

Report of Findings from the 2014 Survey Regarding the Emerging, Draft Accreditation Process and General Standards

Background

Discussion during two breakout sessions on emergency management higher education program accreditation at the 15th Annual FEMA Higher Education Conference coupled with discussion in the years leading up to the 15th Conference led to a widespread call among conference attendees for the FEMA Higher Education Program to sponsor a working group to explore whether accreditation of emergency management higher education programs was desirable, and, if so, what the standards ought to include and what accrediting body was desirable. The FEMA Higher Education Program convened a group of representatives of higher education programs and representatives of bodies engaged in the accreditation of emergency management programs in September 2012. The group's discussions resulted in consensus on several points that are detailed in a report available at: <http://training.fema.gov/emiweb/edu/EMFoundation.asp>.

At its first meeting the group recognized that the discussion—and ideally consensus—regarding accreditation needed to extend to and include feedback from more than just those physically present. An informal survey gauging support for accreditation in general and what accrediting body was desirable was developed and a representative of each institution offering one or more degree programs was invited to participate in the summer of 2013. Significant support for accreditation was found even while there was not consensus across those who participated in the survey as to what accrediting body was desirable. The survey report is available at: <http://training.fema.gov/emiweb/edu/EMFoundation.asp>.

Based on the existing consensus, the FEMA Higher Education Program convened the group again in August 2013. Discussion of what accrediting body was desirable was deferred and instead the group focused its attention on drafting an outline of what the accreditation process might look like and general program standards. A report of the group's discussion and points of consensus are available at: <http://training.fema.gov/emiweb/edu/EMFoundation.asp>. Following its meeting, an informal survey was developed to solicit feedback on the accreditation process and general program standards that the group had drafted. This report presents the findings from this survey.

Methods

An informal survey was developed to solicit feedback on the accreditation process and general program standards that the accreditation working group drafted in August of 2013. A list of institutions offering one or more emergency management degree programs was developed from the FEMA Higher Education Program College List—the list included a total of 114 institutions. An email with background about the accreditation working group and notice that a survey about the emerging, draft process and general program standards was sent to the individual identified as responsible for the institution's emergency management program(s) on August 19, 2014. The

email included the two working group reports and the 2013 survey report as attachments for review.

On August 27, 2014 an official invitation to participate in the survey was sent to these same individuals and they were given one month to complete it. A reminder email was sent on September 8, 2014; another reminder was sent on the 16th of September 2014; and, a final reminder was sent on September 24, 2014. Each contact included a link to the survey within the email and an attached copy of the survey for review prior to completing the survey. Between the first and second reminder, the decision was made to extend the survey one week to facilitate broader participation; thus, the survey closed on September 27, 2014. In total, the representative of the institution's emergency management program(s) was contacted 4 times with a request to participate.

Upon following the link to the survey but before accessing the survey, participants were asked whether they were authorized to speak on behalf of their institution's emergency management degree program(s). If the potential participant answered no, they were directed to a disqualification page. If the potential participant answered yes, they were directed to the first page of the survey which asked them to identify their name and position, their institution, and the type of degree program(s) their institution offers.

The survey, hosted by SurveyMonkey.com, was comprised of copy and pasted sections of the accreditation process and general program standards with essay boxes for specific feedback provided after each. Participants were instructed before each section of standards/essay box to participants to provide specific, detailed feedback on the steps/standards outlined and told that in the absence of feedback it would be assumed that the program(s) could live with what is written. The sections of the standards where participants were offered the opportunity to provide feedback included Timeline and Procedures, Review of Self-Study, Site Visit, Arrival—Visit Support Services, Program Interviews—Program Stakeholders, Report and Exist Conference, Deficiencies, Recommendations, and Requirements, General Program Standards, Organization and Budget, Human Resources Part One, Human Resources Part Two, and Assessment. The survey is provided in Appendix A.

When the survey closed 63 of the 114 institutions offering one or more degree programs, or 55% of the population, had participated in the survey. The participating and nonparticipating institutions are identified in Appendix B. The views of representatives from a self-reported 23 associate's, 32 bachelors, 24 master's, and 4 doctoral programs are reflected in the survey data.

Representatives of five institutions indicated that their institution does not approve of accreditation of its emergency management degree program(s). The feedback from the remaining 58 institutions was analyzed by section for themes after deleting any general comments indicating consensus. The themes by section are briefly reported in the Results section; but, it is worth mentioning that a running list of recommended general edits was developed even while this list is not reported in the Results section.

Results

The Results section is intended to be used in two ways. First, it is intended to inform participants of what was found and allow each to gauge the extent to which their specific feedback was offered also by others. Second, it is intended to be used by the working group (in conjunction with the running list of general edits mentioned previously) as a basis from which to revisit the draft process and general standards and consider changes during its next meeting in 2015.

Draft Timeline and Procedures section

There was consensus around the Timeline and Procedures section among the vast majority of participants. 30 left no comment (indicating consensus per the survey instructions) and 15 left a general comment indicating consensus.

Draft Timeline and Procedures section		Number	% of Sample
<i>Specific Feedback</i>	Comments left	12	27%
	Does not approve of accreditation	5	
<i>Positive Feedback/Consensus</i>	No comment left (indicating consensus per instructions)	30	73%
	Comment indicating consensus (deleted below)	16	
Total		63	100%

13 participants provided specific feedback. The 13 feedback comments are provided in Appendix C.

- The strongest theme to emerge in the feedback provided within this group of comments relates to the need to better clarify the timeline associated with the process from notifying the accrediting body of the intent to pursue accreditation through the site visit.
- Although a weak theme, the comments from several participants indicate that it might be best if the accreditation and self-study document were freely available to any institution at any time so that a decision may be made about whether or not to notify the accrediting body of the intent to seek accreditation.
- Although a weak theme, the comments from several participants suggest that the issue of site team composition and qualifications is important for the working group to address. The working group indicated in its 2013 report that it would take that issue up at its 2014 meeting. Were progress not made on this issue at the 2014 meeting, then it should be soon addressed and recommendations shared for feedback.
- Although also a weak theme, a couple of participants mentioned that additional costs associated with accrediting more than one program per institution should be specified.

Draft Review of Self-Study section

There was consensus around the Review of Self-Study section among the vast majority of participants. 35 left no comment (indicating consensus per the survey instructions) and 17 left a general comment indicating consensus.

Draft Review of Self-Study section		Number	% of Sample
<i>Specific Feedback</i>	Comments left	6	17%
	Do not approve of accreditation	5	
<i>Positive/Consensus</i>	No comment left (indicating consensus per instructions)	35	83%
	Comment indicating consensus (deleted below)	17	
Total		63	100%

6 participants provided specific feedback. The 6 feedback comments are provided in Appendix D.

- Although a weak theme, there was a desire to see a definition for, or explanation of, the difference between a major deficiency and need for further explanation.

Draft Site Visit section

There was consensus around the Site Visit section among the majority of participants. 30 left no comment (indicating consensus per the survey instructions) and 9 left a general comment indicating consensus.

Draft Site Visit section		Number	% of Sample
<i>Specific Feedback</i>	Comments left	19	38%
	Do not approve of accreditation	5	
<i>Positive/Consensus</i>	No comment left (indicating consensus per instructions)	30	62%
	Comment indicating consensus (deleted below)	9	
Total		63	100%

19 participants provided specific feedback. The 19 feedback comments are provided in Appendix E.

- Comments concerning the 3-day length of the site visit in the draft were a very strong theme in the feedback. Most comments suggested that 3-days was too long and a couple of comments questioned whether a site visit was necessary.

- Although a weak theme, several comments indicated that who defines the site visit agenda and how long in advance of the site visit the agenda should be done ought to be clarified.

Draft Arrival—Visit Support Services sections

There was significant consensus around the Arrival—Visit Support sections among the majority of participants. 35 left no comment (indicating consensus per the survey instructions) and 14 left a general comment indicating consensus.

Draft Arrival—Visit Support Services sections		Number	% of Sample
<i>Specific Feedback</i>	Comments left	9	22%
	Do not approve of accreditation	5	
<i>Positive/Consensus</i>	No comment left (indicating consensus per instructions)	35	78%
	Comment indicating consensus (deleted below)	14	
Total		63	100%

9 participants provided specific feedback. The 9 feedback comments are provided in Appendix F. There were no obvious themes in the comments.

Draft Program Interviews—Program Stakeholders sections

There was consensus around the Program Interviews—Program Stakeholders sections among the majority of participants. 31 left no comment (indicating consensus per the survey instructions) and 9 left a general comment indicating consensus.

Draft Program Interviews—Program Stakeholders sections		Number	% of Sample
<i>Specific Feedback</i>	Comments left	18	36%
	Do not approve of accreditation	5	
<i>Positive/Consensus</i>	No comment left (indicating consensus per instructions)	31	64%
	Comment indicating consensus (deleted below)	9	
Total		63	100%

18 participants provided specific feedback. The 18 comments are provided in Appendix G.

- The strongest theme within this group of comments revolved around student interviews. Most comments on this issue suggested that setting a minimum/maximum number of interviews was not advisable.
- Another strong theme with respect to this group of comments concerned the need to do, and carefully time, electronic interviews with students and faculty where programs are all, or in part, online.

- Suggestion that the dean ought not to be interviewed apart from the program director/department chair or head was a relatively weak, but noticeable, theme.
- An additional, relatively weak, theme revolved around whether the types and proportions of faculty with whom interviews are required should be specified (e.g., full-time versus adjunct instructors or by level (i.e., assistant, associate, full professor)).

Draft Report and Exit Conference section

There was consensus around the Report and Exit section among the majority of participants. 35 left no comment (indicating consensus per the survey instructions) and 13 left a general comment indicating consensus.

Draft Report and Exit Conference section		Number	% of Sample
<i>Specific Feedback</i>	Comments left	10	24%
	Do not approve of accreditation	5	
<i>Positive/Consensus</i>	No comment left (indicating consensus per instructions)	35	76%
	Comment indicating consensus (deleted below)	13	
Total		63	100%

10 participants provided specific feedback. The 10 feedback comments are provided in Appendix H.

- Although there were no noticeable themes, a couple of comments suggest that there ought to be an articulated dispute resolution process including whether and when an opportunity for the program administrator to offer a rebuttal/add comments will be provided before signing the report.
- A couple of comments also suggest that a due date for the final report might be specified.

Deficiencies, Recommendations, or Requirements section

There was consensus around the Deficiencies, Recommendations, or Requirements section among the majority of participants. 33 left no comment (indicating consensus per the survey instructions) and 9 left a general comment indicating consensus.

Draft Deficiencies, Recommendations, or Requirements section		Number	% of Sample
<i>Negative/Feedback</i>	Comments left	16	33%
	Do not approve of accreditation/program on hiatus	5	
<i>Positive/Consensus</i>	No comment left (indicating consensus per instructions)	33	67%
	Comment indicating consensus (deleted below)	9	
Total		63	100%

16 participants provided specific feedback. The 16 feedback comments are provided in Appendix I.

- A strong theme within this group of comments concerned the length of accreditation cycle and whether it could be longer than 5 years.
- An additional strong theme within this group revolved around the need for clarification of conditional accreditation in terms of how long it lasts and the process of moving from conditional to full accreditation.
- The final strong theme concerned the subjectivity associated with the site team leader’s decision about when/if to disclose deficiencies. The comments suggest the site team leader ought not to be able to subjectively decide when to disclose deficiencies; rather, the thinking seems to be that the site team leader must disclose deficiencies in the exit briefing and ideally as the deficiencies are noted in the process of the review as well.
- A couple comments suggest that an appeals process should be outlined. Comments along these lines were also in the Report and Exit Conference section.

