values and gives voice to differences toward achieving collective pre-disaster capability building and disaster risk reduction goals.											

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3.2d Technological Literacy											
SLO 1/4. Utilizes technology: Uses existing appropriate technologies in emergency management practice.											
SLO 2/4. Evaluation of technology: Assesses existing and emerging technologies that benefit or can benefit emergency management; in the process, demonstrates understanding of both advancing technology and the progressive practice of emergency management.											
SLO 3/4. Advances the use of technologies: Adopts and incorporates appropriate new technologies into emergency management practice.											
SLO 4/4. Assesses the legal, ethical, and social implications of technology: Considers ethical, legal, and social implications when determining appropriateness of a technology application for emergency management.											
3.2e Systems Literacy											
SLO 1/4. Guides information flow: Establishes channels and protocols for information to flow freely through a complex system allowing parts to make continual adjustments consistent with the state of the whole system.											
SLO 2/4. Guides action between the parts and the whole: Facilitates conditions conducive to achieving the desired outcome state; recognizes the priority of the current state of the system, and synchronously directs the individual parts of the system to move toward the anticipated state.											
SLO 3/4. Guides understanding of the wider environment: Utilizes and interprets information from the wider environment and sensing equipment, then communicates the derived situational awareness, and facilitates adjustments to the changing environment.											
SLO 4/4. Guides innovation processes: Works in partnership with others, and utilizes a range of resources available within the system to establish an innovative solution to a pressing problem.											

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3.3. Emergency Management Competencies that Build Relationships: (4 Standards)											
3.3a Disaster Risk Management											
SLO 1/3. Communicates and interprets hazards and risks: Clearly communicates and explains hazard risks to a wide range of stakeholders.											
SLO 2/3. Understand and apply disaster risk management: Provides a structured process using disaster risk management frameworks for identifying and managing risk.											
SLO 3/3. Monitor, evaluate, and review risk management processes and outcomes: Monitors, evaluates, and reviews risk management processes and outcomes.											
3.3b Community Engagement											
SLO 1/4. Involves key stakeholders: Identifies the range of people and organizations affected by the disaster risk issue, takes action to involve the stakeholders, and builds strategic partnerships to focus on the disaster risk exposure.											
SLO 2/4. Cultivates partnerships and mutual respect: Identifies opportunities to form partnerships and establishes two-way information flow for building both social capital and collective capacity to work with each other; these processes underpin the evolution toward community disaster risk ownership and participation in disaster risk reduction activities.											
SLO 3/4. Creates public value: Facilitates a community learning process through communications, dialogue, negotiation, and cooperation; establishes collective disaster risk reduction goals appropriate for present and future conditions.											
SLO 4/4. Establishes a process for expanded engagement and continual learning: Supports community networks through ongoing improvement of collective disaster risk reduction goals and interventions.											

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3.3c Governance and Civics											
SLO 1/6. Considers policy options in relationship to the stakeholders: Identifies and analyzes a hazard risk issue for action, policy options to consider, the stakeholders’ positions on the issue, the feasibility of the policy options, and the feasibility of engaging in a collaborative process with stakeholders.											
SLO 2/6. Political and legal: Analyzes access to, the relational dynamics of, and the ramifications from those in positions of political power in connection to the disaster risk issue. Considers the legal parameters for a collaborative process, and assesses the potential implications of political access, policy, and legal parameters, including when to obtain legal assistance and involve legal counsel in the collaborative process as applicable to the risk issue.											
SLO 3/6. Brings people together across sectors: Initiates bringing a wide range of stakeholders together; engages stakeholders in a process to identify mutual goals that address the disaster risk issue at hand, and shares the vision for greater public value.											
SLO 4/6. Builds social capital through collective processes: Facilitates dialogue on the issue bringing the stakeholders together, guides exploration of options, negotiates differing views, cultivates shared learning, and builds social capital in the establishment of shared goals.											
SLO 5/6. Implementation: Supports collaborative processes to collectively achieve the shared policy goal through forward mapping and planning. Expands collaboration to establish mutually supported components of constituency involvement, governance structures, monitoring/evaluation agreements, and continual improvement cycles.											
SLO 6/6. Evaluation and continual improvement: Supports the processes of continual improvement through monitoring, evaluation, and implementation of improvements, with a mindfulness of possible unintended consequences.											

