



ACADEMIC PROGRAM PROPOSAL FORM

(Revised May 2014)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis, or new degree program.

DATE SUBMITTED: February 12, 2015

Date of AAC Approval:

Cr tkl'39.'4237

INSTITUTION: Truckee Meadows Community College

REQUEST TYPE: New Degree
 New Major or Primary Field of Study
 New Emphasis

Date of Board Approval:

DEGREE (i.e. Bachelor of Science): Bachelor of Applied Science

MAJOR (i.e. Animal Science): Emergency Management & Homeland Security

EMPHASIS (i.e. Equine Studies): Public Safety

CREDITS TO DEGREE: 60+60 ~ 120 in 2+2 format from AAS degree

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2016

Action requested:

That the Board of Regents approve the Bachelor of Applied Science degree in Emergency Management and Homeland Security at Truckee Meadows Community College.

A. Brief description and purpose of proposed program

The Bachelor of Applied Science in Emergency Management and Homeland Security (BAS-EMHS) program provides students with a well-rounded foundation in the history, politics, defense and preparedness aspects of terrorism. It will also provide students with the management principles of planning, mitigating, response and recovery from natural and manmade disasters in emergency management roles. Graduates of the program will be able to conduct planning analysis, write and implement emergency plans for public and private entities while addressing the issues of homeland security within the emergency management role. Emergency Management and Homeland Security is one of the fastest growing disciplines in the United States today with excellent employment prospects for graduates in both the public and private sector.

B. Statement of degree or program objectives

Identify the underlying principles and roles of Emergency Management and Homeland Security within public organizations and private sector business. Apply the concepts of the professional skills and competencies in Emergency Management and Homeland Security planning, mitigation, response and recovery.

C. Plan for assessment of degree or program objectives

Advisory Board review of student portfolio/presentation of their work product according to a standard rubric, and assessment from EM 416 and/or HS 416 internship courses and assessment from EMHS 490, Capstone course.

D. Plan for assessment of student learning outcomes and the use of this data for program improvement

This data will be evaluated against standard competencies and their achievement based upon nationally accepted standards of the industry. This data will be evaluated by program staff and the advisory committee that primarily consists of practitioners in the field of Emergency Management and Homeland Security. Revisions and improvements will be implemented upon recommendation of both.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

The BAS in Emergency Management and Homeland Security supports The State & the System: NSHE Plan for Nevada's Colleges and Universities by promoting more entry-level graduates towards the state becoming "competitive and more economically prosperous" and by more closely adhering to NSHE's credit standards of 120 credits for a Bachelors level degree. In addition, it supports the needs of government, business and industry in Nevada in the modern era of continuity of operations and the states and private industries ability to plan for, mitigate, respond to and recover from natural and man-made disasters.

ii. Institutional mission

The BAS in Emergency Management and Homeland Security is aligned with the College's mission of "promoting student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community." By providing an educational opportunity that leads to needed entry-level positions in our community. It further extends the opportunities for students who have earned the AAS degree in Prehospital Emergency Medicine or Fire Technology to further their education in emergency services to the Bachelor degree level.

iii. Campus strategic plan and/or academic master plan

The BAS in Emergency Management and Homeland Security is aligned with the College's Strategic Master Plan, Core Theme II, Academic Excellence, Objective 3: Meet workforce educational needs in the service area as well as Core Theme III, Objective 3: Create, expand, and/or strengthen partnerships with civic, community, educational, and business/industry organizations to provide lifelong learning opportunities.

iv. Department and college plan

The BAS in Emergency Management and Homeland Security reflects the Division of Technical Science's principles of providing high quality training that is responsive to the needs of students and employers, as well as Emergency Services mission to "improve the quality of life and health

in our community by professionally preparing students for entry-level employment and career advancement in emergency planning, mitigating, response and recovery by providing high quality, innovative training based on national standards."

v. Other programs in the institution

vi. Other related programs in the System

The College of Southern Nevada has an Associate Degree in Emergency Management Administration and UNLV has a Masters degree in Crisis and Emergency Management. The BAS degree at TMCC will provide CSN students seeking a Bachelors degree to transfer in-state and retain in-state fees. The TMCC BAS degree will likely become a feeder program for the Masters degree at UNLV.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

The discipline of Emergency Management and Homeland Security have become a rapidly emerging profession in the post-9/11 world. The demand for these professionals in both the public and private sector will continue to grow over the foreseeable future.

See Appendix - A Consultant Report

ii. Evidence of existing or projected local, state, regional, national and/or international need for program

A 2010 US News and World Reports article cited Emergency Management as one of the 50 best jobs of 2011. The article cited a 2008-2018 Bureau of Labor Statistics employment growth of 22%. Later Bureau of Labor statistics projections from 2014 show a more modest growth in this field of 8% or as fast as the average growth for all career fields between 2012 and 2022.

See Appendix - A Consultant Report

iii. If this or a similar program already exists within the System, what is the justification for this addition

Currently within the NSHE, there is an Associate level degree and Masters level degree, but no Bachelors degree.

iv. Evidence of employment opportunities for graduates (state and national)

In a broad search on the International Association of Emergency Managers website, jobs board as of 2/12/15 there are 206 jobs in the Emergency Management discipline available on a national level. Within the state of Nevada there are approximately 60 identified Emergency Managers in state, local and tribal governments. In discussion with the Chief of Nevada's Division of Emergency Management, there are likely 1000's of jobs in Nevada alone where Emergency Management is a substantial part of or identified as a collateral duty within public and private employment job descriptions.

v. Student clientele to be served (Explain how the student clientele is identified)

It is anticipated this degree will attract students from military, law enforcement, fire, EMS, community and public health, and nursing disciplines as the discipline continues to broaden across the regions professional landscape.

G. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

The fire technology and pre-hospital emergency medicine associate of applied science degrees will generate the first two years of the BAS degree currently with other potential AAS degrees in the future.

1st fall semester of BAS program:

- * GEOL-100 Earthquakes, Volcanoes and Natural Disasters (additional Gen Ed)
- *PSC-101 Introduction to American Politics (additional Gen Ed)
- *EM-300 Principles, Practice, Philosophy & Doctrine of EM (Degree)
- *EM-301 Principles and Practice of Hazard Mitigation (Degree)
- *EM-302 Holistic Disaster Recovery (Degree)

1st spring semester of BAS program: (15 credits total in semester)

- *EM-303 Hazard Risk Management (Degree)
- *EM-304 National Incident Management System (only if entering with EMS AAS)
- *EM-404 Business Crisis Continuity Management (Degree)
- *EM-406 EM Budget and Administration (Degree)
- *EM-407 EM Management and Leadership Communication (only if entering with EMS AAS)
- *HS-300 Terrorism (Degree)
- *HS-301 HS: Preparedness, Prevention and Deterrence (Degree)

2nd fall semester of BAS program: (15 credits total in semester)

- *HS-302 Critical Thinking for Homeland Security (Degree)
- *HS-303 Terrorism and Homeland Security in the US (Degree)
- *HS-402 Protecting the Homeland: Balancing Security & Liberty (Degree)
- *HS-403 Critical Infrastructure and Resource Protection (Degree)
- *One Elective from EM/HS elective list
- *HS-300 Terrorism (only if entering with EMS AAS)
- *HS-301 HS: Preparedness, Prevention and Deterrence (only if entering with EMS AAS)

2nd spring semester of BAS program: (15 credits total in semester)

- *EM or HS Elective; choose from list
- *EM or HS Elective; choose from list
- *EM or HS Elective; choose from list
- *EMHS-490 Capstone in Emergency Management/Homeland Security
- *HS-403 Critical Infrastructure and Resource Protection (only if entering with EMS AAS)
- *EM or HS Elective; choose from list

3rd fall semester of BAS program: (only if entering with EMS AAS)

- *EM or HS Elective; choose from list
- *EMHS-490 Capstone in Emergency Management/Homeland Security

ii. Program entrance requirements

AAS degree in a discipline that meets prescriptive requirements of course work and general education to meet required knowledge and skills of EMHS BAS.

