



New Emergency Management in a Resilience Era Facing Health, Climate and Energy Challenges

6th to 10th December 2021

Date and slot of presentation to be filled in shortly

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

TIEMS 2021 Annual Conference

Validation of Quality Emergency Management Academic Programs through Assessment and Accreditation



Maturing the Profession

- ❖ The history of work in Emergency Management (EM) is parallel to disasters
- ❖ The ability to manage disaster response and relief has matured
- ❖ Primary attributes for getting hired:
experience, training, & education.
- ❖ This talk is about the education process.



Personal Attributes



Having “letters” i.e., a formal education (a certificate or degree) in the [EM] field has become more and more important.

August 2021 EM HiEd Program Report (FEMA’s Emergency Management Institute [EMI]):

330 EM & 266 HS Programs:

110 Certificate programs

62 Associate’s degree programs

230 Bachelor’s degree programs

308 Master’s degree programs

19 Doctoral degree programs



The Problem

- ❖ The creation of [EM] programs has not been guided by any *mandate* for structure or quality
- ❖ There is a wide range of instructed content and rigor (curriculum & credit hours), but the same degree (Bachelor of _____ in Emergency Management)



The Disparity

Arkansas Tech University Grad Students'
Website Survey of EM Programs (2018):
Usable data from 51 schools from: (alpha list)
<https://training.fema.gov/hiedu/collegelist/>

Hours	# of Schools
12	6
18	3
21	3
24	4
25	1
27	5

Hours	# of Schools
28	1
30	6
33	3
36	4
39	3
40	1

Hours	# of Schools
42	4
44	1
45	2
51	1
54	2
60	2



Minimum Standard – Content Credit Hours

CAEMHSE's Standard has been established at 30 credit hours of core emergency management content

Minimum 24 CH of EM content, with 6 CH of related content permissible

Course content relevant/related to the EM field:

intelligence,

cyber security,

logistics,

geographic information system

public affairs,

critical infrastructure p

public health,

business impact a

and etc.



Letters

Credentials (Letters)

Practitioner

Certification: TQC™, CEM®, CISSP, CBCP, etc.

Denotes a level of expertise
(and/or training)

Academic

Evidence of a level of education: MBA, Ph.D., etc.
Denotes completion of a program: graduate certificate, bachelor's degree, master's, doctorate



The Lettered Man
By Agatha Grace



Certification

What is Certification?

- ❖ 3rd-party recognition of an individual's level of knowledge or proficiency
- ❖ Denotes proven training and experience (through testing, testimonial, validation, recommendation, etc.)
- ❖ (Differs from Licensure)



Accreditation

- ❖ Institutions ARE accredited, but not many programs.
For example, a Nursing Program must be accredited
in order for nurses to become licensed

- ❖ Few EM programs are accredited

- ❖ Principally because:

for EM



What is Accreditation?

External (3rd party) approval/validation through a formal, detailed, assessment procedure

Process usually requires an internal examination (a self-study) presenting evidence of quality, and statistics



CAEMHSE Accreditation Efforts

Parallels to CEM[®] and EMAP **

Slow start, ramping up

Value of the credential

Lack of any requirement

(Nursing or Engineering)



(i.e., unlike

** <https://www.iaem.org/certification/intro>

& www.emap.org

Development of U.S. Standards

- ❖ B. Wayne Blanchard, Ph.D.

Top Ten

*Competencies for E M Professionals
(2003 & 2005)*

- ❖ Higher Education Symposium discussions
(2004--Present)
- ❖ Next Generation Core Competencies
- ❖ CAEMHSE standards development