Scope—Library sections

There was significant consensus around the Scope—Library sections among the majority of participants. 33 left no comment (indicating consensus per the survey instructions) and 14 left a general comment indicating consensus.

Draft Scope—Library sections		Number	% of Sample
<i>Specific Feedback</i>	Comments left	11	25%
	Do not approve of accreditation	5	
<i>Positive/Consensus</i>	No comment left (indicating consensus per instructions)	33	75%
	Comment indicating consensus (deleted below)	14	
Total		63	100%

11 participants provided specific feedback. The 11 feedback comments are provided in Appendix J. There were no obvious themes in the comments.

Program section

There was consensus around the Program section among the vast majority of participants. 33 left no comment (indicating consensus per the survey instructions) and 14 left a general comment indicating consensus.

Draft Program section		Number	% of Sample
<i>Specific Feedback</i>	Comments left	11	25%
	Do not approve of accreditation	5	

<i>Positive/Consensus</i>	No comment left (indicating consensus per instructions)	33	75%
	Comment indicating consensus (deleted below)	14	
Total		63	100%

11 participants provided specific feedback. The 11 feedback comments are provided in Appendix K.

- The strongest theme within this group of comments concerned whether emergency management accreditation, as conceived of in this set of general standards, is intended to apply to/be used to accredit hybrid programs (e.g., emergency management and homeland security or fire and emergency management) and programs where emergency management is a concentration (e.g., public administration with a concentration in emergency management).
- Three comments revolved around use of the words disciplinary, interdisciplinary, and multidisciplinary, but there was no theme across the three comments made.
- Three comments suggested that student learning outcomes and their assessment/core competencies should be addressed here. Of note, these issues are addressed in a section of the standards the working group tackled at its September 2014 meeting. These standards will be shared for feedback soon.

Organization and Budget sections

There was consensus around the Organization and Budget sections among the vast majority of participants. 31 left no comment (indicating consensus per the survey instructions) and 15 left a general comment indicating consensus.

Draft Organization and Budget sections		Number	% of Sample
<i>Specific Feedback</i>	Comments left	12	27%
	Do not approve of accreditation	5	
<i>Consensus</i>	No comment left (indicating consensus per instructions)	31	73%
	Comment indicating consensus (deleted below)	15	
Total		63	100%

12 participants provided specific feedback. The 12 feedback comments are provided in Appendix L.

- The majority of comments within this group focused on the emergency management program coordinator although there was not a strong theme within these comments. Several comments questioned whether the requirement that the coordinator be full-time is reasonable (although one comment supported this standard), a couple questioned whether the coordinator must be a faculty member as opposed to staff, a couple questioned the standard that the coordinator receive compensation, and a couple questioned whether the coordinator be dedicated solely to the emergency management program.

- Although a weak theme, three comments addressed the budget requirement. A couple of comments suggest that the budget requirement may not be appropriate since departments and programs may not have influence over the budget while one comment was in favor of this standard.

Human Resources Part A sections

The majority of respondents had an issue with one or more aspects of the Human Resources Part A sections. 21 left no comment indicating consensus and an additional 4 left comments signaling support. Yet, 33 left comments expressing disagreement.

Draft Human Resources (Part A) sections		Number	% of Sample
<i>Specific Feedback</i>	Comments left	32	59%
	Do not approve of accreditation	5	
<i>Consensus</i>	No comment left (indicating consensus per instructions)	21	41%
	Comment indicating consensus (deleted below)	5	
Total		63	100%

The comments are provided in Appendix M. There were five themes.

- A strong theme within the comments in section was disagreement with the requirement that a faculty member be full-time dedicated to emergency management.
- There was also strong disagreement with the number of faculty required for different degree levels identified in the standards.
- Significant disagreement was expressed regarding the requirement that 25% of the course hours in bachelors and graduate programs be taught by faculty with a doctoral degree in emergency management *or* a closely related field as well as the requirement that sometime in the 21st century (indicated in the standard as by 20xx) 25% of the course hours would need to be taught by someone with a doctoral degree in emergency management. There seemed to be 3 central areas of concern here: 1) dispute over requiring that 25% of the course hours be taught by someone with a doctoral degree of any type, 2) questions regarding what constituted a closely related field, and 3) whether it is of any value or possible to have doctoral degree holders in emergency management teach 25% of the course hours sometime in the next 76 years. Some of the comments seem likely due to a misread or too quick a read of the standards while other comments seem to reflect deeply engrained perspectives.
- Representing a relatively weak theme compared with the aforementioned were comments suggesting a grandfather clause or waiver/exemption for programs where 25% of the course hours are not taught by doctoral degree holders on the basis of the experience or long tenure of the existing faculty.

Human Resources Part B sections

There was a noticeable lack of consensus with respect to the standards in Human Resources Part B sections. While 29 left no comment indicating consensus according to the instructions and the comments from an additional 5 expressed consensus, 24 left comments with specific feedback. The 24 comments are provided in Appendix N.

Human Resources (Part B) sections		Number	% of Sample
<i>Specific Feedback</i>	Comments left	24	46%
	Do not approve of accreditation	5	
<i>Consensus</i>	No comment left (indicating consensus per instructions)	29	54%
	Comment indicating consensus (deleted below)	5	
Total		63	100%

There was an overall strong theme of resistance to the section and two areas within the section in particular.

- The first theme related to the requirements of adjunct instructors. As stated in the draft standards, instructors must “have earned a state or international emergency management certification, honors and awards, documented excellence in teaching, or other demonstrated competencies or achievements” in addition to either having 18 graduate semester hours in the teaching discipline or having earned a master’s or doctoral degree in emergency management or a related field. A number of the comments appear to be from a misread or too quick a read of the requirement that resulted in missing the word or in one or more places in the requirements related to adjunct instructors. Yet, there was also concern expressed about who would evaluate some of the items and how they would be evaluated (i.e., quantified).
- The second strong theme concerned the issue of the number of hours required of graduate students in the teaching discipline before teaching. Some expressed that 18 hours was too much and some that requiring a specific number of hours was inappropriate.

Assessment section

There was consensus around the Assessment section among the vast majority of participants. 36 left no comment (indicating consensus per the survey instructions) and 17 left a general comment indicating consensus.

Assessment section		Number	% of Sample
<i>Specific Feedback</i>	Comments left	5	16%
	Do not approve of accreditation	5	
<i>Consensus</i>	No comment left (indicating consensus per instructions)	36	84%
	Comment indicating consensus (deleted below)	17	

5 participants provided specific feedback. The 5 feedback comments are provided in Appendix O.

- Three of the five comments related to this section involved the idea that assessment should be connected to institutionally approved or regional accreditation body assessment standards.

Conclusion

Participants provided valuable feedback on the emerging, draft process and general program standards that can be used to inform future working group discussion and revision of the draft standards. The working group might particularly focus its attention on the feedback provided in the Human Resources sections since they seem to have generated not only the most specific feedback but the most resistance as well.

Accreditation Survey 2

Thank you for taking the time to provide feedback on the emerging, draft general and process accreditation standards initially developed by the accreditation working group. Only one representative from each institution offering one or more degrees in emergency management is being asked to participate and your input is important.

The accreditation working group is meeting again in September at the Emergency Management Institute in Emmitsburg, MD to continue its efforts. The group's focus in the upcoming meeting will be on addressing membership cost, site visit costs, compliance/deficiency correction period, accreditation categories/ determinations, conditional accreditation periods, the accreditation period or time frame, the "must" indicators for compliance need to be identified, general indicators of each standard need identified (specific and measurable indicators for each need identified), and other topics should time remain. You will be contacted again in the coming months with a report on the group's progress in its September meeting and for feedback on any standards that might emerge.

1. Are you authorized to speak on behalf of your institution's emergency management degree program?

- Yes
- No

Accreditation Survey 2

***2. Please provide the following information.**

Name:

Your Position Title:

Institution:

Department Name:

***3. Please identify which type of emergency management degree(s) your institution offers. Check as many as apply.**

- Associates
- Bachelors
- Masters
- Doctoral

Accreditation Survey 2

Draft Timeline and Procedures

4. Please provide your *specific, detailed* feedback on the steps outlined in the Timeline and Procedures section of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Timeline and Activities

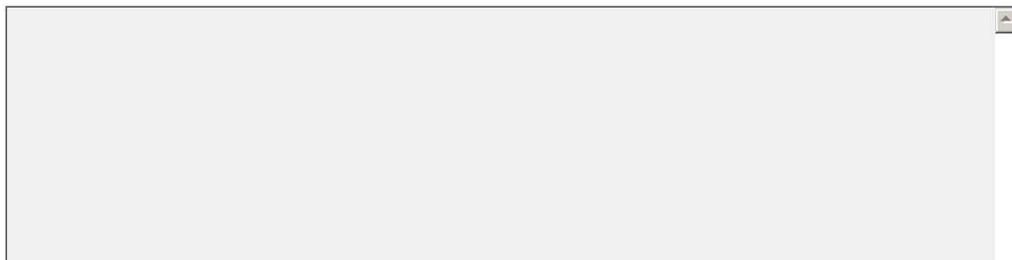
Step 1: The institution notifies [the accrediting body, TBD] of their intent to become accredited. Upon receipt of an institution's intent to become accredited, [the accrediting body, TBD] staff shall send an Application for Accreditation, Criteria for Accreditation of Emergency Management Degree Programs, and Self-Study Guide for Accreditation to the institution.

Step 2: The institution receives, from [the accrediting body, TBD], an Application for Accreditation, Criteria for Accreditation of Emergency Management Programs, and Self-Study Guide for Accreditation.

Step 3: The institution returns the completed Application for Accreditation to [the accrediting body, TBD] with the appropriate application fee (TBD). When an institution is requesting accreditation for more than one degree program, it must submit an application for each degree to be considered. Upon receipt of the completed application and application fee (may be invoiced) for accreditation from the institution, [the accrediting body, TBD] shall verify the degree(s) to be accredited and establish dates for the site visit.

Step 4: [The accrediting body, TBD] determines the configuration of the site visit team for each program seeking accreditation. (*Note: the team configuration process/ procedure will be separate from this list. Teams for multiple degree levels would also need examined).

Step 5: The institution conducts the self-study. (See self-study guidance document). The institution must complete and provide to [the accrediting body, TBD] an electronic copy of the self-study at least 90 work days prior to the requested site visit start date.