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

Students must complete 120 credits of course work between the appropriate AAS degrees and the EMHS BAS degree with a minimum 2.0 grade point average.

iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

There is no accrediting body for Emergency Management/Homeland Security at present.

v. Evidence of approval by appropriate committees of the institution

Approved by TMCC CAP Committee on 2/13/15

H. Readiness to begin program

i. Faculty strengths (specializations, teaching, research, and creative accomplishments)

All members of the Advisory Committee for the Emergency Management/Homeland Security BAS degree are practitioners in the field, most also with advanced degrees in the subject and education background. All are quite accomplished in their field of study and practice. Many have expressed an acute interest in teaching their specialties within the program.

ii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

This BAS program will provide students in several fields of the colleges current studies and degree programs to continue to the BAS level. At present the Fire and EMS AAS degrees have been developed to segway seamlessly into the BAS, however, there are other disciplines that are being reviewed for inclusion and yet others to be created in the near future that will also lend themselves to this BAS degree.

iii. Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)

The program will be overseen by the current Director of Public and Occupational Safety and initially instructed by qualified part-time faculty with the anticipation of hiring full-time faculty in the near term. The program is also being designed as a primarily online and/or hybrid delivery model. This will reduce the demand on physical facilities and cost as well as meeting the goal of allowing students from Southern Nevada to enroll and participate in the program.

iv. Recommendations from prior program review and/or accreditation review teams

The Advisory Committee has been enthusiastically engaged throughout the process of program development. The program Director has also built national relationships with Navy Post-Graduate Schools graduate homeland security program, Boston University's healthcare emergency management graduate program and both renowned institutions fully endorse this programs development and implementation.

Our Advisory Committee consists of the following participants from our community of interest:

Lt. Col. Mark Hall - Nevada Air National Guard Domestic Operations

Ron Hood, Emergency Manager (Ret) Washoe County School District

Aaron Kenneston, PhD, CEM - Washoe County Emergency Manager (Committee Chair)

Chris Magonheimer - Battalion Chief/EM (Ret) North Lake Tahoe Fire

Steven Matles - UNR School of Medicine Health and Safety Officer
Rob Reeder - Security/Safety Administrator Regional Transit Commission
Derek Russell - REOC Team, Washoe Co. ARES
Kevin Schaller - UNR Emergency Manager
Chris Smith - Chief of Emergency Management/Homeland Security NV Div. of Emerg. Mgmt.
Kyle West - City of Reno
Jeff Whitesides - Public Health Preparedness Manager, Washoe Co. Health Dist.
Sandy Munns, CEM - Division Chief/EM (Ret) Reno FD, Adj. Faculty TMCC
Kevin Thomas, PhD, Lt. Cmdr USN (Ret) - Director Boston Univ. Healthcare Emerg. Mgmt.
Bruce Martin - Fire Chief/EM (Ret) Navy Post Graduate School-Homeland Sec. Graduate
Don Stangle - Dep. Chief/EM (Ret) Adjunct Faculty TMCC
Kelly Boyd - American Red Cross

v. Organizational arrangements that must be made within the institution to accommodate the program

There is little to no arrangements to be made as this program will reside within an existing department of the college under the Division of Technical Sciences.

I. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)

Existing

ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.

a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.

1st Fall semester 7

3rd Fall semester 16

5th Fall semester 20

(2) Explain the methodology/assumptions used in determining projected FTE figures.

Projections based upon current enrollment in existing programs and history of fire and emergency medical programs conducted at TMCC. Based on the proposed course of study, students will take 15 credits each semester of the program.

b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.

1st Fall semester 14

3rd Fall semester 18

(2) Explain the methodology/assumptions used in determining projected headcount figures.

Projections based upon current enrollment in existing programs and history of fire and emergency medical programs conducted at TMCC. Based on the proposed course of study, students will take 15 credits each semester of the program.

iii. Budget Projections – Complete and attach the Five-Year Budget Projection Table.

Please see Appendix - B Budget

J. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs
Existing

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space
Existing

iii. Existing and additional equipment required
Existing

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

As is currently the norm for the public safety programs at TMCC, there is a close collaboration between Academic Advisement and the department in supporting and servicing student academic planning needs. We will continue this practice to ensure appropriate advisement of students entering the program.

L. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant's final report must be on record at the requesting institution.

i. Names, qualifications and affiliations of consultant(s) used
Dr. Stan Supinski, University and Partnership Initiative Co-Director Center for Homeland Defense and Security, Navy Post Graduate School

ii. Consultant's summary comments and recommendations
Please see Appendix - A Consultant Report.

iii. Summary of proposer's response to consultants

In response to the consultant's report, the following will be accomplished as the program courses are developed for delivery;

1. We will develop and include a course on the fundamentals of homeland security intelligence.
2. We will develop and include content on cyber-security, either as a stand-alone course or as a course component.
3. Ensure the competencies cited above are considered during course design and development.

M. Articulation Agreements

- i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)**

N/A

- ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)**

The program will be working on articulation agreements with CSN's AS degree in Emergency Management Administration, UNLV's Masters in Crisis and Emergency Management. We will also work on articulation agreements with Boston Universities Healthcare Emergency Management Masters program.

- iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)**

N/A

N. Summary Statement

This program has developed relationships with our community of interest in the local region and with renowned partners like Boston University and the Navy Post Graduate School. All have highly endorsed this program and have played an integral role in its conception and development. Our Advisory Committee is enthusiastic and highly engaged in the process of creating this degree program for TMCC. We fully anticipate the development of articulation agreements within and outside our state for greater opportunities for our students and graduates. This program will modernize our program offerings based upon relevant and timely issues in our society, emergency response and recovery and defense of our homes, communities and nation. Finally, this program will also prepare our graduates for relevant employment in both the public and private sector, which will greatly broaden the prospects of our graduates.

Appendix – A
Consultant Report and Resume

From: Stanley B. Supinski, PhD

March 15, 2015

Subject: Evaluation of Truckee Meadows Community College Proposed Program - **Bachelor of Applied Science, Emergency Management & Homeland Security**

Summary

The principle purpose of this report is to evaluate the curriculum of the proposed Bachelor of Applied Science in Emergency Management & Homeland Security being developed by Truckee Meadows Community College (TMCC). The evaluation will primarily consider and compare to the Model Homeland Security Curriculum developed by the Naval Postgraduate School's Center for Homeland Defense and Security, and three schools with similar, successful (as determined by the evaluator) programs that combine both Homeland Security (HS) and Emergency Management (EM): Virginia Commonwealth University, Eastern Kentucky University and Savannah State University. The report will also briefly discuss methods used to develop the curriculum; course developer and faculty selection; and provide data and estimates on potential job opportunities for graduates.

