



320 Stanley Avenue
Greenwood, South Carolina 29649-2099

New Program Proposal

Master of Science: Emergency Management

Submitted January 15, 2013

Daniel W. Ball, President

Program Contact Information

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CLASSIFICATION

1. **Name of Proposed Program:** Master of Science in Emergency Management
2. **Academic Unit in which the program resides:** College of Business and Public Affairs
3. **Proposed Date of Implementation:** Fall 2013
4. **CIP Code:** CIP Code 43.0302 (Crisis/Emergency/Disaster Management)
5. **Site:** Lander University, 320 Stanley Ave., Greenwood, South Carolina 29649
6. **Qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards?** Yes No
7. **Delivery Mode:** On-line
8. **Area of Certification:** Not Applicable

INSTITUTIONAL APPROVAL

- | | |
|--|-------------------|
| 1. Charles R. B. Stowe, Professor of Management | April 15, 2012 |
| 2. Department of Political and Social Sciences | October 22, 2012 |
| 3. Dr. Meredith Uttley, Chair, Department of Political and Social Sciences | October 23, 2012 |
| 4. Dr. Robert Barrett, Dean, College of Business and Public Affairs | October 23, 2012 |
| 5. General Education Committee | December 13, 2012 |
| 6. Vice President for Academic Affairs | December 17, 2012 |
| 7. Faculty Senate Curriculum Committee | January 7, 2013 |
| 8. Faculty Senate | January 14, 2013 |
| 9. President | January 14, 2013 |
| 10. Board of Trustees | March 5, 2013 |

PURPOSE

The purpose of this degree is to train current and prospective practitioners in the science of management during man-made or natural disasters. The program includes a U.S. domestic perspective as well as an international, multi-national, multi-cultural approach. The learning goals include the following:

- Students will be able to use and select appropriate research technologies and methodologies to resolve problems during all phases of an emergency management crisis.
- Students will be able to create, implement and execute preparation plans, emergency response planning and execution, and post incident economic recovery phases using critical thinking skills, communication skills and interagency skills.

This program acquaints students with the role of FEMA (for domestic U.S. incidents), multi-national agreements (for international incidents), the role of the National Guard and U.S. military, non-profit organizations, and the role of businesses in emergency management activities from preparedness to response to mitigation and to long term recovery.

JUSTIFICATION

1. **Need for the program in the State:** The ability to provide emergency management and business continuity expertise is critical to the economic development of South Carolina. In South Carolina, over 50% of the population is located on coastlines subject to hurricanes and on fault lines that can be the epicenter of earthquakes. South Carolina's transportation centers and nuclear power plants are potential terrorist targets. Organizations engaging in financial services, manufacturing, health care services, high technology, or international trade must have some assurance that their operations will be protected from disasters and that they will have access to experts in all phases of emergency management. Even for

inevitable emergencies, policies, procedures and strategies to mitigate damage can be developed by qualified personnel. The proper training of “first responders” is the most obvious application for this program, and indeed over 80% of those involved in responding to emergencies are volunteers who could use further knowledge. Furthermore, the most expensive emergency management phase is the recovery phase which begins when initial response phases end (Spring 2012 discussion with Director, FEMA Institute for Emergency Management). From hospitals to major retailers, private-sector and public employees must interact successfully with public agencies involved in crisis planning, mitigation, response and recovery operations. Hence, the development of educated and trained emergency management leadership in both public and private sectors is extremely important to the public safety of South Carolina’s citizens and to the security of the State’s economic infrastructure. The better the planning and organizational strategies for all phases of emergency management, the lower the potential damages and resulting insurance premiums. South Carolina has a number of disaster vulnerabilities and potential terrorist targets including the Savannah River site, other nuclear power plants, two major seaports, major transportation hubs, and high density population centers. Between 2000 and 2010, South Carolina experienced the 10th highest population growth in the country (<http://www.census.gov/prod/cen2010/briefs/c2010br-01.pdf>). Such growth and development have placed more people in harm’s way from multiple hazards as infrastructure ages.

South Carolina’s most likely vulnerabilities stem from its location on the East Coast with its annual hurricane season, severe thunderstorms, and tectonically active fault lines. All communities that have rail, airport and major interstate highways also have a potential for transportation accidents that may threaten localities or even regions when hazardous or highly flammable materials are involved. With manufacturing operations in the State, the possibility exists for industrial accidents, sabotage, or even for deliberate terrorist attacks. While the terrorist threat is normally understood to entail acts of violence, cyber-attacks on airport traffic control centers, the banking industry, government and businesses are also a major threat. The reality is that if South Carolina is to continue to attract large-scale enterprises, our emergency management personnel, public and private, must be highly proficient in all phases of emergency management from planning to economic recovery (business continuity). The South Carolina National Guard is a national resource available to the Department of Defense so the intellectual capital of officers who are educated not only in domestic but also in international disaster relief will assure that the federal government will continue to favorably view the South Carolina National Guard as a deployable asset for international disasters. Within the Department of Homeland Security, the Federal Emergency Management Administration has imposed specific requirements on states relating to preparedness, response and recovery operations to mitigate natural or man-made emergencies. Other federal regulatory agencies such as the Nuclear Power Commission and the Environmental Protection Agency have designed their own strategies to prevent or mitigate crises. Large businesses understand that they need flexible plans and training to deal with local, regional and international incidents in order to recover from widespread emergencies. This field is called “business continuity planning” and is relevant to all phases of a crisis.