Accreditation Survey 2

Draft Review of Self-Study

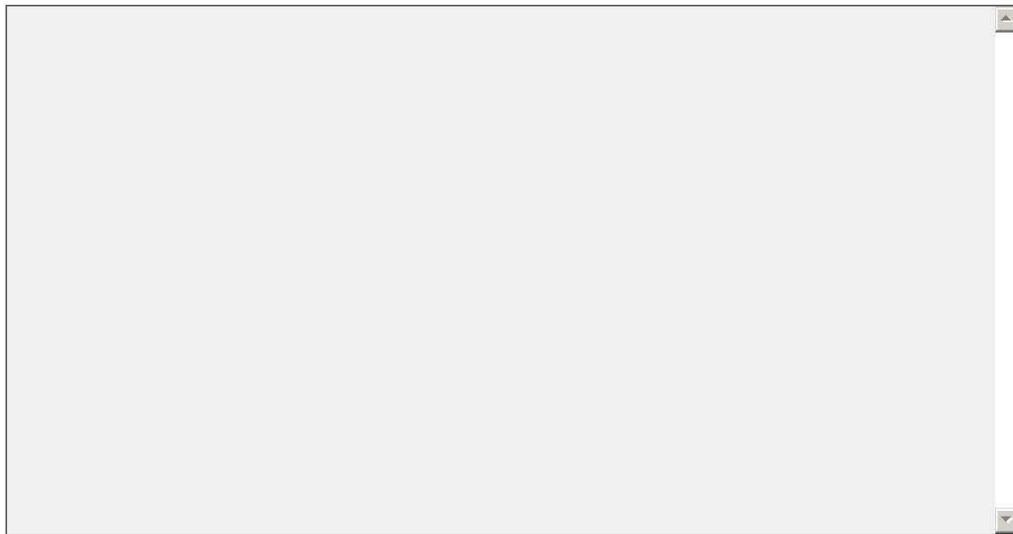
5. Please provide your *specific, detailed* feedback on the steps outlined in the Review of Self-Study section of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Review of Self Study

1. If there are major deficiencies found during the reading of the self-study, the onsite evaluation will be postponed and the entity will be asked to provide a more complete self-study.

2. If there are criteria found during the reading of the self-study that need further explanation prior to the onsite evaluation, the Evaluation Team Leader will contact [the accrediting body, TBD] to request the additional information in writing from the program.

3. If perceived deficiencies, recommendations, or requirements were due to unclear or incomplete information in the self-study, but it is found that the entity is actually meeting the criteria, then these items will not be noted in the Program Evaluation report or on a Final Action Report.



Accreditation Survey 2

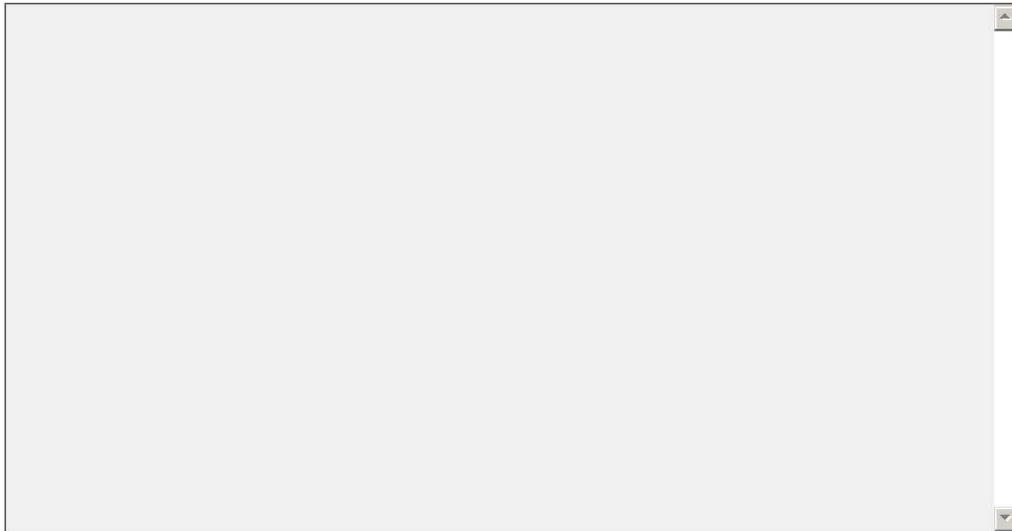
Draft Site Visit

6. Please provide your *specific, detailed feedback* on the steps outlined in the Review of Self-Study section of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Site Visit

Onsite visits for accreditation will typically cover three days depending upon the size and complexity of the program. An agenda for the onsite evaluation should be arranged between the evaluation team leader and the program director (or other program official) representing the entity seeking accreditation.

The agenda outlines important events which should take place during the onsite evaluation. The agenda may be modified by the evaluation team leader in coordination with the host entity due to local circumstances. This should be done well before the visit is to take place. The evaluation team leader should then furnish a copy of the agenda to each member of the onsite evaluation team prior to arrival. Officials representing the entity seeking accreditation should take part in the preparation of the agenda so that it accommodates the characteristics of campus facilities and allows for scheduled interviews with appropriate faculty, students, and administrators.



Accreditation Survey 2

Arrival, Site Team Work Area, Prelim. Meeting w Leadership, & Visit /Review...

7. Please provide your *specific, detailed feedback* on the steps outlined in the following sections of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Arrival

Immediately before departure or upon arrival, the evaluation team leader will contact the entity representative for any final modifications to the schedule. After arrival and check-in, site team members should have a private meeting to discuss any strategies or assignments for the onsite evaluation. The schedule should be reviewed at this time as well.

Site Team Work Area

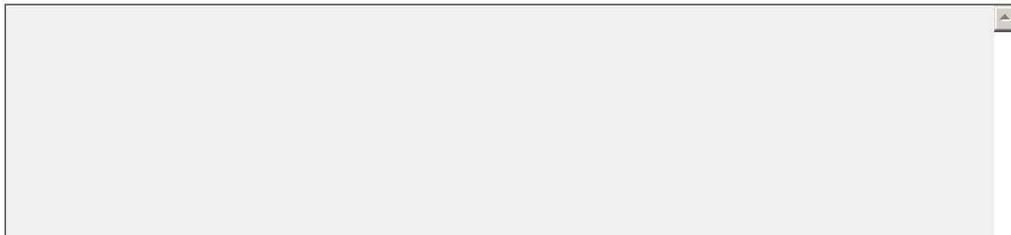
The onsite evaluation team should be provided a private work area (e.g., conference room) where they can discuss issues without interruption. If possible, the room should also have a telephone and a computer connected to the internet.

Preliminary Meeting with Leadership

Following an opening conference with institution and program leadership to state the purpose of the evaluation and onsite evaluation team expectations and needs, onsite team members may conduct separate interviews and visits with individuals and groups within the program and the institution. Onsite team members should plan to come together for conferences and interviews as necessary.

Visit and Review of Support Services

The team should take the time to review any support services that may be relied upon by the program to carry out its mission. Onsite team members should feel comfortable that these services provide the support indicated by the entity.



Accreditation Survey 2

Draft Program Interviews

8. Please provide your *specific, detailed feedback* on the steps outlined in the following sections of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Program Interviews

During an onsite evaluation, onsite evaluation team members should interview the dean, chairperson, program coordinator, program faculty and staff, students, and any other pertinent stakeholders.

Program Leadership

The dean, chairperson, and the program coordinator should be interviewed separately. The program coordinator also should be interviewed separately from faculty and staff.

Faculty

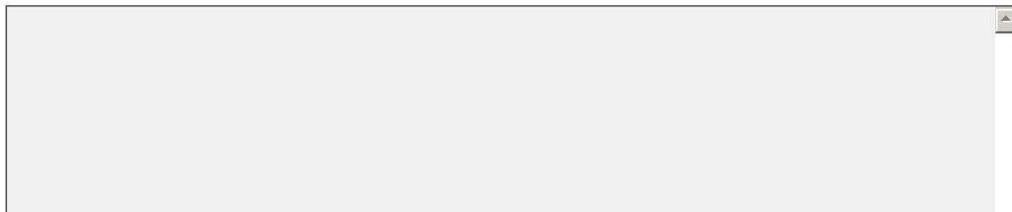
The onsite evaluation team members should interview enough instructors to ensure overall entity understanding and commitment to written policies and procedures as well as consistency with each other and the program coordinator. Faculty interviews may be conducted individually, collectively, in-person and/or via electronic means (for distance learning programs).

Students

Interviews with students should be conducted without the presence of representatives of the program seeking accreditation. A minimum of five students will be interviewed from each undergraduate degree program seeking accreditation. A minimum of two students will be interviewed from each graduate program seeking accreditation. Student interviews should be scheduled in groups based on the program in which they are enrolled. If applicable, student interviews may be conducted via electronic means.

Program Stakeholders

The onsite evaluation team members should meet with advisory board members or other stakeholders to ensure that stakeholders have input into program planning.



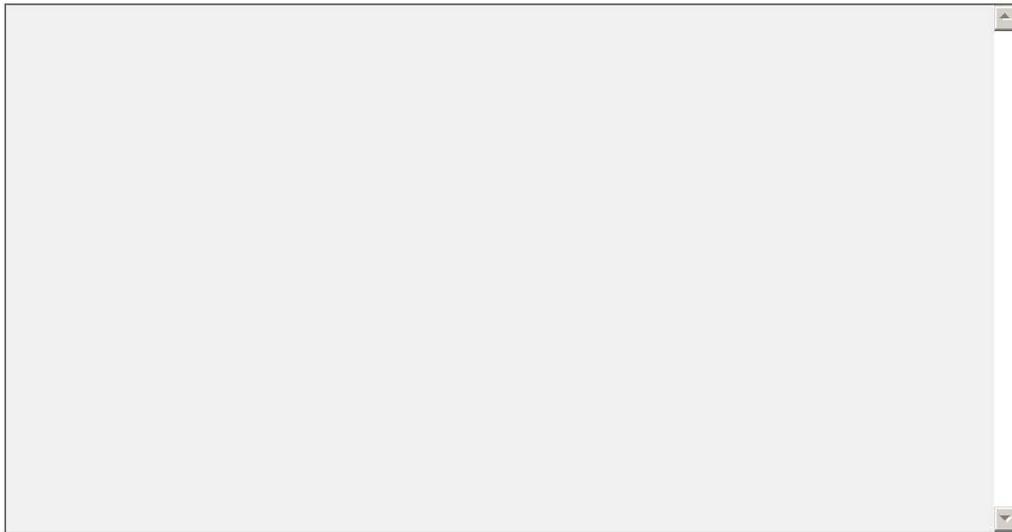
Accreditation Survey 2

Draft Report and Exit Conference

9. Please provide your *specific, detailed feedback* on the steps outlined in the Draft Report and Exit Conference section of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Draft Report and Exit Conference

Before leaving the entity's site, the onsite evaluation team completes a rough draft of the report. Each onsite evaluation member must approve and sign the report form. The onsite evaluation team will hold a private meeting before the exit conference to reach consensus on findings, to continue preparation of the final report, and to designate onsite evaluation team member roles for the final conference. The onsite agenda should also indicate prompt closure at the end of the exit conference, with the immediate departure of the team. (Note: this closure should also be listed in the agenda section).



Accreditation Survey 2

Deficiencies, Recommendations, and Requirements

10. Please provide your *specific, detailed feedback* on the steps outlined in the Deficiencies, Recommendations, or Requirements section of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

i>Deficiencies, Recommendations and Requirements

The evaluation site team leader will make the determination of when to disclose any deficiencies, recommendations, or requirements that are discovered during the onsite evaluation to the entity requesting the program evaluation.

If deficiencies, recommendations, or requirements are found during the reading of the self-study or during the onsite evaluation, but are corrected before the end of the onsite evaluation, they should still be noted in the Final Report.

The following shall serve as guidelines of when and how the deficiencies, recommendations, or requirements are revealed and recorded.