Evaluator Qualifications

Dr. Stanley Supinski is a homeland security consultant and academic with 25 plus years of experience. His current positions include contractor with MAC Consulting, supporting the Naval Postgraduate School, Center for Homeland Defense and Security (CHDS) as the Co-Director of Partnership Programs, and Associate Professor for the Long Island University Homeland Security Management Institute. With CHDS he heads a partnership with 360 institutions involved with HS and EM academics and has hosted the premier conference in the discipline (Annual Homeland Defense and Security Education Summit) for the past eight years. He is the founder and former director of the Homeland Security and Defense Education Consortium; has taught HS/EM for the University of Denver and the University of Massachusetts; and he is widely recognized as an authority on homeland security curriculum and program development. A full curriculum vitae is at Appendix B.

Curriculum Evaluation

It should first be noted that at the present time, there is no accreditation association for either HS or EM. Programs established in the recent past (10 or so years) have relied on guidance from the Center for Homeland Defense and Security for HS, and the Federal Emergency Management Agency's (FEMA) Emergency Management Institute (EMI) for EM. EM has been in existence as an academic focus longer, and curricula tend to be more similar and consistent. HS is more recent and clearly more interdisciplinary, so programs have much greater variability.

It should also be noted that many of the high quality programs established over the past seven to ten years combine HS and EM to match the shift that has occurred in the HS practitioner community. The hurricanes occurring in the mid-2000s, and especially Hurricane Katrina, were primarily responsible for the shift. Although FEMA and its corresponding mission sets were always an integral part of homeland security (and, in fact, a subordinate entity to the Department of Homeland Security), the focus after 9/11 was primarily on terrorism. Starting in 2005, the "all hazards" approach has been assumed and quality programs consider and educate professionals to handle terrorist threats and natural disasters, as well as the five primary mission sets of prevention, preparedness, mitigation, response and recovery.

TMCC is to be commended for developing a program that offers both, as that will ensure graduates have a better sense of the entire community, and should broaden potential employment opportunities.

Comparison to the CHDS Model HS Curriculum

The CHDS Model HS Curriculum was developed in 2009 in a meeting hosted by the evaluator. Details on the meeting and the full list of recommendations are at Appendix A.

Table 1 – Comparison to the CHDS Model HS Curriculum

CHDS Model	TMCC Proposed Courses
Administering Homeland Security	Earthquakes, Volcanoes and Natural Disasters
Intelligence	Introduction to American Politics
Private Sector and Homeland Security	Principles, Practice, Philosophy & Doctrine of EM
Research and Analysis	Principles and Practice of Hazard Mitigation
Emergency Management	Holistic Disaster Recovery
Critical Infrastructure Protection	Hazard Risk Management
Strategic Planning	National Incident Management System
Strategic Communication	Business Crisis Continuity Management
Law and Policy	Budget and Administration
Technology	EM Management and Leadership Communication
Terrorism: Causes and Consequences	Terrorism
	HS: Preparedness, Prevention and Deterrence
	Critical Thinking for Homeland Security
	Terrorism and Homeland Security in the US
	Protecting the Homeland: Balancing Security & Liberty
	Critical Infrastructure and Resource Protection
	Capstone in EM/HS
	<i>One Elective from EM/HS elective list</i>

Judgment and comparison here is being done solely by the course titles since full syllabi are not yet available. Considering these titles, it is assumed that:

- *Research and Analysis* will be covered in prerequisites, *Critical Thinking for Homeland Security*, and in *Capstone in EM/HS*
- *Private Sector and Homeland Security* will be a part of *Business Crisis Continuity Management*
- *Strategic Planning, Strategic Communication, and Technology* will be included in courses across the curriculum

- *Law and Policy* will be included in *Critical Thinking for Homeland Security and Protecting the Homeland*

If these subjects are not planned to be part of these courses, then it is recommended they be considered during course development. The detailed CHDS curriculum model should be used as basic guidance during course development to ensure appropriate coverage.

The remaining subjects are clearly either directly related or indirectly implied in the proposed courses, with one exception: Intelligence. HS/EM professionals include those involved with the law enforcement community, and most will be either directly or indirectly associated with a multi-agency fusion center. A course focusing on intelligence is strongly recommended.

In terms of the EM side of the curriculum, it should be noted that there is no similar model to that developed for HS by the Naval Postgraduate School. However, EMI has convened groups that have drafted guidance on core standards for study and research, and related critical competencies in the context of hazards, vulnerability and risk assessment, preparedness, mitigation, response and recovery. Their guidance, available at <http://training.fema.gov/hiedu/emtheoryresearch.aspx>, provides insight useful for overall topic/course selection, and should be reviewed to support course development.

Comparison to Comparable EM/HS Programs

The schools chosen for comparison, Virginia Commonwealth University, Eastern Kentucky University and Savannah State University, have thriving EM/HS programs; each has been in existence for five or more years; they are regularly represented at national level conferences; and have reputable faculty (this information is based on personal knowledge of the evaluator). The primary focus of this portion of the comparison is on EM, and, as shown in Table 2, the curricula of the three schools above have a similar set of core courses and subjects:

- Introduction to Emergency Management Fundamentals
- Risk and Vulnerability Assessment
- Response and Recovery (Tenets of the National Incident Management System)
- Strategic Planning
- Legal Issues and Ethics
- Disaster Preparedness

While there is some variability, the TMCC proposed curriculum compares favorably to the three listed universities.

- The TMCC curriculum reflects depth in the area of EM, offering *Holistic Risk Management*, *Earthquakes, Volcanoes and Natural Disasters*, and *EM Management and Leadership Communication*, topics that presumably relate to local needs and practices.
- A shortfall would be the relative lack of flexibility – Virginia Commonwealth offers a selection of 23 electives and Eastern Kentucky 18. However, it is expected that new programs will generally offer fewer options until a better sense of the student community and practitioner needs is developed, faculty identified, and the program matures.

Concluding Comments on Curriculum

The curriculum proposed by TMCC, when compared to the CHDS Model and to the three other institutions, is sound. It leans toward EM, and offers greater depth of content than other programs that combine the two, which should present an advantage when competing against other on-line programs.

Table 2 - Comparison to Establish and Successful Homeland Security/Emergency Management Programs

TMCC Proposed Courses	Virginia Commonwealth University	Eastern Kentucky University	Savannah State University
Earthquakes, Volcanoes and Natural Disasters	Homeland Security and Emergency Preparedness	Introduction to Homeland Security	Introduction to HSEM
Intro. to American Politics	U. S. Government	Emergency Management	Politics and Policy of HSEM
Principles, Practice, Philosophy & Doctrine of EM	International Relations	Physical Security	Law and Ethics in HSEM
Principles and Practice of Hazard Mitigation	Terrorism	Legal & Ethical Issues in Homeland Security	Emergency Planning, Mitigation & Incident Mgmt
Holistic Disaster Recovery	Emergency Planning and Incident Management	Critical Infrastructure Protection	Social Diversity Issues in HSEM
Hazard Risk Management	Risk and Vulnerability Assessment	Security Management	Risk and Vulnerability Assess.
National Incident Management System	Strategic Planning for Homeland Security and Emergency Preparedness	Critical Problem Analysis	Terrorism in the Modern World
Business Crisis Continuity Management	The Intelligence Community and the Intelligence Process	Risk Analysis (ex-Vulnerability & Risk Assessment)	Effective HSEM Communication and Leadership
Budget and Administration	Legal and Constitutional Issues in Homeland Security and Emergency Preparedness	Intelligence Process	Tools for Decision Making
EM Management and Leadership Communication	Senior Seminar	Homeland Security Technology	Senior Capstone Seminar
Terrorism	<i>Choice of 23 Electives in Criminal Justice, Risk Management, International Politics, and others</i>	Disaster Preparedness & Response	<i>Electives:(Choose 3) International Humanitarian Law</i>
HS: Preparedness, Prevention and Deterrence		Mitigation & Disaster Recovery	<i>The Intelligence Community and the Intelligence Process</i>
Critical Thinking for HS		Strategic Planning & Leadership	<i>Public Health Issues in HSEM</i>
Terrorism and Homeland Security in the US		<i>Electives – Broad variety of 18 Courses from which to choose</i>	<i>Introduction to Geographic Information Systems</i>
Protecting the Homeland: Balancing Security & Liberty			<i>Independent Study</i>
Critical Infrastructure and Resource Protection			<i>Topics in Homeland Security and Emergency Management</i>
Capstone in EM/HS			
<i>One EM/HS Elective</i>			