While medium size organizations do not generally employ full-time, dedicated emergency management planners, their line and staff personnel should be prepared and trained to mitigate disasters. Having a strong master’s level program in emergency management will be an asset to the State. The U.S. Department of Labor’s Occupational Outlook Handbook (OOH), 2010-2011 Edition, projects the occupation code 11-9161.00, Emergency

Management Directors, will grow much faster than the average for other occupational fields. The Labor Department projects some 5,600 job openings over the next ten years with a median salary of \$55,360. Given that the mission of the South Carolina National Guard is to provide trained personnel to the Governor as first responders to emergencies, this degree will be extremely attractive to all members of the South Carolina National Guard. Those who are likely to have a particular interest are the 300 plus captains and majors in the South Carolina Military and Emergency Management Departments who are required to earn a master's degree to be eligible for promotion to Lieutenant Colonel. Major General Livingston, State Adjutant General, directed his staff to work closely with Lander University to help design a curriculum that will complement the military training that is provided to all guardsmen related to emergency response. Lander officials also consulted with the staff of the South Carolina Emergency Management Department concerning the content of the program. There are 112 emergency managers working with the South Carolina Emergency Management Department. Only four have master's degrees that include course work in emergency management.

All forty-six counties in South Carolina have an emergency management coordinator as does every major hospital/medical service. American Red Cross provides emergency management training for volunteers; presumably some of whom would consider a more formal academic program. The Emergency Medical Reserve Corps, a group of medical and non-medical volunteers who are required to complete FEMA course work, are potential students for this advanced degree. Within corporations, information technology professionals who maintain data integrity are well aware of the potential damage that professional hackers pose to the integrity of their organizations. Personnel in distribution and supply organizations such as UPS, Federal Express, DHL and major retailers like Wal-Mart, Bi-Lo, and Tractor Supply form another potential pool of students. . All these entities must have business continuity plans and the skilled employees to implement them in the event of serious emergencies.

In the insurance industry in South Carolina, there are well over 1,000 licensed property and casualty agents and over 50,500 claims adjusters who are potential candidates for Lander's degree. The insurance industry has a direct interest in reducing potential liability for more than 4,700 manufacturing or sales establishments, hospitals, and schools in South Carolina. Currently, the Department of Homeland Security has tasked their Technical Standards Branch to develop relationships with the private sector to encourage more preventive planning to reduce damages from both man-made and natural disasters. Based on aggregating the number of full time employees of local, county, and state venues, healthcare institutions, and businesses, who are assigned emergency management responsibilities during crises, there is an immediate potential pool of over 800 program candidates. First responders such as police, fire and EMS constitute another pool of potential students. The on-line availability will make the program accessible to the approximately 17,000 licensed law enforcement officers and approximately 17,000 firefighters in South Carolina whose work schedules are dynamic..

- 2. Centrality of the program to the Commission-approved mission of the institution:** Lander's mission statement states in part: "In addition to its undergraduate programs, Lander provides a limited number of master's programs and post-graduate courses that respond to critical needs of the immediate region and the State" (<http://www.lander.edu/about-us/Mission-Statement.aspx>). The proposed program is consistent with our Commission-approved mission both in subject matter and design. The program will offer students an opportunity to develop critical thinking, synthesize diverse ideas and information, and communicate critical issues and policies respecting emergency

management. In designing this program, Lander University has sought input of government and industry, and the program's subject matter is critical to the economic viability of the region. After thorough investigation of employment needs and opportunities, the University concluded that an undergraduate degree would not lead to employment opportunities in sufficient numbers to justify this program. At the 2012 Federal Emergency Higher Education Conference, key officials (the directors of the Higher Education Program Committee and the Director of the Institute for Emergency Management) expressed concern that the number of bachelor-level graduates majoring in emergency management far exceeds potential entry level employment opportunities. Emergency management responsibilities are usually assigned to more experienced managers and not to entry-level employees. Visits with the State Adjutant General, SC Emergency Management Department and private-sector professionals confirm that save for FEMA itself, there are relatively few organizations that provide full-time employment in emergency management at the entry level. In the National Guard, for example, officers must have two to four years of experience prior to managing emergency operations. Although the Red Cross and other non-profits employ individuals for emergency management, these employees are experienced "volunteers." Other organizations such as Emergency Medical Response teams might well seek additional education through the proposed master's program. In the insurance industry, those involved in risk analysis and mitigation strategies often begin their careers as claims adjusters. In manufacturing and health care industries, only experienced or licensed individuals already employed in their respective professions are given emergency management responsibilities. Lander's investigation concurred with FEMA's position that adding undergraduate degrees in emergency management will not fulfill South Carolina's needs; rather, the University concluded that a master's-level program will better serve the State of South Carolina. What FEMA did encourage was the possibility of either integrating the issue of emergency management within related courses (introduction to business, introduction to health care, criminal justice, etc.) or the creation of a separate course on emergency management to help future generations grasp the implications of man-made and natural disasters.