After the Site Visit

The evaluation team will return home and the team leader will prepare the final draft. The report is to include:

- 1. Narrative report**
- 2. Final Action Reports for any recommendations or requirements noted in the narrative report**
- 3. Completed Self-Study and Evaluator Checklist**
- 4. Supporting documentation as appropriate**

The final draft report should then be mailed or emailed to the remaining onsite evaluation team members for concurrence. Before endorsing it by signature, each onsite evaluation team member must review the final report. The team should ensure that the final report:

- 1. Is legible, clear and accurate, without important omissions.**
- 2. has omitted personal or unverified observations.**
- 3. Includes Editorial improvements as necessary.**
- 4. Cites deficiencies which are supported in the body of the report, each references one or more specific standard and the deficiencies (recommendation or requirement) are noted on a Final Action Report**

Accreditation Survey 2

The evaluation team leader is responsible for the completion and filing of the draft final report with [the accrediting body, TBD] within thirty (30) days of the site visit.

Categories of Accreditation

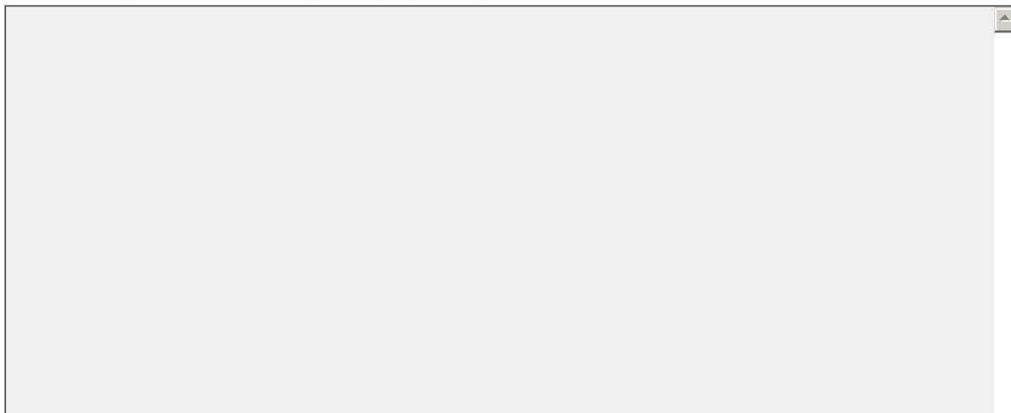
The draft report will include one of three recommendations:

1.Accreditation If the program achieves all required standards, it will be awarded accreditation for a period of five years.

2.Conditional Accreditation If the program achieves the general intent of accreditation, although minor deficiencies are identified, the program will be given conditional accreditation. If this is the case, program achievement of the performance criteria is near the required level for accreditation, and deficiencies identified may be few. The program will be required to report progress toward improvement toward meeting Full accreditation. An interim on-site review may be required to evaluate progress.

3.Non-accreditation If the program does not achieve accreditation, critical areas of deficiencies will have been identified. In this case, deficiencies are of such a nature, in the judgment of peers, that the intent of the accreditation is not met, nor near enough the required level to be considered for conditional accreditation. If a program does not meet accreditation, the program will not be accredited, but [the accrediting body, TBD] will provide feedback to aid in the program's future development.

[The accrediting body, TBD] is responsible for forwarding the report along with any comments that were received from the program seeking accreditation to [the accrediting body, TBD] thirty (30) days prior to the next scheduled meeting of the [the accrediting body, TBD]. The report and any correspondence received will be reviewed by the [the accrediting body, TBD]; who will then make a decision. The program will then receive notice of [the accrediting body's, TBD] decision in wri



Accreditation Survey 2

Draft General Program Standards

11. Please provide your *specific, detailed feedback* on the steps outlined in the following sections of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Scope

These standards are voluntary for degree program accreditation. These standards are intended for degree programs that are face-to-face, blended/hybrid, and wholly online.

Institution

Institution must be accredited by a regional accrediting body approved by the US Department of Education in the United States. In the case of foreign universities by a generally accepted international higher education institution accrediting body (e.g., X, X, X)...see language from IFSAC document on page 7, G.23.1.4

Facilities and Other Resources

The institution provides program specific services to support the programs mission where needed (e.g., if the program has an EOC, then support for maintaining and equipping the EOC is provided by the institution).

Office space

Office space shall be provided for program faculty and the program coordinator. An area for private meetings is provided and an area for group meetings. Instructional space, technology, and materials are provided, maintained, and updated consistent with program goals, course content, and delivery platforms. Other critical materials to support instruction are provided as needed. The program regularly assesses the adequacy of program instructional space and equipment including the extent to which the space and equipment available is compatible with the instructional needs of the program.

Equipment and Supplies

Equipment and supplies to support office operations is provided as appropriate to support faculty responsibilities and effectively accomplish program objectives and goals given program delivery model.

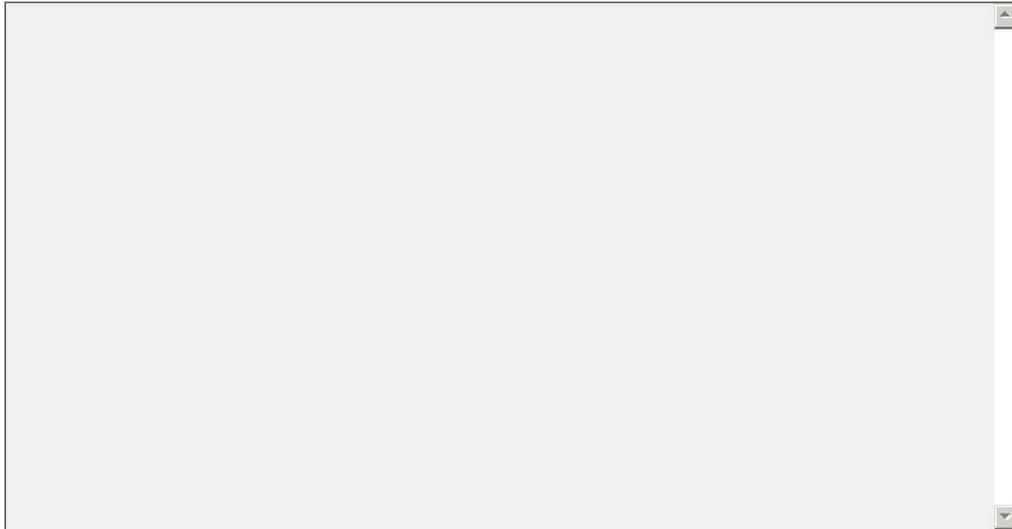
Accreditation Survey 2

Technical Support

Technical support for information technologies is provided as appropriate to help faculty meet their responsibilities and effectively accomplish program objectives and goals given program delivery model.

Library

The library shall make available emergency management scholarly journals and books to students and faculty. The library shall make these journals and books easily accessible to students and faculty given the delivery format of the program. Instruction and assistance in the use of the library will be readily available and accessible to students. There should be mechanism for faculty review and input regarding titles for acquisition.



Accreditation Survey 2

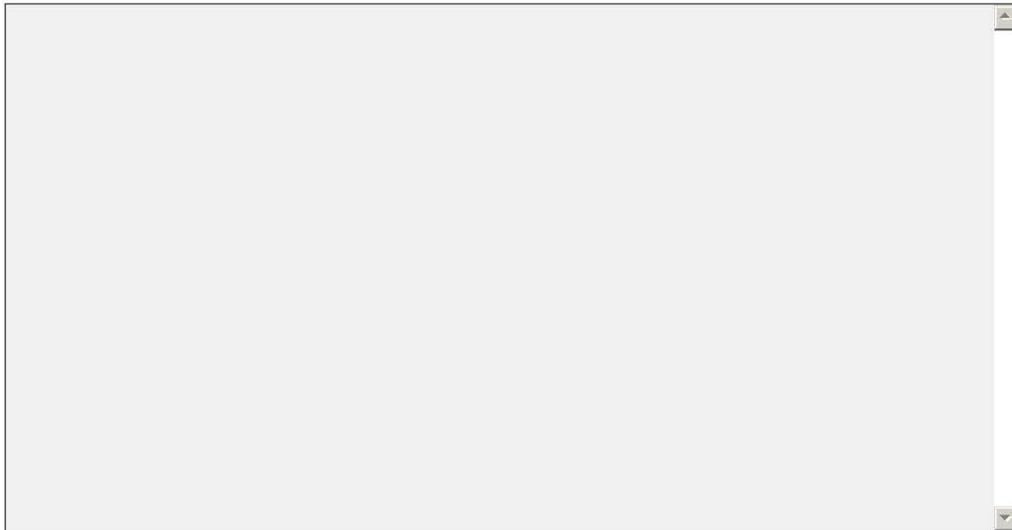
Draft Program Standards

12. Please provide your *specific, detailed feedback* on the steps outlined in the Program section of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Program

The program provides clear, consistent, and reliable information to the public regarding:

- 1. There should be a statement of purpose that conveys in the statement that emergency management is focus of degree being offered in order for standards to apply.**
- 2. Orientation of program (theoretical vs. applied, disciplinary, interdisciplinary, multidisciplinary?)**
- 3. If there is a specialty/concentration/area of focus of the program it should be identified in the program's statement of purpose**
- 4. Institution shall have publicly stated description of the degree or degrees offered including learning outcomes for each degree**
- 5. Description of admission process and policies**
- 6. Description of program faculty and their qualifications**
- 7. Description of curriculum structure and requirements**
- 8. Examples of student research and practical experiences while in the program, where students go on to be employed, and student achievement post-graduation**



Accreditation Survey 2

Draft Organization and Budget Standards

13. Please provide your *specific, detailed feedback* on the steps outlined in the Organization and Budget sections of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Organization

The institution clearly identifies the program and its organizational structure including its location and relationship to the broader institution.

The program faculty shall determine the program's design and development, implementation, evaluation, and revision of program curriculum in accordance with the institution's policy and procedures.

The program must have a coordinator designated in writing who has authority and responsibility for managing the program.

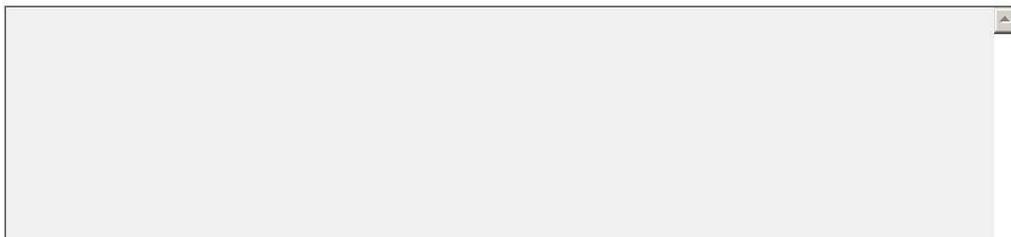
The coordinator position must have a detailed job description that establishes the percentage of time dedicated to program coordination. The program coordinator must receive adequate compensation in the form of additional salary or course release.

The coordinator must be a full-time faculty member qualified for program management by virtue of their education and experience.

The coordinator working with other emergency management faculty shall have input in the recruitment and hiring of faculty who will teach within the degree program.

Budget

The program coordinator must have influence in the formal budget process relative to the degree program in accordance with the institution's policy and procedures. The program's budget should provide adequate funding to accomplish the program's goals and objectives and these standards.



Accreditation Survey 2

Draft Human Resources Standards Part One

14. Please provide your *specific, detailed feedback* on the steps outlined in the Human Resources (Part A) sections of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Human Resources

Faculty

The program shall have a sufficient number of faculty to implement program objectives. The program shall have a minimum of three full-time faculty lines dedicated solely to a bachelor's degree program, one full-time faculty line dedicated solely to a master's degree program, or one full-time faculty line dedicated solely to a doctoral degree program. If the institution offers more than one degree program, it shall meet the largest faculty requirement rule. The requirement is not cumulative. (Note: This is not to imply that it is cumulative and imply that those who teach in bachelor's degree programs and are dedicated to it cannot be dedicated to other levels or teach in them.)