While the discussion has been on the subjects involved in HS and EM, consideration also must be given to the skill sets and competencies required. The HS curriculum model, the EMI recommendations, the results of a curriculum effectiveness survey done by the evaluator in Feb 2015, and a report done by Texas A&M's Center for Integrative Homeland Security in 2007, indicate that HS/EM professionals require competence coalesced around:

- Critical thinking and complex problem solving
- Ability to communicate (in all forms)
- Capability to build and sustain strategic relationships
- Ethical decision making and leadership
- Facilitating cooperation and collaboration among and between agencies and organizations
- Social perceptiveness and service orientation
- Preparing for the ambiguous environment of homeland security

These competencies should be considered and incorporated across the curriculum.

Finally, the current buzzword in the HS/EM community is cyber security, and it is addressed in virtually every local, state and federal strategy and planning document. Information on cyber threats, vulnerabilities and policy is highly recommended in either a dedicated overview course or incorporated across the curriculum.

Course/Topic Selection Process

The program director was interviewed as to the process used to select the course topics. First was comparison and benchmarking, done by examining the programs offered at Boston University, American Public University, Eastern Kentucky University, Texas Southern University, the College of Southern Nevada, and the University of Nevada at Las Vegas. Second, he consulted with academics at the Naval Postgraduate School and the Emergency Management Institute. Finally, he held (and continues to hold) a monthly meeting of local professionals to gauge their needs, which includes representatives from the State, County and Reno Office of Emergency Management; the Nevada Air National Guard; the University of Nevada Emergency Management Office; the Reno Police Department; the Red Cross; and Public Transportation. This effort is to be commended as it will ensure local requirements are addressed, but also links to these organizations should strongly support student recruitment and enrollment efforts.

The program chair has also indicated that many of the local individuals who have been consulted with will serve as program adjuncts and as course developers. This will further add to the benefits discussed above. However, course development should be overseen by the program chair (or other coordinating authority) to ensure instructional design validity and that the topics, as discussed above, are adequately addressed.

Job Prospects in the Homeland Security and Emergency Management Fields

Estimates made over the past seven years by O*Net OnLine (<http://www.onetonline.org/>) and the Department of Labor have projected growth in the EM field at between 8 and 22%. The Department of Labor does not have a specific category devoted to HS as jobs cover a wide range of functions.

EM and HS jobs are available in the private sector: most major companies have dedicated departments focusing on security, disaster preparedness, business continuity, critical infrastructure protection, and other related functions. Private industries that employ EM/HS graduates include transportation, banking and finance; physical security; large retailers; the gaming and recreation industry; and defense contractors. The public sector is also an obvious source of jobs in government at the local, state and federal levels; law enforcement; the fire community; public health; and the defense department.

Two additional points:

- The Partnership for Public Service estimated in 2008 that the federal workforce would lose, in the forthcoming five years, up to 530,000 employees due to the retirement of baby boomers. Many of these individuals, however, delayed retirement due to economic conditions. A report published in 2014 (Grant Thornton, "Embracing Change"), concludes that the workforce still remains deficient in terms of numbers of employees and employee levels of education and training.
- In a personal discussion (Nov 2014) with the Director of the Center for Domestic Preparedness in Anniston, Alabama (Office for Domestic Preparedness, Department of Homeland Security), he estimates that "there are more than **11 million** emergency responders and other personnel in this country that would need training to deal with terrorist incidents or disasters." While this certainly does not mean this number require a degree, some level of knowledge is required. Even with the current estimate of approximately 400 programs nationwide offering related degrees and/or certificates, the demand is not being met.

Conclusion and Recommendations

TMCC has chosen a good time to establish the Bachelor of Applied Science, Emergency Management & Homeland Security: the field and academic discipline are reaching maturity and have stabilized. The Department of Homeland Security published its second Quadrennial Homeland Security Review in 2014, citing the following primary mission sets:

- Prevent Terrorism and Enhance Security
- Secure and Manage Our Borders
- Enforce and Administer Our Immigration Laws
- Safeguard and Secure Cyberspace
- Strengthen National Preparedness and Resilience (emphasizing "partnership" with other agencies and jurisdictions)

National objectives filter down and integrate with state and local requirements, and the curriculum proposed by TMCC clearly addresses them. It also strongly coincides with the recommendations made by the Center for Homeland Defense and Security, and corresponds to benchmarks established by other institutions with similar, successful programs.

The curriculum is well rounded and robust, offering numerous opportunities to explore depth of content. There are, however, three key recommendations:

- Develop and include a course on the fundamentals of homeland security intelligence
- Develop and include content on cyber-security, either as a stand-alone course or as a course component
- Ensure the competencies cited above are considered during course design and development

The addition of these topics and consideration of these competencies will round out the program and make it more competitive.

//Signed//

Stanley B. Supinski, PhD
Office: (719) 481-0266
Cell: (719) 482-6816

References:

Department of Homeland Security, (2014). Quadrennial Homeland Security Review, accessed at: <http://www.dhs.gov/quadrennial-homeland-security-review-qhsr>.

Emergency Management Institute, "Report of the Accreditation Working Group the September 24-25, 2014 Meeting," accessed at: <http://training.fema.gov/hiedu/emfoundation.aspx>.

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Heaton, B. (2013). "Are Emergency Managers Finding Jobs?" *Emergency Management*. Accessed at: <http://www.emergencymgmt.com/training/Emergency-Management-Graduates-Jobs.html>.

Lucus-McEwen, V., (2011). "What You Should Know About Emergency Management Degrees." *Emergency Management*. Accessed at: <http://www.emergencymgmt.com/training/Emergency-Management-Degrees-Careers.html>.

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Thomas E. Drabek, (2009). "Emergency Management and Homeland Security Curricula: Context, Cultures, and Constraints," *Journal of Emergency Management* 4, no. 5: 33-42.

Webster, H.C. (2010). "Best Careers: Emergency Management Specialist." *US News and World Report*. Accessed at: <http://money.usnews.com/money/careers/articles/2010/12/06/best-jobs-2011-emergency-management-specialist>.

Appendix 1 – Undergraduate Curriculum Recommendations Established by the Center for Homeland Defense and Security

In 2009, the Naval Postgraduate School's Center for Homeland Defense and Security (CHDS) hosted a meeting of academic and practitioner experts to develop a model and recommendations for undergraduate homeland security programs. With the absence of an accreditation association in this field, these recommendations have become the de-facto standards, used throughout the community.

The meeting included 26 experts from around the nation, was hosted by the Dr. Stanley Supinski, the Director of the CHDS University and Agency partnership Initiative. Prior to establishing the recommendations, the following assumptions were made:

- Each academic program will have a unique emphasis, faculty, and target audience associated with and created by the institution
- The areas of focus are not linked to individual courses, but each program should contain instructional material that touches all areas
- The recommendations are *informational*, not directive. They are the essential elements - in terms of curricular areas of focus - that would comprise a successful undergraduate academic program in Homeland Security.

