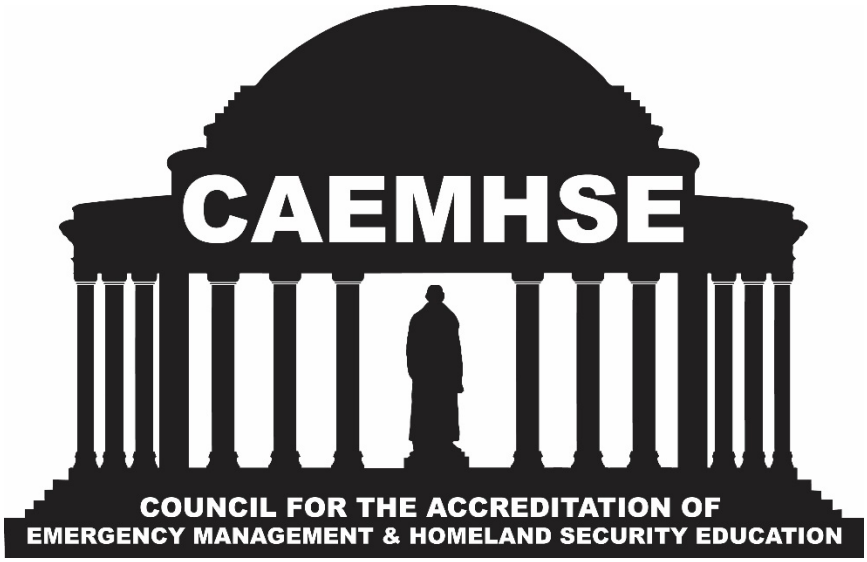

Council for the Accreditation of Emergency Management & Homeland Security Education (CAEMHSE)

www.caeme.education

Homeland Security Education Self-Study Guide for Accreditation

15 August 2022

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CAEMHSE also publishes Guides for Emergency Management programs.

See the www.caemhse.education website.

Guidance for Self-Study

The Council for the Accreditation of Emergency Management & Homeland Security Education (CAEMHSE, or the Council) encourages all college and university 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.

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 or other country.

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 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.

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

The CAEMHSE Guide to Accreditation explains the rationale for the standards listed below, identified with asterisks(*). This Self-Study Guide explains, through examples, what to put in the Self-Study Report for each standard.

3a – Resources and Institutional Support
[There are 11 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.

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 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 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) – Undergraduate (Associate's & Bachelor's) Degree Program Curriculum (Homeland Security Concepts) Matrix

[There are 9 4.0 Standards*]

Discipline-Specific Criteria for Homeland Security Programs

The Homeland Security Discipline is broad. CAEMHSE recognizes that not all undergraduate degree programs in the security studies discipline will have identical program titles or foci. The CAEMHSE Homeland Security Discipline-Specific accreditation criteria refers to the set of knowledge domains that define the homeland security academic enterprise.

Discipline-Specific Criteria apply to all programs granting undergraduate degrees in homeland security, or of a similar program title. Homeland Security Discipline-Specific

Criteria are organized around nine (9) knowledge domains as per the published literature.[1] Each knowledge domain is defined below and represents an essential component of an undergraduate education in Homeland Security. To achieve accreditation, the program must demonstrate that their graduates possess the knowledge, skills, and abilities to practice in the homeland security enterprise writ large, competently, and ethically. This knowledge may accrue across the student experience in the entire program, or at the course level.

If a program considers itself to transcend both homeland security and emergency management, its title should reflect this (i.e., a program calling itself "Homeland Security and Emergency Management" or vice-verse). The program then can choose to undergo joint accreditation which means the program must satisfy both the homeland security and emergency management set of Program Standards; however, any overlapping requirements need to be satisfied only once.

The extent to which each knowledge domain is developed and emphasized in the curriculum is the program's choice but must be consistent with the program's published mission and objectives. That is, some programs might emphasize emergency management, or border security more than intelligence. In any case, each program needs to demonstrate how they achieve their choice of SLO's in all homeland security knowledge domains.

Curriculum mapping is an effective way to show how a program meets the Homeland Security Discipline-Specific Criteria. Curriculum maps can easily show how both program level outcomes and course level outcomes are integrated it into the core curriculum of the major. See Figures 1 and 2 respectively in Appendix 1 for an example curriculum map.