An associate's degree program shall have a minimum of one full-time faculty line dedicated solely to the program.

In bachelor's and graduate degree programs, at least 25 percent of the emergency management course hours in the academic year are taught by faculty with a doctoral degree in emergency management or a closely related field. *Subject to later review, by 20xx, 25 percent must be taught by faculty members holding a doctorate degree in emergency management.

In an associate's degree program, at least 25 percent of the emergency management course hours in an academic year are taught by faculty with at least at master's degree in emergency management or a closely related field. *Subject to later review, by 20xx, 25 percent must be taught by faculty members holding a master's degree or higher in emergency management.

Faculty duties and responsibilities shall be defined. Faculty workload shall be defined including program administration duties, instructional load, service, research, and other duties as applicable.

Faculty training, education, and expertise shall be appropriate to assure high quality experiences in all phases of the program. A formal system of faculty training and

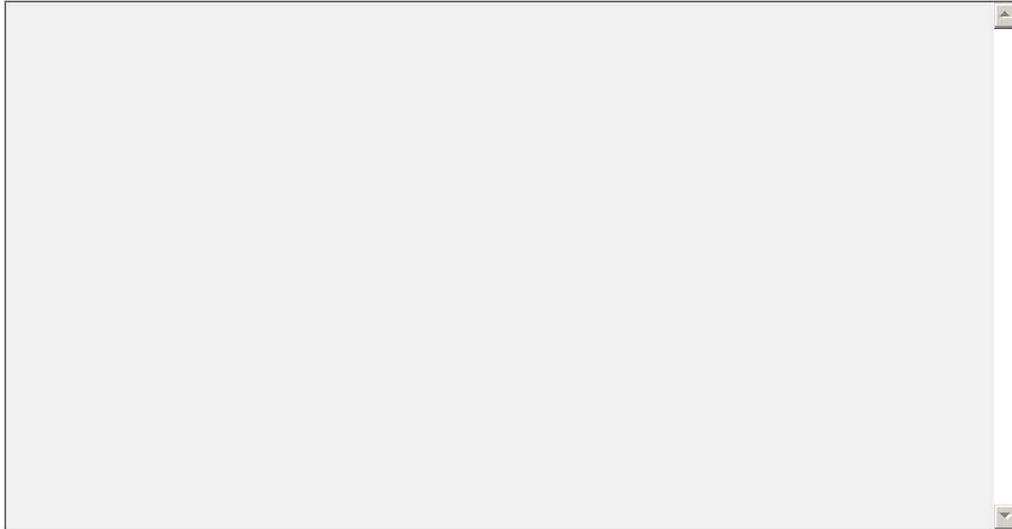
Accreditation Survey 2

orientation should be documented. Institutional support is provided for ongoing professional opportunities to increase knowledge and skill.

Faculty providing instruction via distance learning are provided opportunities for appropriate additional training in instructional methodology, course delivery platform, and pedagogy related to online delivery.

Full-time faculty

Full-time faculty shall have academic and/or professional experience appropriate to their areas of responsibility. Full-time faculty shall participate in relevant professional and/or scholarly associations. Full-time faculty shall engage in scholarly research, practice, and/or creative activity leading to professional growth and the advancement of the profession. Full-time faculty shall demonstrate continuing professional development related to their areas of teaching and research interests.



Accreditation Survey 2

Draft Human Resources Standards Part B

15. Please provide your *specific, detailed feedback* on the steps outlined in the Human Resources Part B sections of the emerging draft accreditation standards. It will be assumed that your program(s) can live with what is written if blank space is left.

Adjunct faculty

Adjunct faculty teaching degree courses have emergency management-related education, training, and experience:

- 1. have a minimum of 18 graduate semester hours in the teaching discipline or closely-related field; OR**
 - 2. have earned a master's or doctor's degree in emergency management, or related field;**
- AND**
- 3. have earned a state or international emergency management certification, honors and awards, documented excellence in teaching, or other demonstrated competencies or achievements.**

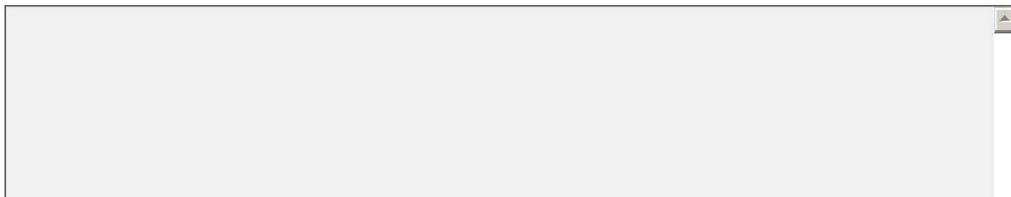
Graduate Teaching Assistants/Teaching Fellows

Graduate students with responsibilities for associate or bachelor's course instruction:

- 1. have a minimum of 15 graduate semester hours in emergency management**
- 2. work under the supervision of a full-time faculty member**
- 3. Will have their instructional performance evaluated and documented, in accordance with department or university policy.**

Administrative Assistance

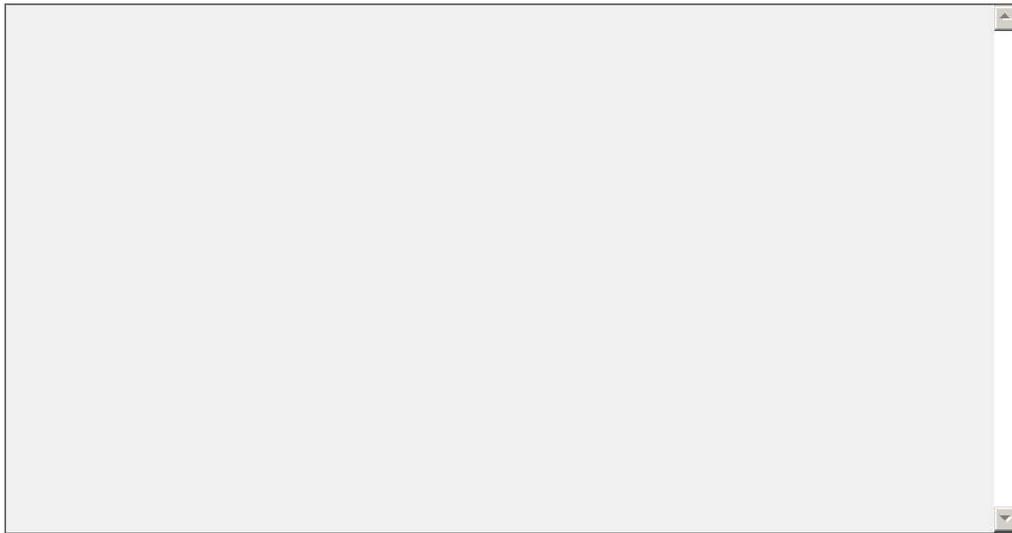
Administrative support (including the preparation and processing of materials, correspondence, and records) is provided as appropriate to help faculty meet their responsibilities and effectively accomplish program objectives and goals given the program delivery model.



Draft Assessments Standards

16. *Assessment*

The program maintains an ongoing process, documented in written procedures, for assessing achievement of program learning outcomes. The program uses input from various groups (for example, enrolled students, faculty members, employers, alumni, Advisory Board, local emergency managers). The program uses input and assessment results to develop and implement strategies to improve curriculum, course content, and instructional delivery.



Appendix B. Participating and Nonparticipating Institutions

Participating Institutions (n=63)

Adler University
Arizona State University
Arkansas State University
Arkansas Tech University
Bellevue University
Caldwell Community College
California State University Long Beach
Central Georgia Technical College
Columbia College
Columbia Southern University
Concordia University-Portland
Crown College
Delaware County Community College
Durham Technical Community College
Eastern Kentucky University***does not approve of accreditation for its program. Identifies its program as homeland security***
Eastern New Mexico University
Elmira College***program currently on hiatus. Not currently in position to comment on accreditation***
Erie Community College
Flathead Valley Community College
Franklin University
Frederick Community College
Gaston College
Grand Canyon University
Guilford Technical Community College
Ivy Tech Community College
Jackson State University***does not approve of accreditation for its program***
Jacksonville State University***does not approve of accreditation for its program***
Kansas Wesleyan University
Lakeland Community College
Metropolitan College of New York
Millersville University
Montgomery College
Niagara County Community College
North Dakota State University
Northwest Missouri State University
Nova Southeastern University
Ohio Christian University
Oklahoma State University
Park University
Pennsylvania College of Technology
Philadelphia University
Pikes Peak Community College
Portland Community College
Red Rocks Community College
Saint Leo University

Saint Louis University
Saint Petersburg College
Savannah State University
SUNY Canton
Union College
University of Akron
University of Central Missouri
University of Nevada Las Vegas***does not approve of accreditation for its program***
University of Nebraska at Omaha
University of New Haven
University of North Carolina Charlotte***does not approve of accreditation for its program***
University of North Texas
University of Washington
Utah Valley University
Virginia Commonwealth University
Wayne Community College
West Texas A&M University
Western Illinois University
Yavapai College

Nonparticipating Institutions (n=51)

Adelphi University
American Public University
Anderson University
Anna Maria College
Ashford University
Barry University
Barton Community College
Boston University School of Medicine
Broward College
Central Texas College
Clackamas Community College
Coastal Carolina Community College
Coastline Community College
Community College of Southern Nevada
Community College of Vermont
Eastern New Mexico University
Edmonds Community College
Everglades University
George Mason University
Georgetown University
Georgia Perimeter College
Hesston College
Idaho State University Meridian
Immaculata University
Indian River State College
John Jay College, City University of New York
Lakeland Community College
Madonna University

Massachusetts Maritime Academy
Meridian Community College
Montgomery County Community College
Nash Community College
New Jersey Institute of Technology
New River Community and Technical College
Northwest Florida State College
Onondaga Community College
Pierce College
San Antonio College
Texas Southern University
Thomas Edison State College
Trine University
Tulane University
University of Alaska, Fairbanks
University of Chicago
Upper Iowa University
Vincennes University
Walden University
Waldorf College
Western Carolina University
Western Iowa Tech Community College

Appendix C. Draft Timeline and Procedures section

1. Associate degree programs seem to be mostly online in NC; what will be included in a site visit?
2. Seems reasonable. Details of accrediting body, costs, and self-study guidance will be critical for more specific support. "Their" in first line of step 1 should be "its." May want to make clear, if it isn't already, that accreditation standards are accessible without charge at any time so programs can work on compliance over time and gauge their readiness to seek accreditation.
3. I can live with this. The composition of the site visit team should include practitioners and/or adjunct faculty - not merely full-time faculty from other programs.
4. Would it not be beneficial to receive the self study (step 5) at the same time as receiving the application (step 2). Possibly with a stipulation of a time table when requirements need to be turned in. The institution can then determine the time needed to complete the self study and when to turn in the application. Just a thought...I can live with the process as written.
5. Step 1: March 2015 Timeline for additional steps will depend upon specific accreditation criteria.
6. Is it possible for the site committee to do its work with the submission of the self study only 60 days before the site visit?
7. In step three, if there is an additional cost associated with multiple program accreditation, then it should be noted directly
8. Since my program is only tangentially EM, and includes courses of study that are more homeland security focused than EM focused, will the accrediting body still be given the authority to accredit such a program? If so, will the accrediting body only review that part of the curriculum related to EM, or will they include SME to review the homeland security related portions of the curriculum? Aside from these questions, the outlined process sound reasonable. Will there be timelines attached to keep the time between application and resolution to a reasonable period? How are the members of the accrediting body selected? How will the accrediting body insure continued validity through a review of its activities and the performance of its members?
9. The steps are very straight forward, but there is a distinct lack of timeline provided. How much notice is a program given to develop the self-study paperwork before a site visit occurs? These timelines should be outlined.
10. Acceptable, but guideline/expectations for the site visit should be documented.
11. I think the institution should have access to the criteria before notifying board they want to be accredited, how can you make a statement without knowing what the criteria is? I would suggest following the process of the International fire accreditation process.
12. Step1. The accreditation criteria and study guide need to be available before notification. Potential applicants need to know what is required and expected before notification. Why not post these online for download? Step 3. Is there a separate fee for each degree? What constitutes a separate degree? For example, is an MA option considered a separate degree from an MS option when the only, or at least primary, difference is the requirement for a thesis versus a practicum report? Step 4. What are the qualifications of the site visit team? Also, since the field of EM is relatively young as an interdiscipline, there cannot be a single set of specific criteria for accreditation. I suggest that the criteria be broad and flexible enough to accommodate varying approaches to EM education and research. Step 5. It is better, I think, to reword this step as follows: "The institution must complete and provide to the [] an electronic copy of the self-study. A site visit will be scheduled no sooner than 90 days following receipt of the study." This make clear that the site visit is scheduled with the accreditation body by the institution seeking accreditation, not by the accrediting body.