The recommended areas of focus and a listing of areas each should include are as follows:

1. Administering Homeland Security

- Leadership and Management
 - Definitions and differences
 - Application (case studies)
- HS Finance: Budgets, Planning, Grants
- Logistics
- Human Resources/Personnel Management
- Organizational Behavior
- Public Administration in Homeland Security
- Current policy mechanisms

2. Intelligence

- Intelligence Community History and Evolution
- Intelligence Community Current Structure and Capabilities
- State/Local Intelligence
- The Intelligence Cycle
- Intelligence Collection and Analysis
- Counter-Intelligence
- Covert/Clandestine Activities
- Policing and Actionable Intelligence

3. Private Sector and Homeland Security

- Private Sector Role in Homeland Security
- Public/Private Partnerships
- Private Sector Motivations
- Business Continuity and Resilience

- Public Relations/Public Education
- Private Sector Role in Planning
- Public v. Private Sector Organizational Functions

4. Research and Analysis

- Information Literacy, Collection and Management
- Theory Awareness and Application
- Inductive/Deductive Reason
- Applied Statistics
- Spatial Analysis/GIS
- Evaluation Research
- Quantitative/Qualitative Analysis

5. Emergency Management

- All-Hazards Approach: Natural and accidental
- Definitions of important terms (emergency, catastrophe, disaster, hazards, threats, prevention, mitigation, preparedness, response, recovery, continuity of operations/government, delegation, accountability, and communications)
- Types and history of hazards (natural and human caused)
- Organizational responses and relationships of social, economic, environmental, and political recovery
- Federal, state, local, tribal, and private sector integration
- Land-use planning and resilient community design
- Developing preparedness and instilling resilience
- Risk and its components (hazards, threats, vulnerabilities, consequences, and probability)
 - Conduct risk assessments using a variety of methods
 - Apply risk management perspectives in the context of federal, state, local, and private sector applications
- Special and vulnerable population needs (homeless, disabled, pets, etc.)
- Exercise and evaluation programs
- Employing technology (GIS, communications, remote sensing, other)
- Budgeting, grants, and management

6. Critical Infrastructure Protection

- Critical infrastructure and key resources (CI/KR) and interdependencies
- Strategies, policies, programs, and agencies involved in CI/KR
- Critical components in CI/KR within a context (local, state, federal, national, and business sector)
- Global security threats and hazards impacting a CI components
- Required performance or level of protection of CI/KR in prevention, mitigation, response, and recovery to a security threats, natural or human caused hazards
- Organizational, engineering, procedural, security, and response methods to achieve levels of protection
- Scalable assessment methodologies for micro and macro level risk at all levels
- Financial and operational relationships between CIP and business

7. Strategic Planning

- Integrated planning systems
- Disaster planning models for local, state, federal, international and private sector
 - Risk-based and Scenario-based planning
 - Deliberate and Crisis Action planning
- Interagency /Inter-organizational coordination and planning
- Ties to the grant process (Leveraging resources)
- NIMS, ICS, NIPP, NRF

8. Strategic Communication

- Risk communication
- Cultural awareness / audience identification
- Communication planning and synchronization of messages
- Interoperability of messaging and strategies
- Role of the media
- Agencies and organizations (F/S/L/T/I)
- Public affairs, education, emergency communication
- Means and technology issues/challenges
- Community outreach

9. Law and Policy

- Society and Civics
- Constitutional law, principles and federalism
- Current government /private agencies and organizational structures
- Major statutes, executive directives, orders
- National strategies
- Regional, State and Local Policies and Strategies
- International Treaties, obligations and cooperative efforts
- Sector-specific laws and authorities
- Civil-military relations
- Policy making process and analysis
- Administrative law & regulator processes

10. Technology

- Role of technology in HS
- Types of technology used in homeland security
- Approaches to framing technology
- Ethical and privacy considerations
- Technology development cycle
- Network/cyber infrastructure protection
- Consequences (unintended and intended)
- Limitations and interoperability

11. Terrorism: Causes and Consequences

- Definitions and distinctions
- History, root causes, motivations, grievances
- Theories of who joins or supports terror groups (radicalization and extremism)
- How terror groups operate (tactics, organization, support)
- Role of media and internet

- Effects of terrorism
- Counter-Terrorism (resources, application, policies)
 - Military Roles in Counterterrorism
 - Law Enforcement Roles in Counterterrorism

The group also determined some additional considerations and underlying concepts that should be considered when developing an undergraduate program:

- Ethics and critical thinking
- Excellence in oral/written communication is essential to any professional in this field
- “Whole of Society” (now referred to as “Whole Community”) approach to policies, resources, and operations
- Planning approaches and skills
- Programs should fit institutional focus and philosophy
- Some mindful overlap should be expected as programs build the curricula

PROFESSIONAL PROFILE

An innovative professional with a demonstrated record of successfully developing and implementing pioneering programs

- Nationally recognized expert in homeland security education and program development; 25 years experience as a training/education administrator and professor, designing curriculum and educational technology solutions, managing staff, facilities and resources
- 13 years intelligence experience, to include managing a broad variety of operations, personnel, and conducting international liaison

EDUCATION

Ph.D., Instructional Systems Design, Florida State University, 1996

M.A., National Security Affairs (Russia/East Europe), Naval Postgraduate School, 1988

B.S., Liberal Arts, University of New York, 1982

US Air Force Air War College, 2001; **Air Command and Staff College**, 1996

PROFESSIONAL EXPERIENCE

Contractor, MAC Consulting – serving as Co-Director, Partnership Programs and Faculty Member, Center for Homeland Defense and Security, Naval Postgraduate School, Monterey CA, 09/2005 to Present

- Direct University and Agency Partnership; developed processes and procedures for partnership, brought in 350-plus members
 - Supported development of homeland security academic programs nationwide
- Developed concept and implemented a nationwide National Guard education initiative to provide graduate level certificates in Homeland Security/Defense

Associate Professor, Homeland Security Management Institute, Long Island University, Riverhead, NY, 09/2007 – Present

- Develop and teach graduate homeland security, intelligence and terrorism courses for students nationwide; serve as thesis advisor
- Chair, Institutional Review Board

Senior Program Manager/Consultant, Battelle Memorial Institute, Colorado Springs CO, 09/2005 – Present (Part-time)

- Consultant and developer for programs related to higher education, homeland security/defense, and professional military education

Adjunct Professor, University of Denver, Denver Colorado, and University of Massachusetts, Lowell Massachusetts, 2005-2006

- Developed and taught graduate homeland security for students nationwide

Director, Homeland Security/Defense Education Consortium, and Deputy for Education and Training, North American Aerospace Defense Command/US Northern Command, Peterson AFB, Colorado Springs – 05/2003 to 09/2005

- Founded and directed education consortium with 160-plus universities partnering to improve homeland security-related education
 - Oversaw curriculum development of Homeland Security courses for use at colleges and universities nationally and internationally
- Designed and directed implementation of education and training programs for two organizations totaling 1300 personnel
 - Designed first education program for DoD Homeland Defense personnel

Faculty Squadron Director (Department Head Equivalent) and Associate Professor of Russian, US Air Force Academy, 01/2002 – 01/2003

- Managed administration and personnel for faculty/staff of 700+ in 24 departments
- Facility and security manager for 1.6 million square foot educational facility