<https://training.fema.gov/hiedu/emcompetencies.aspx>



Sample Standards

3.0 Emergency Management Competencies (4 Standards)

3.1 Foundations of Emergency Management

3.2 Phases and Mission Areas of Emergency Management

3.3 Practical Experience and Application

3.4 Professionalism

Sample Standards

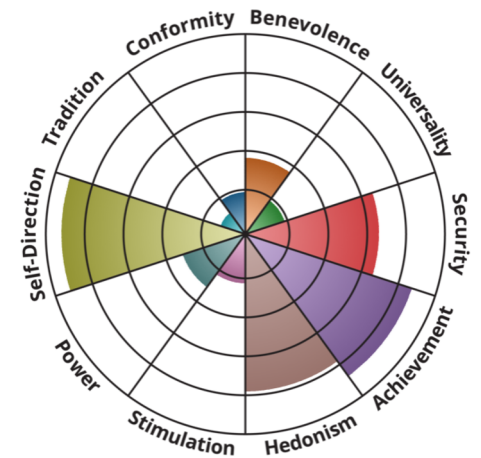
3.1 Foundations of Emergency Management

- SLO 3.1.1 Demonstrate knowledge of hazards, hazard processes and characteristics, and hazard analysis.
- SLO 3.1.2 Demonstrate knowledge of vulnerability theories, types, and analysis.
- SLO 3.1.3 Demonstrate knowledge of risk, risk perception, and risk assessment.
- SLO 3.1.4 Demonstrate knowledge of crises, emergencies, disasters, catastrophes, complex humanitarian events, and distinctions among the types.
- SLO 3.1.5 Demonstrate knowledge of historical and contextual awareness of disasters and emergency management.
- SLO 3.1.6 Demonstrate knowledge of professionalism of the field including The Principles of Emergency Management, ethics, certifications, and associations/affiliations related to different career options.
- SLO 3.1.7 Demonstrate knowledge of international and comparative dimensions of emergency management.

Values

- ❖ What population values experience...?
- ❖ What population values certification...?
- ❖ What population values education...?

(Are they mutually exclusive?)



Discussion & Questions



- ❖ *Should* there be an accreditation process for EM (& HS) degree programs?
- ❖ *Should* there be minimum standards for a degree program?
- ❖ *Should* there be an experience requirement (Internships)?

Contact

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CAEMHSE

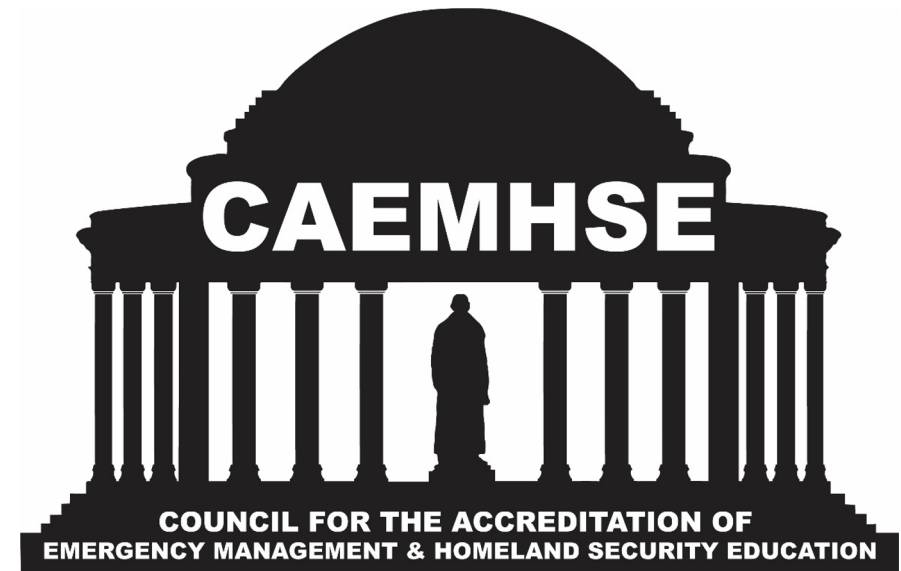
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BACKUP SLIDES

Backup Slides

Recognition: Approval of an accrediting body's activities.

Education program accrediting bodies (for recognition):

CHEA



U.S. Dept. of Education



Recognition requirements (hurdles):

Entity organization (bylaws, procedures, etc.), track record, income stream, (then annual dues)