3. **Relationship of the proposed program to other related programs within the institution:** The proposed Master's program in emergency management is complementary to three undergraduate programs in Lander's College of Business and Public Affairs. Lander's on-line degree completion program in criminal justice management was designed for those currently-employed law enforcement officers who want to earn bachelor's degrees. Its focus is on preparing officers to assume management and leadership positions. The on-campus criminal justice emphasis within the sociology major covers the entire spectrum of criminal justice issues and provides opportunities for those who have not yet determined their occupational interests. Both of these programs are designed for first responders. Lander's health care management major, within the School of Management, prepares individuals to work within the health care industry. Health care providers are an integral part of emergency management from preparedness through recovery phases of any emergency. These existing programs have full-time, doctoral-level faculty members who are likewise qualified to teach in our Master of Emergency Management program.
4. **Similar programs in the state:** The South Carolina Commission on Higher Education degree inventory reveals graduate courses but no master's degree programs in emergency management. Clemson University offers courses in emergency management issues as electives within its Master's degree in Public Administration. Lander is proposing to be the first institution to offer a master's program entirely devoted to emergency management.
5. **Similarities and differences between the proposed program and those with similar objectives offered at other institutions in the state, the region, and the nation:** Within the state, Clemson University is the only other school to offer graduate classes related to emergency management or homeland security. Those classes are being

offered as one elective per semester in the Master of Public Administration. For emergency management, the classes are listed as planned.

Lander reviewed all undergraduate degree programs listed on the FEMA website, but specific information was excluded because the degrees are less relevant to the proposed Lander degree. Information on regional and national schools that offer master's degrees¹ in emergency management came from FEMA Emergency Management Institute website (<http://www.training.fema.gov/EMIWeb/edu/collegelist/EMMasterLevel/>).

Degree Characteristics for 17 National Schools Offering a Master of Emergency Management and Listed on the Federal Emergency Management Administration Website.

School	National	Degree Title	Hours Required	On-line
Adelphi U	National	EMGT	30 req +6 elec	No
American Public U	National	Emergency and Disaster Management	15 req + 21 elec	Distance
Anna Maria College	National	EMGT	21 req +21 elec	Yes
Arizona State U	National	Emergency Mgt: Industry, Terrorism	24 req +6 res	Yes
Cal St U Long Beach	National	Emergency Services Administration	30 req +12-13 elec	Yes
Elmira	National	Emergency and Disaster Prep	21 req +15 elec	No
Grand Canyon U	National	Leadership: Emphasis Disaster Prep	38 req	Yes
John Jay CUNY	National	MPA: Concentration in EMGT	36-39 total	Combo
Mass Maritime Acad	National	Emergency Mgt	34	Weekend
NJ Institute of Tech	National	IDS: EMGT & Bus Continuity Concentration	30 total	Yes
North Dakota State	National	EMGT – most similar to LU proposed degree	42 total	No
Norwich U	National	Business Continuity	36 total	Yes
Metro Coll of NY	National	MPA in Emergency & Disaster Mgt	45 req	Fulltime
Millersville U of PA	National	EMGT	24 req + 6 elec	Yes
OK State	National	Fire and Emergency Management	33-36 hrs	Distance no on-line
Univ of Delaware	National	Disaster Science and Management	30 req	Fulltime
UNLV	National	Crisis and Emergency Management	36 hrs total	Hybrid

¹ Two schools listed on the FEMA website offer a Ph.D. degree dedicated to emergency management. Specific information on schools offering Ph.D. programs was excluded because they are less relevant to the proposed Lander degree (<http://www.training.fema.gov/EMIWeb/edu/collegelist/emdoctorlevel/>).

Eight regional schools offer master's degrees that are similar to *Lander's proposed degree* to some extent. Among those, only one, Jacksonville State University in Alabama, offers a degree dedicated to emergency management as is Lander's proposed degree². Among the 17 national schools that offer master's degrees that include emergency management, only four are dedicated to emergency management³.