Appendix D. Draft Review of Self-Study section

1. Step 1 should include or there should be inserted between steps 1 and 2 that the Evaluation Team will notify the institution what the major deficiencies are. Asking for a more complete self-study without providing that information will likely result in the same outcome. In addition, we would suggest that a deadline for resubmission should be established and that failure to meet that deadline is forfeiture of the application/accreditation fee and a new application will need to be submitted at a time of the institution's choosing. It may also be helpful to define or explain the difference between a major deficiency and the need for further explanation. Step 2 -- again there should be a designated timeline within which this should occur. Step 3 -- Based on steps 1 & 2, I am unsure how you get to step 3 -- unclear or incomplete information in the self study should have been resolved by steps 1 & 3. If the remediation of steps 1 & 3 are met then there should be no note of that those steps were part of the process; however, if steps 1 & 3 did not result in clearer or complete information in the study, we believe the institution should be given the opportunity to withdraw their application (forfeit the fee) and resubmit at a later date. If they choose to proceed, then these deficiencies should be so noted in the Program Evaluation and Final Action Report.
2. We probably need to address what will be done if the program is not meeting standards (as evidenced by the self study).
3. If the self study information is incomplete -albeit, all standards are followed in actuality - shouldn't the lack of completeness of the self study be noted? I think the evaluation should be descriptive of what is found both in the self study and during the site visit.
4. The final report should be a clean review of the current status and understanding of the program at the time of the site visit. Item 3 - reinforce that all questions on standard compliance resolved before or during the site visit will not be in the final action report.
5. I'm ok with 1 and 2. I believe in #3 it should be documented so that in the next review cycle it can be corrected.
6. 1. I would be useful if some definition of "major" deficiency is provided. Obviously, one example would be failure to address a criterion. But insufficient and inadequate explanations and evidence are others. Examples would be helpful here. 2. This item can be combined with item 1. 3. Of course.

Appendix E. Draft Site Visit section

1. Portions of this seem to be more Policy and Procedure than “Criteria”
2. In my opinion, a 3-day site visit is entirely too much time. Speaking for myself, I have 4 other programs that I manage, with 2 of them being 3rd party accredited. Even the 2-day site visit for one of the programs is too much. If properly organized, it could cut down the time of the visit in addition to decreasing the cost of hosting the site visitors.
3. The language “This should be done well before the visit is to take place” is subjective. I recommend that it be changed to an actual timeframe such as, “The agenda will be complete and submitted to the entity seeking accreditation at a minimum of ____ (weeks, months???) before the visit is to take place. In addition, this language above may potentially lead to confusion, “The evaluation team leader should then furnish a copy of the agenda to each member of the onsite evaluation team prior to arrival.” The use of the word “should” implies it may or may not happen.
4. We agree with the steps listed with the one recommendation that the amount of time needed for the agenda before the visit be established now and not left as an arbitrary amount. This does not mean the agenda cannot be refined as the visit approaches but the initial agenda should be submitted by the time determined. For example, the initial agenda will be submitted to the team leader a minimum of four weeks in advance of the visit.
5. I would allow for flexibility in the timing of the visit as a three day visit may not be appropriate for smaller programs. I would suggest the length and timing of the visit should be highly dependent on local circumstances as this may not be a one size fits all process.
6. I think 3 days is too long and adds to the cost. I have been involved with other accreditation site visits and 2 days was adequate. Considering travel times for site visitors, three days might mean a 5 day commitment.
7. I personally feel 3 days is too long. If the team has read the report, the site visit could be done in 1 1/2 days max. Can we list probably activities during the site visit (e.g., meet with chair, meet with faculty, meet with students, meet with administrative assistants and internship coordinators, etc.).
8. It should set a cap on how long before the visit the agenda should be done.
9. The cost of an onsite visit should be considered as some institutions may not have the funding available to cover the expenses of an Evaluation Team.
10. We will provide office space and equipment for the team as needed and available.
11. 1.5-2 days is sufficient for a thorough site visit with 3 evaluators
12. Recommend in the second paragraph under Site Visit, fourth sentence to read "The evaluation team leader "shall" (replace should) then furnish a copy of the agenda.....
13. I like the typically cover 3 days - Smaller programs may not take the full time? Flexibility and efficiency for both the team and the institution are critical. Yes an agenda should definitely be created jointly, in advance accommodating the nuances of the program and team needs.
14. I'm unclear why a site visit is necessary in all instances. I think the specifics of the site visit should be explicitly stated.
15. Acceptable, three days would appear to be unduly lengthy as even Higher Learning Commission accreditation site visits are not this long.
16. There should be sufficient flexibility to examine areas of concern that might not have been detected in the self-study.
17. I think that the site visit should be no longer than two days.
18. change "should" to "shall" or "will"? I assume these elements are not optional - "should" indicates optional or it-would-be-nice-to-do-this For example: "The agenda outlines important events which

can be expected to take place during the onsite evaluation..... This will be done at least 14 days prior to the site visit. The evaluation team leader will provide a copy of the agenda to each member....."

19. The agenda will be defined by the team leader and program director, not arranged between them. The agenda will (not should) be modified, if necessary, well before the visit.. Well before should also be defined. Perhaps at least 30 days before. Program officials will be given ample opportunity to take part in agenda preparation (not should take part). These two paragraphs should be combined to eliminate redundancy and possible conflicted interpretations.

Appendix F. Draft Arrival—Visit Support Services sections

1. May want to seek access to college internal computer network as well as the internet.
2. We agree with the activities as stated. Initially there was some confusion as the preliminary meeting with leadership seems to be redundant with the individuals and groups listed in the set of activities on the next page. How do these two things differ?
3. Support. Regarding specifics, under Preliminary Meeting, suggest "...onsite team members will conduct interviews with individuals and groups within the program..." Leave up to team how team members divide assignments unless going into specific detail here or elsewhere. The "may" in this sentence as written makes the content seem incomplete or vague. Also, suggest editing to remove conversational language (i.e., "as well").
4. On site review of library resources should be examined
5. If the program is exclusively online, is there a portion of the site visit that could be handled equally as well through a technological connection as opposed to a site visit?
6. Acceptable, but more and more this is a duplication of the Higher Learning Commission accreditation process and the questions becomes, why would the institution commit resources towards both. I suspect the answer lies in those schools who cannot attain regional accreditation by the Higher Learning Commission?
7. Site Team Work area: Should have access to a printer and a copy machine as well.
8. Use either "before departure" or "upon arrival", not both - maybe "No later than 2 days prior to arrival, the evaluation team leader will contact...." Use "shall" or "will" instead of "should" throughout
9. Arrival: Any modifications to the schedule should be negotiated between the team leader and the program director. Visit: Eliminate last sentence. This should be made clear in the accreditation criteria. Substitute "will" for "should" throughout

Appendix G. Draft Program Interviews—Program Stakeholders sections

1. I believe that it is absolutely unnecessary to interview deans, faculty etc. individually. Many programs have multiple disciplines and degrees that one dean is overseeing. As much as they can be informed about the programs they manage they will not have all the answers for all the programs. It seems that this would be an attempt to "catch" someone. That is not what this about
2. Online programs may require student interviews to be conducted electronically.
3. We believe that interviewing "enough instructors to ensure overall entity understanding and commitment" lacks sufficient guidance to the institution and the accrediting team. Perhaps a better option would be to include the types of faculty to be interviewed: tenured, tenure-track, full-time temporary and adjunct. We disagree with the inclusion of minimum number of students. You have not designated a minimum percentage or number of faculty to interview and institutions actually have more ability to ensure faculty attend these types of interviews than we do students. We can certainly encourage students to attend, give incentives and otherwise facilitate their attendance but we cannot require them to attend.
4. Support. Suggest specificity between "should", "shall", and "the team will," etc. If all of these are desired but not required, then "should" is fine. Otherwise, consider rewording.
5. Depending on the size of the institution, such as in my case, there is only one full-time instructor and maybe two adjunct faculty. Does this need to include full-time AND Adjunct instructors?
6. Suggestion - not to set a minimum / maximum number of students. This factor should be dependent on program size and negotiated during the time period of the self study.
7. Agree that conducting interviews via electronic means will be absolutely necessary to engage adjunct faculty, advisory board members and students - - and may need to be conducted after 5 pm.
8. Student interviews should also be able to be completed via electronic means. The programs I manage are 100% online. It may not be possible to have 5 students on campus for interviews. The same should hold true for advisory board members. Also, a specified number of board members would be great to know in advance. Other than that, these steps are consistent with accrediting bodies and processes I have experienced.
9. One of our degrees, the MA in Emergency Management and Homeland Security, is completely online which impacts student availability.
10. Will the department or the evaluators select the students for interviews? How will the open sessions for students to provide data to evaluators be publicized? Pleased with this section overall
11. Interviewing the Dean of a program may lead to contradictory information regarding the program. Deans are generally very hands-off in terms of program details and management. They often do not have the knowledge of the programs that Chairs, program coordinator, faculty and students have. For other accrediting bodies, the Dean is usually either not interviewed, or interviewed with the Associate Dean for Academic Affairs and/or the Program Director.
12. It will be critical to recognize and accommodate the online delivery programs. I have faculty across the country and in Israel for example and each would provide valuable insight into the program. Timing of adobe chats with them would need to be carefully scheduled on the agenda. Students - same issues - some are local but most do not come to campus and need an phone or webinar chat to be included. With a working adult population it may require evening times as well.
13. Does 'Faculty' include all levels of faculty (e.g. adjunct, associate, etc.)? Are the students selected by the university or the evaluators?
14. Acceptable, the interview process with faculty will be challenging especially those programs relying on adjunct instructors who may not be physically present on campus and able to participate in the site visit.
15. More students should be interviewed.