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3.3d Leadership											
SLO 1/4. Inspires a shared vision: Supports and informs the creation of shared vision with a network of community stakeholders. Communicates clearly how people can contribute to achieve the vision, so that mutual adjustments can be made in concert with others.											
SLO 2/4. Creates an empowering environment: Identifies and negotiates constraints to enable others in the organization to successfully pursue its vision.											
SLO 3/4. Resolves conflict: Resolves conflict that may emerge within the organization or between the organization and the community it serves. Promotes a vision of a shared outcome and facilitates agreement by constructively resolving differences of opinion.											
SLO 4/4. Strategic decision making that influences others toward change: Develop strategic plans created through participatory process within and between organizations.											

TAB B

Assessment Checklist – Homeland Security Content
Bachelor’s Degree
(HS Curriculum Matrix)

The following chart (a functioning Microsoft Excel spreadsheet will be supplied) was created as a tool to assist with identifying where CAEMHSE Professional Accreditation Standards (Section 4.0) Homeland Security Program Content are instructed:

Replace “course #” with course or program component titles/names in top row of the table (e.g., HS-380).

Simple Method (permissible): In the blocks below each course number, enter an “X” to note where standards/elements/requirements are found. Every element of homeland security should be instructed at some point during the degree coursework.

Comprehensive Method (preferred): A more comprehensive technique of completing the matrix is to use an “I” where material is Introduced, an “R” where material is Reinforced, and/or an “M” where material is Mastered. Combinations may be employed, such as “I/R”, “I/M” or “R/M”.

(The matrix begins on the next page. A MS Excel spreadsheet will be furnished upon request.)

TAB B

HOMELAND SECURITY CURRICULUM MATRIX (9 Standards)											DEGREE:
Instructions Replace numbers to the right with your program's course numbers. Simple: place an X where the course satisfies the requirement. (SLOs, below) Comprehensive: place an I where material is Introduced, an R where material is Reinforced, and/or an M where material is Mastered. (I/R, R/M, or I/M is also possible) (SLO = Student Learning Outcome)	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Course 9	Course 10	Notes Column <u>Each SLO statement completes the statement which begins "The homeland security program's curriculum prepares the student to..."</u>
4.1 Knowledge Doman 1: Intelligence											
SLO 1/5. Historical context and strategies of intelligence support: Appraise the historical context, organizational structure, missions, responsibilities, and strategies of local, tribal, state and federal agencies providing intelligence support to homeland security.											
SLO 2/5. Intelligence cycle: Assess all phases of the intelligence cycle, to include requirements and planning, information collection, processing/exploitation, analysis/production, and dissemination of intelligence reports.											
SLO 3/5. Intelligence activities: Compare and contrast the legal, ethical and oversight structures and implications of domestic intelligence activities versus foreign intelligence activities in all phases of the intelligence cycle.											
SLO 4/5. Intelligence analysis: Demonstrate intelligence analysis techniques, including critical thinking and structured analytic techniques, to assess existing and potential threats to the homeland.											
SLO 5/5. Counterintelligence history and policies: Appraise the historical context and current policies and procedures for counterintelligence activities.											
4.2 Knowledge Domain 2: Emergency Management											
SLO 1/4. Mission Areas: Identify and explain the five mission areas of the National Preparedness Goal: prevention, protection, mitigation, response, and recovery.											
SLO 2/4. Policies, strategies, and emergent issues: Analyze and evaluate emergency management policies, strategies, and emergent issues.											
SLO 3/4. Organizational structures: Identify and explain the National Preparedness System and National Incident Management System.											