Degree Characteristics for Eight Regional Schools Offering a Master of Emergency Management and Listed on the Federal Emergency Management Administration Website.

School	Regional	Degree Title	Hours Required	On-line
Arkansas Tech	Regional	Emergency Mgt and Homeland Security	18 req +18 elec	Distance
Columbia Southern	Regional	Emergency Services Management	37 req	Yes
Eastern Kentucky U	Regional	Safety, Security, and EMGT	30 req +6 elec	Yes
Jacksonville St – AL	Regional	EMGT – most similar to LU proposed degree	21 req + 9 elec	Distance
Jacksonville St – AL	Regional	MPA: Concentration in EMGT	33 req + 6 elec	Yes
Nova Southeastern	Regional	Disaster and Emergency Preparation	18 req + 18 elec	Hybrid
St Leo U	Regional	Critical Incident Management	36 req	Yes
UNC Charlotte	Regional	MPA and EMGT Concentration	15 hrs conc	Evenings
VA Commonwealth	Regional	Homeland Security and EMGT	36 total	Hybrid

Most institutions embed the subject of emergency management either within a homeland security framework or a public administration framework. Lander's program: a) deals with both natural disasters and man-made disasters; b) is not limited to FEMA policies and practices, but also offers an international perspective; c) places an equal emphasis on the preparedness, response, mitigation and recovery phases (including extended economic recovery issues) as opposed to homeland security-oriented programs that emphasize the preparedness, prevention, and the response phases more intensely than the long term economic recovery and business continuity phases. In addition, Lander's proposed program provides coursework in understanding the differences between management and leadership during normal operations as opposed to during crisis situations and provides exposure to the importance of communications before, during and after an emergency in domestic and international settings. Lander's curriculum emphasizes, as do the other degrees dedicated to emergency management, that emergency management is viewed not as a uniquely American issue but one that has relevance regardless of the site of the disaster and regardless of the cause of the damage. Most emergency management courses prepare an individual for local government or federal service as opposed to preparation for future leadership in non-profit organizations that assist in disasters anywhere in the region, the country, or the world. Lander's program is unique in that the course content is ideal for both National Guard and military personnel as well as for those employed in business. Given the

² Quite similar to Lander's proposed degree.

³ Quite similar to Lander's proposed degree is North Dakota State University's.

reality that full economic recovery and normalization is the desired outcome, we believe this program is truly unique and provides a graduate-level education that will fill an important information gap in management of non-profits, government agencies, first responders, and businesses.

ADMISSION CRITERIA

Students seeking admission to the Master of Science in Emergency Management program must have completed an undergraduate degree related broadly to the field, such as criminal justice, engineering, business administration, psychology, or health care, with a minimum GPA of 2.75 on a 4.0 scale. A completed application, three letters of reference, and transcripts of all coursework are required to complete the application packet. Those who have extensive in-service experience or previous graduate education in related fields may receive up to nine hours of academic credit on a case-by-case basis. Applicants will also be required to submit a one-to-two-page writing sample, to be evaluated by program faculty.

ENROLLMENT

The projected enrollments presented below are more modest than the potential for students. Estimates are based on recruiting 15 new students per year and only losing one student per year. Figures are based on market research from both public and private organizations and adjusted by the intent to systematically grow the program without overburdening budget availability.

Assumptions for the table below are as follows:

1. The program is an 11-course program with 10 courses of 3 credit hours each, and one capstone course of 1 credit hour.
2. It is assumed that students will take two courses per semester.
3. The admissions and marketing strategy will encourage “cohort” classes with admissions occurring in fall, spring and summer.
4. Because this is a master’s program designed for individuals who have professional backgrounds, we anticipate high retention rates with attrition limited to one withdrawal per 15 students.
5. Due to the profile of adult students desiring to complete the program as quickly as possible, we anticipate that most students will take summer courses.
6. Since this is a graduate degree, students transferring from other degrees at Lander are not expected.

YEAR	PROJECTED TOTAL ENROLLMENT						DEGREES AWARDED
	FALL		SPRING		SUMMER		
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours	
2013-2014	7	42	12	72	15	90	Not Applicable
2014-2015	21	126	26	156	29	174	5

2015-2016	30	180	35	210	38	228	10
2016-2017	34	204	39	234	42	252	12
2017-2018	36	216	41	246	44	264	15

CURRICULUM OUTLINE

The Master of Emergency Management degree consists of a required core of eight courses, plus a capstone course, for a total of 25 hours. Two courses (or six credit hours) will be elective. Core courses include Foundations of Emergency Management; Preparedness and Mitigation; Geographic Information Systems (GIS); Response and Recovery; Communications Strategies for Emergency Management; Leadership for Emergency Management; Business and Economic Continuity; Mental Health Issues during and after disasters; and the capstone course. The curriculum will provide students with an interdisciplinary education that includes elements of law, public affairs, contingency planning, business recovery planning and execution, leadership, intergovernmental affairs, and health care management. The program includes areas of competencies in: 1) analytical and planning skills; 2) hazard and risk assessment; 3) preparedness and mitigation strategies; 4) response coordination and strategies; and 5) professional development as related to critical understanding and integrated solutions in Emergency Management.