Deputy Director/Chief of Support, Field Operating Base – Korea, Defense Intelligence Agency, Seoul, Korea, 01/2001 – 01/2002

- Led support staff conducting entire spectrum of administrative, communications, computer, financial, logistics and security support

Director of Operations, Language Learning Center Director, Associate Professor of Russian, Department of Foreign Languages, US Air Force Academy 01/1996 – 01/2001

- Managed curriculum and operations of 40-member department conducting seven language programs for over 2000 students
- Oversaw 100-workstation language center, managing personnel and pedagogy

Senior Central Air Forces J2 (Intelligence) Representative, Joint Task Force, Southwest Asia, 11/1999 – 05/2000

- Established procedures and directed initial implementation of newly developed Air Expeditionary Force personnel deployment process for intelligence personnel
- Coordinated planning phase of new facility design and synchronized intelligence interoperability requirements of the Saudi Arabian Air Force

ADDITIONAL QUALIFICATIONS/INFORMATION

Languages: Russian, Polish

PUBLICATIONS

- The Journal of Homeland Security Education: The Right Journal at the Right Time, Journal of Homeland Security Education, March 2012
- Homeland Security and Emergency Management Education – All in the Family, Emergency Management Journal, Sep 2011
- Security Studies: The Homeland Adapts, Homeland Security Affairs, Sep 2011
- Special Report: Key Issues from the UAPI Continental Security Conference, With Phillip Treglia, Donna Cayson, and Jeffery Burkett, Homeland Security Affairs, April 2011
- Community Policing in the Homeland Security Era, With Chip Jones, Journal of Homeland Security and Emergency Management, Jul 2010
- “Homeland Security Education: Evolution of an Academic Discipline, Government Security News, May 2009
- “Pandemic Influenza Tabletop Exercises: A Primer for The Classroom and Beyond,” With Karen Wood, Journal of Homeland Security and Emergency Management, Aug 2008
- “Homeland Security Curriculum: A Catalyst for US Professional Education,” Update NPS, Naval Postgraduate School Newsletter, Nov 2007
- “Post-Strike Attribution--A Political & Scientific Dilemma,” with Robert McCreight, Journal of Homeland Security and Emergency Management, July 2007
- “Development of an Immersive Learning Environment for U.S. Northern Command,” Proceedings of the Interservice/Industry Training, Simulation, and Education Conference, Nov 2005
- “Russian Language Development and Maintenance at a Distance: Methodology and Technology,” Applied Language Learning, Vol 12 (1) Jan 2000
- “Russian Language Development and Maintenance at a Distance,” Institute for Information Technology Applications Education Series, Dec 1999

CONFERENCE PRESENTATIONS

- Homeland Defense and Security Education Summit, Colorado Springs, CO, Oct 2014, Conference Host and “The Status of Homeland Security Education”

- Emergency Management Institute, Emmitsburg MD, 17th Annual Emergency Management Symposium, June 2014, "Homeland Security– Reaching Maturity"
- Arkansas State Homeland Security and Emergency Management Conference, Arkansas Technical University, Russellville AK, Apr 2013, Keynote Address: "Homeland Security – Reaching Maturity"
- Conference to Establish Homeland Security Education at Columbia College, Columbia SC, Jan 2014, Keynote Address: "Homeland Security – What is it, Who Does it, and How do We do it"
- Homeland Defense and Security Education Summit, Boston, MA, Sep 2013, Conference Host and "The Status of Homeland Security Education"
- National Homeland Security Conference, Los Angeles, CA, May 2013, "The Interdisciplinary Quagmire" and "Homeland Security: What is it, Who Does it, and How do We Do It?"
- Emergency Management Institute, Emmitsburg MD, 15th Annual Emergency Management Symposium, June 2012, "Homeland Security: What is it, Who Does it, and How do We Do It?"
- National Homeland Security Conference, Columbus OH, May 2013, "Homeland Security – What is it, Who Does it, and How do We do it"
- US Northern Command Defense Support of Civil Authorities Conference, Colorado Springs, CO, May 2011, "Homeland Security Education: The Current State"
- Homeland Defense and Security Education Summit, Washington DC, Mar 2011, "Community Oriented Homeland Security"
- National Conference of the Association of Schools of Public Administration, Las Vegas, NV, Nov 2010, "Homeland Security Education: The Current State"
- Colorado Homeland Security and Defense Workforce Development Conference, Colorado Springs CO, Nov 2009, Keynote Address: "Homeland Security – What is it, Who Does it, and How do We do it"
- Homeland Security Conference at Marian University, Fon Du Lac WI, Oct 2009, Keynote Address: "Homeland Security – What is it, Who Does it, and How do We do it"
- Homeland Defense and Security Education Summit, Washington DC, Mar 2009, "Prevention in the Classroom and in Practice"
- Homeland Security/Homeland Defense Career Summit, Colorado Springs CO, Nov 2008, "International and National Perspectives Panel"

- Department of Homeland Security Western Science and Technology Conference, Los Angeles, CA, Jan 2008 "The Status of Homeland Security Education"
- Indiana Conference on Emergency Management and Homeland Security, Indianapolis IN, Oct 2007, "The Center for Homeland Defense and Security and the Status of Homeland Security Education"
- Homeland Security and Defense Education Western Conference, Orem, Utah, Aug 2007, "The Center for Homeland Defense and Security and the Status of Homeland Security Education"
- Government Security Expo and Conference, Washington DC, May 2007, "The Role of Academia in Homeland Security"
- Workshop on National Needs, College Station TX, May 2007, Keynote Address: "The Role of Academia in Homeland Security"
- First Symposium on Transatlantic Security Initiatives, Gdansk, Poland, Oct. 2006, "International Cooperation through Homeland Security Education"
- 9th Annual Emergency Management and Homeland Security/Defense Conference, Emmetsburg, MD, Jun 2006, "National Homeland Security Joint and Intergovernmental Education and Training Initiatives"
- Interservice/Industry Training, Simulation, and Education Conference (IITSEC) Orlando, Florida: Nov. 2005, "Development of an Immersive Learning Environment for U.S. Northern Command"
- Hechinger Institute on Education and the Media, Vanderbilt University, Nashville TN, Nov. 05, "Higher Education and Homeland Security: Preparing the Nation's Defenses or Feeding at the Trough"
- Yale New Haven International Congress on Disaster Medicine and Emergency Management, New Haven, CT, Oct 05, "Education and Training for Homeland Defense and Security"
- 2nd Annual Homeland Security/Defense Education Consortium, Spring Symposium, Annandale, VA, May 2005, "The Current State of Homeland Defense Education"
- American Association of Community Colleges Annual Convention, Boston MA, Apr 2005, "Homeland Security: Partnering to Deliver New Training Programs"
- Workforce Development Institute Conference 2005, Phoenix AZ, Jan 2005, "Homeland Security Issues from a Federal Perspective"
- 1st Annual Homeland Security/Defense Education Consortium, Spring Symposium, Bethesda, MA, July 2004, "Status of the Homeland Security/Defense Education Consortium"