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4.5 Knowledge Domain 5: Strategic Planning and Decision Making											
SLO 1/6. Strategic planning: Describe the steps in the strategic planning process.											
SLO 2/6. Economic analysis: Explain the types of and steps involved in conducting economic analysis.											
SLO 3/6. Problem differentiation: Define and explain the differences between wicked and tame problems.											
SLO 4/6. National power: Identify and define the instruments of national power and their relationship to strategic (security) planning.											
SLO 5/6. Budgeting: Interpret a public safety budget in relation to a strategic plan, including resource allocation.											
SLO 6/6. Strategic interface: Differentiate the strategic planning interface between federal, state and local governments.											
4.6 Knowledge Domain 6: Terrorism											
SLO 1/5. Global terrorism: Summarize the history and basic concepts of global terrorism to include groups, ideologies, and underlying causes.											
SLO 2/5. Psychology of fear: Describe psychology of fear and its relationship to terrorism and counterterrorism.											
SLO 3/5. U.S. Counter- and antiterrorism: Discuss the United States and international law, statutes and policy guidance relating to counter- and antiterrorist activities.											
SLO 4/5. Terrorism: Compare and contrast types of terrorism (e.g., state-supported, transnational, domestic, international) and their similarities and differences.											
SLO 5/5. U.S. Counter-terrorism: Discuss the national and international policies promulgated that guide the U.S. and allied involvement in counter-terrorism activities.											
4.7 Knowledge Domain 7: Human & Environmental Security											
SLO 1/6. Security: Discuss the relationship between domestic/civilian security and threats to critical infrastructure that arise from environmental or climatic perturbations.											
SLO 2/6. The changing world: Explain the relationship between population growth, resource availability, environmental or climatic perturbations and radicalization, violence, or geopolitical instability.											

CAEMHSE – Curriculum Checklist: HS Bachelor’s Degree – September 2020

program management.												
SLO 9/13. Leadership: Understand and utilize principles of effective leadership.												
SLO 10/13. Technology: Understand the range and challenges presented by technology.												
SLO 11/13. Management: Demonstrate knowledge of project and quality management methods.												
SLO 12/13. Internship: Complete an internship.												
SLO 13/13. Capstone: Complete a senior capstone project in homeland security or a related area.												

TAB C

Assessment Checklist – Master’s Degree

The following chart (a functioning Microsoft Excel spreadsheet will be supplied) was created as a tool to assist with identifying where CAEMHSE Professional Accreditation Standards (Section 5.0) Master’s Degree Program Content are instructed:

Replace “course #” with course or program component titles/names in top row of the table (e.g., HS-380).

Simple Method (permissible): In the blocks below each course number, enter an “X” to note where standards/elements/requirements are found. Every element of homeland security should be instructed at some point during the degree coursework.

Comprehensive Method (preferred): A more comprehensive technique of completing the matrix is to use an “I” where material is Introduced, an “R” where material is Reinforced, and/or an “M” where material is Mastered. Combinations may be employed, such as “I/R”, “I/M” or “R/M”.

(The matrix begins on the next page. A MS Excel spreadsheet will be furnished upon request.)

TAB C

MASTER'S DEGREE CURRICULUM MATRIX

DEGREE:

<p><u>Instructions</u></p> <p>Replace numbers to the right with your program's course numbers. Simple: place an X where the course satisfies the requirement. (BAs, below)</p> <p>Comprehensive: place an I where material is Introduced, an R where material is Reinforced, and/or an M where material is Mastered. (I/R, R/M, or I/M is also possible)</p>	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Course 9	Course 10	<p>Notes Column</p> <p>Indicate where in your degree program the following learning objectives are Introduced, Reinforced, and Mastered</p>
Assessment Standards for a Master's Degree (16 Standards)											
5.1 The study of leadership styles in times of normal operations and crisis											
5.2 The study of management and control of organizations, including finances (budgeting, forecasting, monitoring of execution, etc.) and contracting											
5.3 The study of needs assessment, planning, program development, and project management											
5.4 The study of facilitation, collaboration, teamwork, partnerships, and diverse means of enabling organizations to accomplish their mission(s)											
5.5 The study of government and politics, including local, tribal, state, and federal jurisdictional structures, laws and statutes, funding, and legal and organizational frameworks											
5.6 An understanding of the capabilities and roles of agents and actors in public, non-profit, private industry, NGOs and NVOAD organizations, and the military											
5.7 An understanding of not just the U.S. perspective, but the global perspective covering the diversity of policies and practices within the international and multi-cultural communities											

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5.8 An understanding of the value of ethics and mental health, pre- and post-disaster																				
5.9 Advanced knowledge of a specialist body of theoretical and applied topics																				
5.10 High order skills in analysis, critical evaluation, and/or professional application through the planning and execution of project work or a piece of scholarship, research, or an internship																				
5.11 Creativity and flexibility in the application of knowledge and skills to new situations, scenarios, and case studies																				
5.12 Maturity of critical thinking and decision-making skills																				
5.13 The study of policy making and strategic planning																				
5.14 The ability to solve complex problems and think rigorously and independently																				
5.15 Research, analysis, and synthesis leading toward a thesis or capstone project, or an internship																				
5.16 Thesis or capstone project product, or an internship																				