Course Descriptions for the Master's degree in Emergency Management. The following new courses will be added to Lander's inventory of courses. One of the unique features of Lander's strategy for the program is that the entire program consists of courses specifically developed for the proposed program and not courses intended for use in other programs. The development of the program's curriculum was a joint effort with prospective governmental, non-profit and business employers, and governmental agencies responsible for emergency management (FEMA, National Guard, etc.).

EMGT 600. Foundations in Emergency Management.

This course provides an overview of disaster science and management. The course presents a historical perspective on society's organized responses to natural and technological hazards and disasters from both a U.S. and an international perspective. The history of the Federal Emergency Management Agency (FEMA) and major international organizations dealing with both man-made and natural disasters is presented to provide students with a sense of context and knowledge of the evolution of emergency management theories and practice. Students will be exposed to past and current emergency management systems currently in use by FEMA and by countries responding to international disasters. Prerequisite: Admission to the Emergency Management program. **Three semester hours.**

EMGT 605. Preparedness and mitigation.

This course focuses on phase one-preparedness and mitigation-of disasters. It presents local, regional, national and international perspectives on what efforts and technologies are available to reduce the loss of life and property by lessening the impact of disasters. Effective mitigation strategies begin with comprehensive preparedness and planning, which require accurate risk assessment. Students will develop an understanding of the differences in scope and scale, available technologies, legal environment and cultural factors that affect emergency management plans. Students will conduct research to develop actual

preparedness or mitigation plans. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. ***Three semester hours.***

EMGT 610. Geographic Information Systems (GIS).

This course covers the principles of emergency management and the use of GIS before, during, and after an emergency event. Students will learn how to proactively identify risks and mitigate threats, develop an effective response to a disaster, and plan an efficacious recovery. Students will prepare and analyze data and create relevant maps for inclusion in emergency plans for use by decision makers. Prerequisite: Admission to the Emergency Management program. ***Three semester hours.***

EMGT 615. Response and Recovery.

This course deals with response (phase two) and recovery (phase three) of emergency management. For the U.S., the National Disaster Recovery Framework is a guide that enables effective recovery support to disaster-impacted States, tribes, territorial, and local jurisdictions. This framework is developed and maintained under the Presidential Policy Directive (PPD-8), National Preparedness, which directs the Federal Emergency Management Agency (FEMA) to work with interagency partnerships to publish a recovery framework. The course also explores the legal framework for multi-national and bi-lateral agreements to render international assistance, both in the response and recovery phases. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. ***Three semester hours.***

EMGT 620. Communications Strategies for Emergency Management.

This course examines communications strategies, theories, and methods needed to convey essential information under routine conditions and throughout the phases of an emergency whether local, regional, national, or international in scope. Students will be trained in the process of developing a crisis communication plan. Both communications theory and a review of “lessons learned” from case studies are introduced along with appropriate research methodology to equip emergency managers with an insight into best practices based on recent research. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. ***Three semester hours.***

EMGT 625. Leadership for Emergency Management.

This course analyzes leadership models appropriate for a wide range of emergency management activities. Crisis management leaders must be able to make decisions based on limited information, with customary relations and ways of doing business altered, and the scope of responsibility substantially broadened during a crisis. Leadership for a crisis requires extraordinary sound critical thinking skills, a large reservoir of intellectual creativity, an ability to remain calm in a chaotic environment, a keen sense of cultural sensitivity toward the many publics affected by a crisis, and other skill sets that are sometimes different from those required to be successful under normal conditions. Using the case study method and scholarly literature on theories of leadership, this course reveals some of the issues that private and public sector emergency managers may face in executing their responsibilities during local, regional, national, or international crises⁴. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. ***Three semester hours.***

⁴ The specific FEMA wording refers to the increasing scope of potential disasters.

EMGT 630. Business and Economic Continuity.

This course presents the challenges, strategies and lessons learned from both domestic and international emergencies whether due to natural causes or terrorism with the objective of developing an appreciation for continuity planning. The increased complexity of business and economic continuity for international environments requires the appreciation of different governmental, economic, and cultural factors that affect recovery. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. **Three semester hours.**

EMGT 635. Emergency Mental Health.

This course is designed to explore the impact of disasters on a community and individuals from a mental health perspective. Students will learn to identify the range of psychological responses exhibited by disaster survivors and responders. Students will develop an understanding of the risk and protective factors for both disaster survivors and responders. Students will learn to appreciate the impact and effects of disasters on these vulnerable populations. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. **Three semester hours.**

EMGT 670. Hurricane and Weather.