WORKSHOPS

- Naval Postgraduate School, Center for Homeland Defense and Security, "Partnership Faculty Workshop on Homeland Security Education," Monterey CA, Jun 2014
- Naval Postgraduate School, Center for Homeland Defense and Security, "Partnership Faculty Workshop on Homeland Security Education," Monterey CA, Jun 2013
- Naval Postgraduate School, Center for Homeland Defense and Security, "Partnership Faculty Workshop on Homeland Security Education," Monterey CA, Aug 2011
- Naval Postgraduate School, Center for Homeland Defense and Security, "Partnership Faculty Workshop on Homeland Security Education," Monterey CA, Aug 2010
- Naval Postgraduate School, Center for Homeland Defense and Security, "Workshop on Teaching a Fundamentals of Homeland Security Course," Monterey CA, Oct 2009
- Naval Postgraduate School, Center for Homeland Defense and Security, "Developing a Model Undergraduate Curriculum for Homeland Security" Monterey CA, Jul 2009
- Naval Postgraduate School, Center for Homeland Defense and Security, "Workshop on Teaching a Fundamentals of Homeland Security Course," Monterey CA, Aug 2008
- Naval Postgraduate School, Center for Homeland Defense and Security, "Workshop on Teaching a Fundamentals of Homeland Security Course," Monterey CA, Aug 2007
- Naval Postgraduate School, Center for Homeland Defense and Security, "National Guard Certificate in Homeland Defense and Security," Monterey CA, Jul 2007
- First Annual Homeland Defense and Security Education Summit, "Workshop on Teaching a Fundamentals of Homeland Security Course," Fairfax VA, March 2007
- Naval Postgraduate School, Center for Homeland Defense and Security, "Workshop on Teaching a Fundamentals of Homeland Security Course," Monterey CA, Aug 2006

COURSES TAUGHT/DIRECTED/DEVELOPED

- Introduction to Homeland Security Management (graduate level), Long Island University, Fall 2007 to Present
- The Intelligence Function of Homeland Security (graduate level), Long Island University, Fall 2007 to Present
- Domestic and International Terrorism (graduate level), Long Island University, Fall 2007 to Present

- Multidisciplinary Approaches to Homeland Security (graduate level), Naval Postgraduate School, Fall 2005 to 2012
- Multidisciplinary Approaches to Homeland Defense and Security; Collaborating to Integrate (graduate level), Naval Postgraduate School, Summer 2007
- Foundations of Homeland Security (graduate level), Naval Postgraduate School, National Guard Certificate Program, Spring 2007
- Developed Graduate Level, 4 course Certificate Program in Homeland Defense and Security for the National Guard on behalf of the Naval Postgraduate School
- Overview of Homeland Security (graduate level), University of Massachusetts (Spring, Fall 2005)
- Introduction to Homeland Security, (graduate level), University of Denver, (Fall 2005)
- Oversaw development of Homeland Security Courses for US Northern Command: Interagency Operations; Critical Infrastructure Protection; Introduction to Homeland Security/Homeland Defense; Foundations of Terrorism
- Russian 131/132 - Basic Russian (Course Director, 1991-2002)

SERVICE ACTIVITIES

- Contributing Editor, Journal of Homeland Security Education, Summer 2011-Present
- Steering Committee Member, Homeland Security/Defense Education Consortium Association, Spring 2008 to Present
- Steering Committee Member, Homeland Security/Defense Education Consortium, Fall 2005 to Spring 2008
- Contributing Editor, Journal of Homeland Security and Emergency Management, Summer 2004-Present
- Contributing Editor, Homeland Security Affairs, Fall 2005-Present
- Chair, Homeland Security/Defense Education Consortium, 2003-2005
- Advisory Board member, Center for Risk and Economic Analysis of Terrorist Events (CREATE), University of Southern California, March – Sept. 2005
- Advisory Board member, Homeland Security Program, Pikes Peak Community College, June 2004-Sept. 2005

Appendix – B

Budget

DIRECTIONS: Complete the following cost estimates for the first, third, and fifth year budget projections for the proposed new program in Section A. Costs for the third and fifth year are cumulative. If the total budget for the program is not reflected in the "Existing" or "New" categories, please provide further explanation in the space provided below (EXPLANATION). Any "new" costs must be noted by source in Section B.

STUDENT FTE

Year 1: 7 Year 3: 16 Year 5: 20

Section A.	Year 1/Start-up				Year 3				Year 5			
	Existing ¹	New ²	Total	FTE	Existing ¹	New ²	Total	FTE	Existing ¹	New ²	Total	FTE
PERSONNEL												
Faculty (<i>salaries/benefits</i>) ³	190,316	0	190,316	1.5	195,074	0	195,074	1.5	199,951	0	199,951	1.5
Graduate Assistants	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Support Staff	32,120	0	32,120	0.5	32,923	0	32,923	0.5	33,746	0	33,746	0.5
Fellowships/Scholarships	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Personnel Total	\$222,436	\$0	\$222,436	2.0	\$227,997	\$0	\$227,997	2.0	\$233,697	\$0	\$233,697	2.0
OTHER RESOURCES												
Library Materials (<i>printed</i>)	0	0	0		0	0	0		0	0	0	
Library Materials (<i>electronic</i>)	0	0	0		0	0	0		0	0	0	
Supplies/Operating Expenses	8,712	0	8,712		8,712	0	8,712		8,712	0	8,712	
Equipment	0	0	0		0	0	0		0	0	0	
Other Expenses	0	0	0		0	0	0		0	0	0	
Other Resources Total	\$8,712	\$0	\$8,712		\$8,712	\$0	\$8,712		\$8,712	\$0	\$8,712	
PHYSICAL FACILITIES												
Construction	0	0	0		0	0	0		0	0	0	
Major Renovation	0	0	0		0	0	0		0	0	0	
Other Facility-Related Expenses	0	0	0		0	0	0		0	0	0	
Physical Facilities Total	\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	
TOTAL	\$231,148	\$0	\$231,148		\$236,709	\$0	\$236,709		\$242,409	\$0	\$242,409	
Section B.	↓				↓				↓			
	Amount		%		Amount		%		Amount		%	
EXPLANATION OF "NEW" SOURCES²												
State Support	0				0				0			
Federal Grants/Contracts	0				0				0			
State Grants/Contracts	0				0				0			
Private Grants/Contracts	0				0				0			
Private Gifts	0				0				0			
Other (<i>please specify</i>)	0				0				0			
TOTAL	\$0		0.0%		\$0		0.0%		\$0		0.0%	

¹Resources re-allocated from existing programs in Year 1 should be noted in the "Existing" column. In addition, "New" costs from Year 1 that will continue in the third and fifth year should also be noted in the third and fifth year as "Existing."

²Any "New" resource utilized to fund a new program must include the source to be provided in the "Explanation of New Sources" section. Total "New" sources for each year must equal the total for each year under "Explanation of New Sources."

³Budget estimates for faculty salaries and benefits must include estimated merit and COLA increases in Year 3 and Year 5.

EXPLANATION (*Please provide any additional information pertinent to the budget projection, including for example, explain for any new funding sources that are not guaranteed receipt by the institutions how the program will make-up for the potential loss in expected new funding.*):
Personnel costs for first year of the program include an estimate of \$48,000 for adjunct faculty teaching over the course of the 60 credit BAS program. Per annum based upon 30 credits of courses offered per academic year, the LOA cost is estimated at \$24,000.