16. Would you want to include that evaluators be able to attend a class either f2f or online?
17. "will" or "shall" instead of "should" content and process sounds fine
18. Program Interviews: Eliminate "any". Change "chairperson" to "department or school leader." At OSU, we do not have chairs; instead, we have "heads." Change "program coordinator" to "program manager." For example, I am the program director, not coordinator. I do have a coordinator who works for me but she is not the manager. Program Leadership: See comment above about titles. Also, change "should" to "will." I strongly recommend that the department/school leader and dean interviews be conducted jointly, at least in part. At OSU, the dean will have limited knowledge of the program and will need to rely on the department head to provide information. Faculty: Change program coordinator to program manager. Change should to will. Change "enough" to "a sufficient number of." Students: 85% of our graduate students are at distance; electronic interviews will be required. Also, two graduate student interviews are not sufficient. Our program enrolls between 70 and 100 grad students. Two would not in any way be representative. I would suggest that numbers of students be replace with percentages of student enrollment, such as 15%, with a minimum of three. Stakeholders: Change should to will. Change "advisory board members" to "advisory board members, if any." Change "or other stakeholders" to "and other stakeholders". For example, the team should talk with alumni and perhaps donors and other supporters.

Appendix H. Draft Report and Exit Conference section

1. Support. Should consensus be required? That might not always be possible, so consider carefully whether to include as a perceived requirement for the site visit team.
2. Should we list when the final report will be completed?
3. Maybe specify that someone outside of the department should transport the evaluators if the team does not have a rental car
4. If the institution can refute a finding in the exit conference, will that be addressed in the exit conference, and if not, how will rebuttal be addressed? Is there a dispute resolution process?
5. The Program Administrators should be given the opportunity to add comments before signing the report, in case of a disagreement with the accreditation site visit team.
6. Standard process again - essential for a report out of findings and issues before leaving the site.
7. It would appear that the draft report will provide little detail to the institution given the time constraints.
8. While an exit summary should be provided by the chair of the committee, the final report could be completed and provided after the site visitors leave (e.g., within two to three weeks.
9. "...the onsite evaluation team will complete a rough draft..." "will" or "shall" instead of "should"
10. Move the second sentence to be the third sentence (sign the report after reaching consensus and working on the final report). What is the purpose of "prompt closure"? Why state "immediate departure of the team"? I don't understand the need for this last sentence. What are you afraid of? I feel confident that the onsite team members can arrange for their departures on their own terms, and therefore don't need instruction.

Appendix I. Draft Deficiencies, Recommendations, or Requirements section

1. When deficiencies are found they should be disclosed and the institution should be given an opportunity to correct those deficiencies if possible.
2. Deficiencies that were truly deficiencies (but corrected) should be listed on the final report. Those that documentation proved not to be a deficiency. How long will a "conditional accreditation" remain effective?
3. This entry seems to be subjective as to the timing of the disclosure of deficiencies, recommendations, or requirements – “The evaluation site team leader will make the determination of when to disclose any deficiencies, recommendations, or requirements that are discovered during the onsite evaluation to the entity requesting the program evaluation.” Is there an advantage to evaluation site team lead subjectively approaching when to disclose this information?
4. We implore the accrediting body to reconsider the five year accreditation. Accrediting bodies for licensing professional programs even allow for up to eight years and university accrediting bodies allow for 8 - 10 years depending on the accrediting body. To repeat the accreditation process every five years requires a program to expend resources just on the accreditation process versus on program implementation and sustainability. We believe this is an unnecessary burden on the institution. We also suggest it is an unnecessary burden on the accrediting body -- clearly this body has had challenges in fulfilling the accrediting process for the numerous applications it is holding -- to think that it can do that repeatedly every five years is unrealistic. The FFHEA needs to allow itself sufficient time to establish the accreditation process and develop sufficient numbers of teams to read the self-studies, make the site visits and actually write and give the reports back to the institution requesting accreditation. Including deficiencies, etc. that have been corrected in the final report is in contradiction to what you previously indicated about finding such deficiencies when reading the self-study.
5. Support. It seems odd to lead with that the team leader decides when to disclose deficiencies. Suggest making clear that deficiencies will be communicated during an exit briefing (before team leaves site), but that it is desirable for the the team leader (but not individual team members, so that the process allows for vetting of an individual site visitor's initial assessment) to communicate deficiencies to the program coordinator/POS as the site visit progresses. Need process for moving from conditional to full accreditation. Re item 4 in first list, should the report include supporting documentation or just reference it? What does item 3 in the second list mean (editorial improvements)?
6. The condition accreditation needs to be more clearly defined in terms of how the process of moving from conditional to full (or non-accreditation) would take place. The reporting of progress and the need for an interim on-site review (maybe) is not as clearly specified as the other two categories.
7. Complete final sentence: The program will then receive notice of [the accrediting body's, TBD] decision in writing.
8. When does the program receive written notification? (The sentence was cut-off.)
9. Under categories of Accreditation # 1. Strongly recommend accreditation cycle be for 7 years not 5. A five year accreditation cycle is particularly burdensome even for large institutions. For small institutions, it would be extraordinarily burdensome and expensive. A 5 year cycle will also be a burden a limited pool of evaluators. I believe that NAPSAA is 7 years, though AACBS appears to be 5 years.
10. Why not make the accreditation for six years. That way if a new faculty member is on board the first time accreditation is done that faculty member will now be tenured or terminated and that is potentially valuable data to have about a program. Plus it can lower the "longitudinal" cost of accreditation over time by extending it out a year. That is, the recurring fee would be less often. If this makes sense.
11. I/we do not agree that it is up to the site team leader to decide when to disclose deficiencies noted. This should be included in the policy upfront. For instance, deficiencies should be immediately noted and

communicated when they are discovered by the site visitation team, or the deficiencies should be noted and communicated at the end of the site visit. Either way, it should not be left to the discretion of the site visitation leader.

12. "If deficiencies, recommendations, or requirements are found during the reading of the self-study or during the onsite evaluation, but are corrected before the end of the onsite evaluation, they should still be noted in the Final Report. " If deficiencies are truly deficiencies and not a lack of communicating information or incomplete team understanding, then yes they should be included. If issues are resolved as identified in the process for "review of the self Study" they should not be included in the Final Report. Process will be a major consideration to garner buy in form all programs so this section appears to contradict the earlier section. Conditional Accreditation - how long is this for? Not defined. Is it the full five years?
13. If this approach is taken, criteria should be explicit and clear to all beforehand. An appeals process should accompany this procedure, as there is considerable authority being placed in the on-site evaluation group.
14. I really have no comments here, pretty well thought out. One thought I have is that if a institution's application is not up to the standards, would the body offer help in the form of a site visit by a team member to guide them?
15. "will" or "shall" instead of "should" "forward the report... at least thirty (30) days prior to the next...." As a program seeking accreditation, I will want to know about any deficiencies. It sounds like the evaluation team leader does not have to share deficiencies with the program seeking accreditation. If I don't know what is lacking, how can I fix it?
16. First paragraph: Specify a minimum time before the final report is issued, such as 60 days. This will give time for the program to correct at least some of the deficiencies before report release. A comment on the team leader and team members: I believe that it is imperative that the leader and members be from peer institutions. For example, I don't believe that it is appropriate to have representatives from an associates degree program review our graduate program. I also don't believe that representative from a professional degree program review a research-based program. I would recommend that the qualifications and backgrounds of candidate team members are provided to the program manager in advance, and that the manager be provided an opportunity to object to membership for reasons based on propriety (peer standing, etc.). If a disagreement occurs between the team leader and the program manager, or if the objection is to the team leader, then a process of appeal to the accreditation board should be provided. Categories: Accreditation: Change "achieves" to "meets" or "satisfies" Conditional: If "minor" deficiencies are corrected, then how is full accreditation given? Apparently, minor is defined as "non-critical" based on the third category. It would be useful to define "critical deficiency." I believe that it is necessary to define an appeals process in case the program does not believe that the review was complete and proper. This process need not be overly complicated or tedious, but would offer an opportunity for the program to make its case if it objects to a finding or accreditation judgment. This can be handled in a rewrite of the bracketed last paragraph above, which seems to me to be quite vague as it stands now.

Appendix J. Draft Scope—Library sections

1. I find it interesting that IFSAC criteria is either referenced and/or has been modified for use.
2. Online library acceptable?
3. Support. Under Facilities section, "...program's mission..." Under Office space, the sentence about space for private and group meetings could be rewritten to be more clear and concise. Last line, "There should be a mechanism..."
4. What about instructional support - is there a minimal standard for qualified faculty? Is one full-time faculty enough? Should it be proportional to the number of students. Can a program be run with all adjuncts? Never mind - - found it later.
5. I am not sure our Library currently has EM journals available. This is an ongoing process, and I am sure people will ask who pays that cost.
6. ASU is fully accredited by North Central.
7. It'd help to have the accrediting body address faculty course load like ABET does. Additionally, I'd like to have faculty development \$ addressed as well as classroom space.
8. Should there be a section for training for faculty and staff in this area as it is stated that "Institutions should make training available for equipment, facilities and technologies to help faculty and staff meet their responsibilities and effectively accomplish program objectives and goals given program delivery model."?
9. The scope states that these standards are voluntary. Why? This seems very basic for the functioning of any academic program and should be required.
10. Equipment and supplies.... are provided.... rest is fine
11. Where is curriculum and pedagogy? Perhaps on the following pages. BTW, it would have been really nice if we were given some idea of the number of questions that would be asked. Even better, provide a summary or outline of the questions at the beginning of the survey.

Appendix K. Draft Program section

1. Some of this seems to be more “Basis of Judgment” than criteria?
2. Support. Question regarding programs that combine emergency management and something else in the program (e.g., homeland security). Must emergency management be the sole focus?
3. delete question in number 2 or make into a question.
4. Does this only apply to "Emergency Management? What about hybrid programs that include emergency management as an element of the overall program?
5. I take issue with the requirement that the I must state that the degree is EM focused. My degree program has EM as a component, but is not exclusively EM focused. Is there an approach that states that EM is a significant component of the awarded degree? If not, accreditation is a good idea, but my program will never get there. If the intent is to accredit program with exclusive focus on EM, then this section is adequate as written.
6. Not sure the category of Orientation of program makes much sense as stated. Is there really a place for "theoretical" programs? And the disciplinary, interdisc, multi distinction - does that really make sense. If it is disciplinary isn't it by nature disciplinary in an interdisciplinary way. This looks like a thicket of confusion and unnecessary language. Should the student research listed in #8 be specific to grad students? How is research defined? Term papers or data gathering? Item 8 may need a breakout of undergrad vs grad
7. The statement of purpose should not be required to list/address any and all areas of concentration or specialties. Academic programs expand relatively frequently with the addition of new concentrations, but this doesn't need to change the statement of purpose which is generally broad enough to encompass all concentrations. I/we would prefer the use of the term "competencies" versus "learning outcomes", so that the programs are competency-based. This is consistent with other accredited programs and fields of study.
8. This section should include details on Student Learning Outcomes and their assessment to support point 7 on curriculum structure.
9. 2. Employ the words interprofessional rather than interdisciplinary. 7. Include the objectives of each course or component of the curriculum. There should be a list of core competencies included in the program. There should be a list of program outcomes.
10. 1. Does this apply to programs in which EM is a concentration under another degree? Example: Master's in Public Affairs with a concentration in Disaster and Emergency Management I want to make sure that the accreditation includes complete EM degrees as well as concentrations within EM. Is there a number of credit hours or classes or percentage of coursework that would qualify a program for EM accreditation? For example, my graduate program is 36 hours, with 15 hours in PA core, 18 hours in EM, and 3 hours in multidisciplinary, and I would want to have the program accredited for EM. (The PA program is already seeking general PA accreditation.)
11. Why say "should"? Is this important or not? Emergency management should be defined. Our program is equally fire service and emergency management focused. Would we be considered EM-focused? Define inter versus multi (versus pluri versus trans versus supra) disciplinary. There can be more than one specialization/concentration area. What constitutes "making public"? Web presence? Brochures? A conference presentation? What constitutes "examples of student research and practical experiences"? How many? What forms?