Notes on Program Assessment (Assessment of compliance with knowledge domain content)

To show how a program meets the discipline-specific criteria for homeland security, or programs of a similar title; a program must show how each of the knowledge domains is covered in coursework, and integrated into the curriculum of the major, either as program level outcomes, or as course level outcomes. In other words, the program must identify a SLO in each knowledge domain and assess the degree to which their students achieve that outcome.

That is, a program's self-study should offer definitions for each knowledge domain, student learning outcomes tied to each knowledge domain, a map where SLOs occur in the program, and assessment data for at least one SLO in each of the knowledge domains.

To assist in the examination of your program's homeland security content (3.0 Standards), a useful tool the Council provides, to assess your curriculum in relation to CAEMHSE Standards, is the HS Curriculum Matrix (Appendix A, at the end of this

[1] It is important to note that the educational objectives, the program-level outcomes, the knowledge domains were determined empirically by research and have been vetted through the peer review process. These manuscripts contain how the HLS program was built and how the outcomes were determined can be found at the Homeland Security Affairs Journal: https://www.hsaj.org/articles/679 (2010 article) and the Journal of Homeland Security and Emergency Management https://doi.org/10.1515/jhsem-2018-0016 (2018 article)

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.

The required minimum set of knowledge domains (curriculum standards) for all homeland security programs, and programs of similar title:

I. Intelligence Systems and Structures (3.1)
II. Homeland and National Security Law and Policy (3.2)
III. Principles of Emergency Management including Continuity of Operations and Exercise Design and Evaluation (3.3)
IV. Critical Infrastructure Security and Resilience (3.4)
V. Strategic Planning and Decision Making (3.5)
VI. Terrorism: Origins, Ideologies and Goals (3.6)
VII. Risk Analysis and Management (3.7)
VIII. Environmental and Human Security (3.8)
IX. Cybersecurity Management and Policy (3.9)

3d – Master's Degree Program Curriculum Matrix [Programs should meet a majority of the 16 4.0 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 B in the *CAEMHSE Guide to Homeland Security Accreditation Assessment*.

The assessment will determine if a majority (9) of the 16 standards are met, with a preference that 12 or more standards are met.

A matrix of 4.0 CAEMHSE Standards is provided for this degree curriculum as well (Appendix B). 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 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. 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
  - GIS (Graphic Information Systems) maps and products
  - 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 – recommended]

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 the 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 virtual or 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 effect an assessment according to the option selected: 1) virtual, 2) virtual and a one-person site visit, or 3) a full 3-person on-site visit. The assessment team will always 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.

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 x 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 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.

Appendix A

Assessment Checklist – Homeland Security Content
Undergraduate (Associate's & 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 3.0) 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".

It is not required that <u>every</u> SLO be identified. The focus is on the Domains.

Steps to Demonstrate Achievement of Discipline-Specific Criteria

1. Identify a specific SLO to assess in each of the 9 knowledge domains. These can be the same as the examples in Appendix 1 or whatever the program chooses.

2. Create a curriculum map as exemplified in Appendix A for both PLOs and SLOs.

3. Identify an achievement threshold for each SLO. For example, a common achievement threshold would be: "80% of all students must achieve a B or better on this SLO".

4. In a given semester during the year of the self-study, the program must assess each SLO (one per knowledge domain).

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

Appendix A

HOMELAND SECURITY CURRICULUM MATRIX (9 Standards*)													DEGREE:
CAEMHSE **Homeland Security Standards Section 3.0:** **Program Curriculum** **Instructions (Completing this matrix for every SLO level is optional)** **Simple: place an X where the course satisfies the requirement.** **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)**	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Course 9	Course 10	Course 11	Course 12	(Replace "Course #s", at left, with course catalog numbers and titles) Notes
***3.1 Knowledge Doman 1: Intelligence Systems & Structures**													
(SLO1) Demonstrate knowledge of national security intelligence concepts including collection, analysis, counterintelligence, and covert action.													
(SLO2) Demonstrate knowledge of the organization and mission of the Intelligence Community and state and local intelligence agencies.													
***3.2 Knowledge Domain 2: Homeland and National Security Law & Policy**													
(SLO3) Examine case and Constitutional law principles and their relationship to Homeland Security law and policy.													
(SLO4) Identify and evaluate US legislative authority regarding homeland security efforts, with emphasis on the implementation of the USA PATRIOT Act and related legislation, including the Foreign Intelligence Surveillance Act (FISA).													
(SLO5) Compare principles of international law (i.e., laws of war, Geneva Conventions, etc.) and their relationship to homeland security efforts within and outside of the U.S.													