Appendix – C
Letters of Support

WASHOE COUNTY
Emergency Management and Homeland Security



"Dedicated To Excellence in Public Service"

5195 SPECTRUM BLVD.
RENO, NEVADA 89512
PHONE: (775) 337-5898
FAX: (775) 337-5894

January 29, 2015

RE: Support of Emergency Management and Homeland Security Bachelor of Applied Science Degree Program

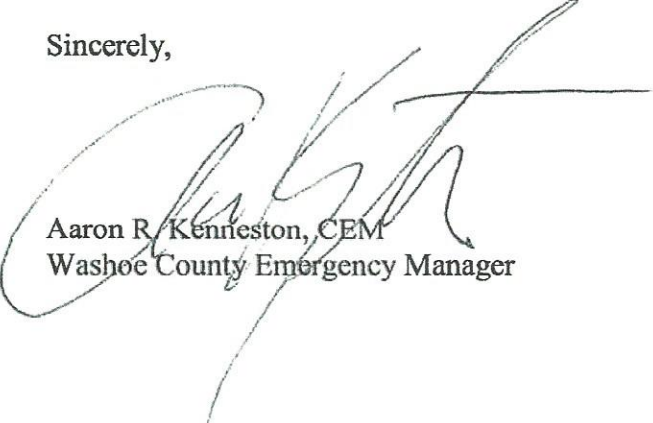
The purpose of this letter is to express my full support of the Truckee Meadows Community College initiative to create a Bachelors degree in Emergency Management and Homeland Security.

As the Washoe County Emergency Manager, I see a clear benefit, and need, for this degree program. The emergency management field encompasses a variety of disciplines such as law enforcement, fire services, emergency medical services, public works, public health and volunteer organizations that are active in disasters. Our region has an active community of interest in these disciplines that needs a baccalaureate degree to increase our employees' body of knowledge and prepare them for career advancement.

As the Advisory Committee Chair I can report that the various members from regional emergency management discipline agencies also see the benefit of this degree. As development of this degree program progressed, I saw momentum and excitement among the community of interest. I can report that practitioners enthusiastically support this initiative and also see a clear benefit to our Northern Nevada region.

I, and our entire Advisory Committee membership, wholeheartedly recommend moving forward with this program, and strongly recommend that the College approve this Bachelors degree.

Sincerely,



Aaron R. Kenniston, CEM
Washoe County Emergency Manager

COMPREHENSIVE AND INTEGRATED EMERGENCY, DISASTER SERVICES



DEPARTMENTS OF THE ARMY AND THE AIR FORCE
NEVADA NATIONAL GUARD
JOINT OPERATION CENTER
2478 FAIRVIEW DRIVE
CARSON CITY, NEVADA 89701-6807
755 887-7200



17 March 2015

MEMORANDUM FOR NSHE Board of Regents

FROM: J3 Deputy Director of Operations
2478 Fairview Drive
Carson City, NV 89701

SUBJECT: Emergency Management and Homeland Security Bachelor Degree Program

1. I fully support the Truckee Meadows Community College initiative to create a Bachelors degree in Emergency Management and Homeland Security.
2. The Nevada National Guard works closely to support our community and nation during contingencies. I have seen firsthand the desire of Nevada National Guard members and other members in our community for a baccalaureate degree in Emergency Management and Homeland Security. I have also seen firsthand the requirement for a professional degree in these areas. The Emergency Management and Homeland Security career fields are complex, varied, and crucial to a community's successful preparation, response, and recovery from a contingency situation. The benefit individuals and communities would receive from employees with the foundation of a baccalaureate degree would prepare our communities, our military department, our government, and our non-governmental support organizations.
3. As a member of the Advisory Committee for this initiative, I have seen very strong interest from my supervisors, peers, and subordinates alike for a four-year degree in this discipline. The recommendations generated by the Advisory Committee are a direct result of this interest. For example – a recently retired Nevada Army National Guard Command Sergeant Major has expressed an interest to utilize his G.I. Bill benefits to obtain a four-year degree in Emergency Management to compliment his recent appointment in an Emergency Management position working within the Nevada Military Department, alongside the Nevada Division of Emergency Management. He also encourages his staff to explore advanced educational opportunities – he'd love to steer them to opportunities right here in Northern Nevada.
4. As my final example, as I begin to prepare for my retirement from the Nevada Air National Guard, a hiring announcement for my position within the Domestic Operations Directorate (domestic emergency and contingency management) has been published. Every one of my peers who has solicited me for input about applying for my position has asked me if additional higher education in Emergency Management or Homeland Security is required. I have always advised them of additional education and how it would assist them should they become the new Domestic Operations Deputy – and soon I hope to be able to advise them of a superb baccalaureate program headed by the Truckee Meadows Community College. I wholeheartedly endorse this initiative.
5. Questions regarding this matter should be directed to me at 775-887-7200.

MARK L. HALL, Lt Col, NVANG
J3 Deputy Director Domestic Operations

WASHOE COUNTY HEALTH DISTRICT

ENHANCING QUALITY OF LIFE

Date: March 18, 2015

Darryl Cleveland, BS. LP, MIFireE
Chief Fire Officer
Director TMCC Fire/EMS/Occupational Safety Programs
Regional Public Safety Training Center
5190 Spectrum Blvd
RPSTC 219-C
Reno, NV 89512

Dear Mr. Cleveland, *Darryl*

I would like to express my wholehearted support for the Truckee Meadows Community College initiative to create a Bachelor's Degree in Emergency Management and Homeland Security.

Our emergency management community represents a tight knit group of professionals and include many disciplines such as fire, law enforcement, emergency medical services, and public health. Public Health Preparedness is a relatively new area of public health with programs funded nationwide after the anthrax events of October 2001. I would like to commend you on your inclusion of public health in planning for this degree program. As a member of the Advisory committee making recommendations for this degree program, I would like to express my appreciation for including all emergency management disciplines in the process.

I see the Bachelor's Degree in Emergency Management and Homeland Security as an important program to provide the necessary education and credentials to support our large emergency management community. I fully support and would like to recommend the College approve this Bachelor's Degree.

Sincerely,



Jeff L. Whitesides
Public Health Preparedness Manager
Division of Epidemiology and Public Health Preparedness

EPIDEMIOLOGY AND PUBLIC HEALTH PREPAREDNESS
1001 East Ninth Street | P.O. Box 11130 | Reno, Nevada 89520
EPHP Office: 775-326-6055 | Fax: 775-325-8130 | washoecounty.us/health
Serving Reno, Sparks and all of Washoe County, Nevada. Washoe County is an Equal Opportunity Employer.



Brian Sandoval
Governor



James M. Wright
Director

Christopher B. Smith
Chief

**Division of Emergency Management
Homeland Security**

2478 Fairview Drive
Carson City, Nevada 89701

Telephone (775) 687-0300 • Fax (775) 687-0322 • <http://dem.state.nv.us/>

March 20, 2015

Nevada System of Higher Education
Board of Regents
2601 Enterprise Road
Reno, NV 89512

Attn: Board Members:

I write this letter to support the development of a Bachelor of Applied Science degree program in the emergency management field of study. As the Chief of the Nevada Division of Emergency Management, I understand how a degree program would positively impact the study and practice of comprehensive emergency management and homeland security in Nevada. I believe professionalizing the discipline will provide our state and private sector with qualified candidates who possess the abilities to synthesize and analyze situations and data, make cogent recommendations, and provide for a more safe and secure Nevada.

I realize this is not an easy undertaking. I also realize that our discipline is growing in our state and the nation. This degree program in our state will help to make emergency management grow in all sectors, private, government and non-governmental organizations of Nevada. As our economy grows, so do our risks and vulnerabilities. In order to support comprehensive economic development, it is of critical importance to develop this program to meet the needs of our future.

Best regards,

A handwritten signature in black ink, appearing to read "Chris Smith", is written over the typed name.

Christopher B. Smith

Capitol Police • Criminal Justice Assistance • Division of Emergency Management • Emergency Response Commission
State Fire Marshal • Investigations Division • Highway Patrol Division • Office of Traffic Safety
Parole and Probation • Records & Technology Division • State Board of Parole Commissioners • Training Division