This course equips those engaged in emergency management with professional knowledge including field-specific terminology, understanding of the causes of weather patterns and longevity of weather created disasters to be able to converse more productively with meteorologists in assessing potential issues arising before, during, and after major weather-related events. This course provides useful case studies on the impact of weather variables in decision-making issues that can have profound impact on all phases of an emergency event regardless of whether the initial incident was man-made or the result of extreme weather. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. **Three semester hours.**

EMGT 675. Nuclear Disasters.

This course provides emergency planners with the basic theories and science of mobile nuclear power plants (as found in submarines), nuclear weaponry, and fixed nuclear facilities that generate power. Past nuclear incidents or case studies will be reviewed to equip emergency managers with basic comprehension of the subject to engage credibly with scientists and nuclear power engineers in all phases of nuclear emergencies, whether intentional or accidental. The primary emphasis of the course is on fixed nuclear facilities, but potential for disasters in the transportation of nuclear weaponry or disasters caused by those seeking to inflict injury with nuclear weapons will be explored. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. **Three semester hours.**

EMGT 680. Continuity of Government.

This course explores potential challenges to the continuity of government and strategies during all phases of an emergency to protect or restore government continuity. The ability of government to respond during an emergency, whether of natural causes or intentional attempts to disrupt, has profound implications for society. Case studies of major catastrophes from both domestic and international viewpoints will be included. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. **Three semester hours.**

EMGT 685. Special Topics in Emergency Management.

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the Emergency Management department in cooperation with emergency

management units. Generally, course topics will include subject matter not likely to receive thorough coverage in the general curriculum. Case studies of relevant major catastrophes from both domestic and international viewpoints will be included. Students will conduct applied research related to the specific topic of the class. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. **Three semester hours.**

EMGT 695. Capstone Course.

Working on-line, students will construct a self-assessment that displays their knowledge and skills, career objectives, and plans for future career development. This course is intended for students seeking professional advancement in emergency management and is to be taken during their last semester of the program. Prerequisite: Completion of a minimum of 27 credit hours of Emergency Management courses with a minimum 3.0 GPA. **One semester hour.**

ASSESSMENT

1. **Assessments of student learning outcomes that will be used:** Student performance is assessed, as it always is, primarily by assignment of course grades. Testing and grading is necessarily, and rightly, within the discretion of individual instructors. Courses will use assessments beyond tests, however, since each will have an applied component, a review and assessment of that component, as well as other topical assignments. Since student assessment is the core of program assessment, both will be explicated in greater detail below.
2. **Plan for programmatic assessment:** The overall program has five learning goals that require the acquisition of the following skills and abilities: 1) to demonstrate analytical and planning skills related to all phases of emergency management; 2) to describe the differences between leadership during crises and leadership during normal times; 3) to explain the necessity for and the challenges of communication during all phases of emergency management in every context; 4) to recognize differences between domestic and international cultural and legal environments during all phases of an emergency; and, 5) to show an ability to exercise critical thinking skills, to use all pertinent research methodologies, and to inspect past incidents to avoid past errors. To assess program impact, admissions background data (employment, skills, goals, writing ability, etc.) will be compared with the self-assessments and other material collected during the capstone course. Independent assessments of student skills will be collected from outside organizations involved collaboratively in the student research projects. All graduates will be automatically enrolled in a graduate alumni association where they will be encouraged to utilize the alumni social media web site. In this way, alumni and their employers can be surveyed periodically to obtain input on their careers. The strategy for programmatic assessment is as follows: 1) Information provided through student applications will be recorded to set a benchmark in terms of writing ability, experience in research methodologies, current employment, and employer recommendation letters. This data will be compared with the capstone self-assessment and research project materials to evaluate progress made toward the learning objectives; 2) during the program, students will start and progressively develop a learning portfolio that will ultimately be completed during the capstone course. This portfolio will include the student's professional interests, research papers generated in specific research project courses, feedback from external collaborating organizations, and a student's self-assessment of progress toward the learning goals; 3) A program advisory assessment panel (PAAP) consisting of the program director, an adjunct faculty member, a full-time faculty member, a representative of the South Carolina National Guard, a representative who is involved in emergency management in the business sector and a representative from the South Carolina Emergency Management Department will convene on an annual basis to

review courses and student outcomes; 4) A survey will be administered to each faculty member upon completion of a course asking for assessment of course design, projects submitted by students, and “lessons learned” by the faculty and students; 5) Once the program begins graduating students, the PAAP or the director with input from that panel, will design and administer a follow-up survey to be given to both former students and their current employers to assess overall program performance; 6) The panel will review other master of emergency management programs to keep abreast of program developments and assessment tools; 7) Lander will participate in academic research/teaching organizations to monitor program assessment tools and developments including, but not limited to FEMA conferences for higher education.