***3.3 Knowledge Domain 3: Principles of Emergency Management**													
(SLO6) Demonstrate knowledge of basic elements of the phases of emergency management.													
(SLO7) Demonstrate knowledge of Continuity of Operations planning.													
(SLO8) Demonstrate knowledge of exercise design, types, and continuous improvement planning.													
***3.4 Knowledge Domain 4: Critical Infrastructure Security & Resilience**													
(SLO9) Demonstrate knowledge of the recognized sectors critical infrastructure including security and resilience principles among the private and public sectors.													
(SLO10) Demonstrate knowledge of security management strategies, priorities, and challenges.													
***3.5 Knowledge Domain 5: Strategic Planning and Decision Making**													
(SLO11) Demonstrate knowledge of the steps in the national security strategic planning process including ends, ways and means.													
(SLO12) Define and differentiate wicked versus tame problems as they apply to homeland security issues or challenges.													
(SLO13) Explain the steps involved in conducting a cost benefit/net present value analysis.													
(SLO14) Compare and contrast decision making theories and cognitive biases.													
***3.6 Knowledge Domain 6: Terrorism: Origins, Ideologies, & Goals**													
(SLO15) Demonstrate knowledge of ideologies, goals, and strategies of selected terrorist organizations and broader extremist movements.													
(SLO16) Demonstrate knowledge of trends in and the conceptual aspects of countering violent extremism.													
(SLO17) Demonstrate knowledge of terrorism definitions and terrorism as a phenomenon.													
***3.7 Knowledge Domain 7: Risk Analysis & Management**													
(SLO18) Application of risk analysis, assessment and management principles, processes, or techniques.													
(SLO19) Describe the role risk and risk assessment play in strategic planning.													

***3.8 Knowledge Domain 8: Human & Environmental Security**													
(SLO20) Examine the relationship between human activities and climate change and security.													
(SLO21) Compare various conceptions of human and environmental security.													
(SLO22) Differentiate national security and human security strategies.													
***3.9 Knowledge Domain 9: Cyber Security Management & Policy**													
(SLO23) Demonstrate knowledge of information system vulnerabilities and threats and approaches to protect information assets and systems including incident response and recovery.													
(SLO24) Demonstrate an understanding of the national security implications of attacks on information and systems.													

Appendix B

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 4.0) 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.

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.)

Appendix B

MASTER'S DEGREE CURRICULUM MATRIX											DEGREE:
CAEMHSE **Master's Degree Standards Section 4.0:** **Program Curriculum** **Instructions** **Simple: place an X where the course satisfies the requirement.** **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)**	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Course 9	Course 10	(Replace "Course #s", at left, with cours catalog numbers and titles) Notes
Assessment Standards for a Master's Degree (16 Standards*)											
*4.1 The study of leadership styles in times of normal operations and crisis											
*4.2 The study of management and control of organizations, including finances (budgeting, forecasting, monitoring of execution, etc.) and contracting											
*4.3 The study of needs assessment, planning, program development, and project management											
*4.4 The study of facilitation, collaboration, teamwork, partnerships, and diverse means of enabling organizations to accomplish their mission(s)											
*4.5 The study of government and politics, including local, tribal, state, and federal jurisdictional structures, laws and statutes, funding, and legal and organizational frameworks											
*4.6 An understanding of the capabilities and roles of agents and actors in public, non-profit, private industry, NGOs and NVOAD organizations, and the military											
*4.7 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											

*4.8 An understanding of the value of ethics and mental health, pre- and post-disaster											
*4.9 Advanced knowledge of a specialist body of theoretical and applied topics											
*4.10 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											
*4.11 Creativity and flexibility in the application of knowledge and skills to new situations, scenarios, and case studies											
*4.12 Maturity of critical thinking and decision-making skills											
*4.13 The study of policy making and strategic planning											
*4.14 The ability to solve complex problems and think rigorously and independently											
*4.15 Research, analysis, and synthesis leading toward a thesis or capstone project, or an internship											
*4.16 Thesis or capstone project product, or an internship											