3. **How program evaluation and student performance assessment data will be used to initiate changes to the program:** The program director and the PAAP will review program evaluation and student performance data regularly. Every two years or more frequently if changes are made, the panel will prepare a written report. After review by the Chair of the Political and Social Science Department, the panel’s report will go to the Dean of the College of Business and Public Affairs for any needed actions.

FACULTY

UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT			
List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor	J.D. and Ph.D.	Management	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assistant Professor	MA, MPA, and Ph.D.	Geography, Public Administration and Political Science	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lecturer	MSW/ABD	Social Work/Human Services-Criminal Justice	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Professor	Ph.D.	Anthropology	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1. **Necessary qualifications of new faculty and staff who will be added in support of the proposed program:** Adjunct faculty will teach not more than 50% of the courses. They will be provided with an on-line course on teaching, particularly with Lander’s on-line technology, and the program advisory assessment panel (PAAP) will formulate the key learning objectives, research methodologies to be taught, and course policies and procedures to ensure consistency within the program. Faculty will be professionally qualified with credentials that minimally include a master’s degree combined with significant expertise demonstrated through either research publications, or work experience and non-academic

credentialing through FEMA or other recognized organizations (i.e.: International Association of Emergency Managers [IAEM] or the National Fire Protection Association [NFPA]). Following the examples from other similar programs, Lander's proposed degree will be staffed by a combination of full time faculty and specialized adjunct professors, but will not recruit until this program has received CHE approval. We are, however, very confident that we will have multiple candidates who are all academically and professionally qualified to teach in the proposed program. One should note that the "academic discipline" of emergency management is in its infancy. There are only two institutions in the U.S. that award Ph.D. degrees in this subject with fewer than 10 such graduates. More candidates have earned MS. or Ph.D. degrees in related disciplines such as management, public administration, criminal justice, meteorology, mass communication, homeland security, etc. They have differing levels of qualifications, both experiential and research that will be considered when recruiting adjunct faculty. As the program grows, we plan to replace Dr. Charles R. B. Stowe MBA, JD, Ph.D. with a faculty member who has a criminal justice, sociology or political science background to serve as director of the proposed program. We will seek these particular backgrounds because the Department of Political and Social Sciences also needs an individual who would be available to teach undergraduate courses in criminal justice, law, or political science in addition to teaching a course in the master's program. We expect to make this new hire during the second year of program operation. The new hire will be given one course release to serve as administrator of the master's program in addition to teaching undergraduate courses in his/her related field. Dr. Stowe may continue to teach in the summer in his area of expertise: crisis management and crisis communications. Total remuneration for this new hire would be approximately \$70,000 plus state benefits.

2. **Proposed changes in assignment and extent to which each new assignment may require the addition of new positions to fulfill the former assignment:** In the case of existing faculty, Dr. Charles R. B. Stowe MBA, JD, Ph.D., is currently both a faculty member in the School of Management and serves as Director, Outreach Initiatives, an administrative position (.25 FTE). He is the developer of this master's program and will devote sufficient time with one course release to continue to lead the program in addition to the three courses he currently teaches for the School of Management during the fall and spring semesters. He will offer a summer course in the master's program so that disruption to his normal teaching schedule will be minimal. He will receive the same summer school compensation package as other summer faculty teaching graduate courses. As a Naval officer, Captain Stowe was a public affairs officer who taught crisis communications and crisis management. Dr. Stowe developed several sets of training and functional crisis management plans for use by the Navy during major response and recovery phases for both man-made and natural disasters.

Dr. Chad Kinsella has a Master's of Public Administration, an MA in Geography, and a Ph.D. in Political Science. He has been using Geographic Information Systems (GIS) to analyze political behavior since 2009. Whether mapping political behavior or damage from natural or man-made disasters, GIS is the program of choice. Dr. Kinsella will teach his GIS course during the summer to avoid disrupting his regular teaching schedule.

Ms. Linda Carson is a Licensed Master of Social Work and currently ABD in Human Services with an emphasis in Criminal Justice (expected in May 2013). She has worked in the field of criminal justice for over 30 years and in the field of social work for over 20 years. She has experience providing mental health treatment in both an in-patient psychiatric hospital setting and a community-based clinic, where she continues to work. Ms. Carson will teach

Emergency Mental Health as part of her regular fall semester teaching load beginning in 2014.

Dr. Meredith Uttley has a Ph.D. in Anthropology. This is her twentieth year teaching cultural anthropology. Her class focuses on comparative cultural behavior. Dr. Uttley has participated in field research in the U.S. and internationally. She also teaches research methods and statistical analysis. Dr. Uttley currently serves as the chairperson of Lander's Department of Political and Social Sciences. She manages the teaching schedule for anthropology, political science, sociology and our on-line criminal justice management program. Dr. Uttley regularly assists the department's adjunct professors with their on-line teaching. She also advises the students in our criminal justice management on-line degree program. Per year, she receives one course release for managing the department and one course release for supporting the needs of the on-line degree program. Until the enrollment supports hiring an administrative staff member, Dr. Uttley will perform these same services for the emergency management program to assist the program director.

PHYSICAL PLANT

1. **Adequacy of existing physical facilities:** The Master of Emergency Management is an on-line program so that traditional classroom spaces and faculty offices are not required. However, a sophisticated technology system is required to conduct on-line education. The staff of Lander's information technology services (ITS) is experienced at working with on-line education classes. They are excellent at working with adjunct faculty who are unfamiliar with Lander's Blackboard system. Overall, Lander's technology infrastructure is robust enough to support this new program.
2. **Additional physical plant requirements:** Additional office space is not expected to be necessary until years two and three of the proposed program. At that time, the necessary space should be available.

EQUIPMENT

Offices will be furnished with existing resources and computers will be purchased for the new hires.

LIBRARY RESOURCES

Because this is an on-line program, additional acquisitions will be electronic database materials in emergency management. Fortunately, much of what is needed for our students is available through the FEMA website and through our PASCAL account. However, faculty will need approximately 10 books per course, including the top three textbooks on their subject, along with books to remain current. In addition, faculty will need video resources. We have budgeted \$10,000 for the first two years of the program for library resources to be spent on a rollout basis as courses are being prepared the semester prior to being offered. Currently, the number of periodicals in the field of emergency management is very limited. We anticipate that access to some of these periodicals will be included in PASCAL's offerings. We will acquire electronic access separately to others so that students will have the resources they need. We anticipate a budget of approximately \$3,500 per year after the first two years of operating the proposed program to be added to the Library budget to support this program. The initial \$10,000 will be budgeted from current university funds, while continuing funding will come from tuition revenues from students enrolled in the program.

ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

There is no specialized accrediting agency for this program. Licensure or certification is not required for those who work in emergency management.

ARTICULATION

- a. Since there are only two Ph.D. emergency management programs in the U.S., the master’s degree is typically considered to be a terminal degree.
- b. There are no comparable programs in South Carolina.
- c. Emergency management students may apply to the program after earning a relevant bachelor’s degree from any regionally accredited university. Transfer credit from accredited post-baccalaureate institutions will be considered course-by-course.

ESTIMATED COSTS AND SOURCES OF FINANCING

- 1. The assumption is that the program will receive tuition revenue from in-state students only.
- 2. No special state appropriations will be requested.
- 3. The proposed program will be entirely funded from student tuition. The initial director’s FTE is already allocated from existing operational funds (tuition); however that amount is shown as an expense which is already incorporated in the existing budget. What would change is that other projects would be reassigned or deleted if permission is given to launch this master’s program.
- 4. Faculty costs are computed as \$4,000 per course for part time/adjunct faculty and \$8,000 per course as overload/summer teaching for full time faculty.
- 5. Of the administrative salary of \$70,000 plus benefits, 25% is allocated as administrative since the individual will be given one course release for administrative duties.
- 6. For the administrative individual, half of the salary is allocated to the Master of Emergency Management because s/he will spend the other half of his/her time in administration of our online, undergraduate criminal justice management degree program.

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	\$5,000	\$10,000	\$20,000	\$20,000	20,000	\$75,000
Faculty Salaries	\$8,000	\$50,350	\$50,350	\$50,350	\$50,350	\$209,400
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Clerical/Support Personnel	\$0	\$15,000	\$15,000	\$15,000	\$15,000	60,000
Supplies and Materials	\$4,000	\$4,000	\$4,000	\$6,000	\$6,000	\$24,000
Library Resources	\$10,000	\$2,000	\$2,000	\$2,000	\$2,000	\$18,000
Equipment	\$0	\$3,000	\$1,000	\$1,000	\$3,000	\$8,000
Facilities	\$0	\$0	\$0	\$0	\$0	\$0

Other Marketing including travel, display units, web site development.)	3,000	\$7,000	\$10,000	\$5,000	\$5,000	\$30,000
TOTALS	\$30,000	\$91,350	\$102,350	\$99,350	\$101,350	\$424,400
SOURCES OF FINANCING BY YEAR						
Tuition Funding	\$92,616	\$210,216	\$289,224	\$119,952	\$127,776	\$1,271,880
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
State Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds**	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funding	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding (Specify)	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS	\$92,616	\$210,216	\$289,224	\$119,952	\$127,776	\$1,271,880

*Special legislative appropriations to support the program.

**Specify significant internal sources of reallocated funds. Add additional rows as necessary.

PROGRAMS FOR TEACHERS AND OTHER SCHOOL PROFESSIONALS

Not Applicable