Appendix L. Draft Organization and Budget sections

1. In my opinion, identifying the coordinator as a "full-time" faculty member is not a reasonable requirement. Colleges such as the one I work do NOT have a full-time faculty member as a coordinator since an overwhelming number of our instructors are part-time adjuncts. In addition, it is beneficial to have the coordinator as an administrative type person who hires the "subject matter experts" who work full-time in emergency management positions, and NOT in academia.
2. Coordinators may be assigned to multiple emergency services disciplines and may not be listed as faculty. Not all institutions are of a size and student enrollment to allow for dedicated coordinators.
3. If program is within a larger department; will a department budget be acceptable?
4. Support. "...by virtue of his or her education and experience."
5. If the institution is too small to have emergency management faculty or even a full-time EM staff, then it would be the sole responsibility of the director-coordinator to recruit and hire faculty.
6. The roles of coordinators (and other words used for that position) can vary widely by institution. The use of must statements in this section of not appropriate as EM programs can take many shapes and forms administratively. Programs or departments may not necessarily have influence in the budgeting process which is an institutional matter that an accreditation committee specific to EM may not have the expertise to judge. I would suggest rewording of this section to broaden the scope to a variety of programs.
7. I am not sure this is an important criteria for accreditation: "The program coordinator must receive adequate compensation in the form of additional salary or course release."
8. I believe it is imperative for the program head/coordinator is a full-time faculty person. It is important to both the discipline and the profession for an academician to lead the program....
9. The program coordinator may be a full-time staff person versus a faculty member. Many programs use staff program coordinators, though there is a faculty member to which the staff member reports. Program coordinators may not necessarily have influence over the budget. Usually that is reserved for Program Directors or Department Chairs.
10. no issues for me but I wonder about the various types of programs and institutions - can everyone have a fulltime faculty member as the coordinator? I seem to remember meeting coordinators/directors that were part time.
11. The requirements for the program coordinator should be performance-based rather than prescriptive as expressed here. Specifically, the coordinator's compensation level and position as a full-time faculty member is not necessarily relevant to their performance. The statement, "The coordinator must be a full-time faculty member qualified for program management by virtue of their education and experience" by its very nature will exclude almost any candidate for the position. This implies a doctoral degree coupled with a reasonable amount of experience, which in this work should be at least 20 years in a range of positions. It is very unlikely for this candidate to then be a full-time faculty member under current higher education hiring practices. This section is not realistic and will likely bring unintended consequences. The only way to actually achieve meaningful organizational standards that can keep pace with change is to look toward performance-based approaches rather than being so prescriptive. Tougher to evaluate, but far more meaningful.
12. Change coordinator to manager. I like very much the budget paragraph. This should be considered a "critical" item for accreditation.

Appendix M. Draft Human Resources (Part A) sections

1. I believe many of the faculty requirements are excessive, e.g., one full time person exclusively dedicated to the associate degree program. How many colleges in the country, other than possibly those represented by the working group, meet this requirement? Quite honestly, since IFSAC is already CHEA recognized and accredits both of my programs we do not expect to seek an additional accreditation from another body. But if we did, there is no way colleges like mine would have one person dedicated to a small program.
2. I would urge you to consider that individuals with a Bachelor's degree are appropriate for teaching associate level programs.
3. Again, requiring a "Full-time faculty" member is not in the best interest of the program in all cases for the reasons previously stated.
4. Once again requirements for institutions to have specific numbers of faculty and faculty of a particular level of education is absurd. We would rather have a professor with functional experience in the field, with a Associates degree, that can relate to students and convey material that some one with an advanced degree with no field experience. This field/area is still too young to have a qualified pool of functional instructors with advance degrees.
5. Will F/T faculty have to solely teach in the EM program or split duties within a larger department? Our college does not require a masters degree for teaching in an Associate of Applied Science degree and may have some issues with the above requirement.
6. I would like to see some language that allows current instructors in Emergency Management to be allowed to continue teaching after the "20XX" date that requires 25 percent of instructors to hold a higher degree..I would hate to see experienced, seasoned instructors removed from the classroom because they once were qualified to teach, but because later rules were initiated, they drop out of service. This is a type of "grandfather clause," stating that instructors hired after [the date these measures are put into place] shall be held to the following standard(s):...
7. We with the number of full-time faculty by program identified in paragraph one. By your own survey you reported to the FEMA Higher-Ed conference that very few programs have ONE full-time faculty devoted. So, if you leave this as is you automatically exclude the vast majority of programs from accreditation. We further submit that as a program with multiple degrees we are in the best position to know how to integrate our faculty in all of our programs while being fiscally responsible. In addition, it may take some programs a while to build their student credit hours to a sufficient level to receive university allocation for faculty lines. We would suggest that if the faculty teaching the courses have the requisite credentials to teach that course that is meeting program objectives. Of all the processes/standards included on this survey we believe this one is the most problematic and most exclusive. Having said that, we do have four full-time faculty and a cadre of adjunct and could meet the guideline but if we were to loose even one we'd be in trouble and we absolutely believe we are worthy of accreditation. Otherwise we are in agreement with what is written.
8. Support with clarification. The use of "solely" in the Faculty paragraph seems to contradict what is in the note in parentheses. If the intent is that dedicated full-time faculty can teach in other disciplines, use of the word "solely" does not allow that, as I read it. The first paragraph needs clarification.
9. Are we "handcuffing" smaller institutions in having requirements for doctoral degree professionals in teaching 25 percent of the courses? Can there be a clause that states if you have faculty possessing a masters degree and so many years of experience, that would suffice for not having a doctoral professional needed?
10. Penn College's four year Bachelor of Science in Emergency Management (BEM) program officially began offering courses in Spring 2014. Currently, there are 17 enrolled BEM majors with the

expectation of enrollment increasing to the mid-20's by Spring 2015. BEM class sizes average 10 –14 students. Penn College currently has one (1) full-time lead faculty member (Master's degree) dedicated to the EM program, four (4) full-time faculty teaching primarily in other related social and natural sciences subject areas, including psychology, sociology, political science, earth sciences, and history (all who possess a doctoral degree in one of these academic disciplines), who will teach EM courses relevant to their respective disciplines (e.g., Sociological and Psychological Foundations of EM, Global Terrorism and EM, etc.), and currently (2) BEM adjuncts who each bring real-world EM and academic experience (both possess Master's degrees) to the program. Based upon enrollment numbers, Penn College does not need, nor will it presently sustain, three (3) full-time BEM faculty members. The existing cadre of instructors currently meets both the curriculum requirements and academic needs of our students. Furthermore, accreditation should not focus in part on the number of faculty as this is not an indicator of academic success or program quality; rather, it should focus on the content/quality of the curriculum, learning outcomes, and ultimately student achievement. As stated in the survey question ("The program shall have a sufficient number of faculty to implement program objectives."), Penn College feels it currently has the requisite number of faculty needed to implement and meet program objectives for our students. In addition, sustaining three (3) full-time faculty and at the same time ensuring that 25% of EM courses are taught by a faculty member with a doctoral degree is not feasible. First, enrollment presently (nor may it ever) does not dictate the need for three instructors, and second, the EM course offerings vary by semester and the courses offered do not always lend themselves to having instructors teaching who possess doctoral degrees relative to their discipline (again, please note we have four full-time instructors from other social and natural sciences who teach a course in this program). The pace of students progressing through the program, as well as when courses are offered, will impact the 25% course hours requirement. With regard to Penn College's full-time instructor of EM, Mr. Bjorkman possesses a master's degree in a related discipline (public health preparedness) and possesses real-world EM experience. This blended academic and real-world background of faculty members is the hallmark of education here at Penn College. While a traditional academic background is certainly important for faculty members to possess, students attend Penn College for a hands-on, applied technology educational experience taught by faculty with relevant work experience. The primary focus of faculty at Penn College is teaching, not research. While faculty members are required to stay up-to-date in their respective fields, research is not required of its faculty (although it is strongly supported if a faculty member chooses to do so). Penn College emphasizes teaching first for its faculty - there are no teaching assistants – not research. I would submit that it is unnecessary that any accreditation require BEM faculty to conduct research as a primary focus so long as student learning outcomes are being sufficiently met. Therefore, the statement: "Fulltime faculty shall engage in scholarly research, practice, and/or creative activity leading to professional growth and the advancement of the profession" does not meet the requirements of Penn College. Again, while encouraged and supported, research is not a contractual obligation for faculty. This is not to suggest students are not exposed to the research in this field by their instructors. Quite the contrary – students, many of whom are first generation college students and have no familiarity with social sciences research, are exposed to a significant amount of research in this field in an effort to make them well-rounded students and professionals. Mr. Bjorkman is firmly committed to exposing students to the academic side of this field and incorporating this into the curriculum, and strongly believes in the relevance of the Three Pillars of Emergency Management as it pertains to this field and academic major, as detailed by Canton. Briefly, to address the point about professional growth, Mr. Bjorkman maintains his knowledge and experience in this field through ongoing EM and public health consulting work, independent research, and volunteering through his county emergency management agency (Emergency Operations Center staff), and regional emergency

management coalition (joining as an IMT member). Mr. Bjorkman welcomes the opportunity to work on research projects with other professionals in this field. With regard to distance education, Mr. Bjorkman brings extensive online course development and delivery experience to Penn College. He has offered multiple instructional classes to faculty members across the school as part of professional development with regard to online learning. He also participates in Penn College's Online Distance Learning Task Force, a group which explores how to enhance the online experience for both faculty and students at Penn College.

11. While I fully support that Emergency management faculty should be available to teach in an emergency management program, I don't understand where the number three comes from. In our program we have two faculty and it probably will not grow beyond that due to a variety of factors including size of the university and projected enrollments. I understand the spirit of this section, I think the numbers of faculty need to be in a context of many factors - not a pre-determined number.
12. I would prefer 'appropriate terminal degree' to requiring a doctoral degree in EM. Of course I am approaching this from a perspective of an academic program that includes EM, but is not solely EM and need faculty with a broader preparation.
13. Northwest NONCURS The Emergency and Disaster Management Program at Northwest is interdisciplinary and a strength of the program is the wide range of expertise and perspectives brought to the program by faculty in geography, communications, psychology, political science, and history. While we intend to hire an EDM Program Coordinator/Instructor with an EM degree we are not likely able to resource three full time EM degreed faculty members. Our Dean, Dr. Michael Steiner, also voiced this concern: The requirement for three full time faculty members seems to more narrowly define such programs as a discipline themselves, and excludes programs that have a multi-disciplinary identity. While I have embraced the concept of "training" in emergency specific skills, and understand that there is also a specific kind of vocational "management" that goes with EDM, I worry that this could too narrowly inbreed such programs in a training model. I don't envision us with three full faculty lines in EDM, and would hate to game it by identify faculty rooted in other disciplines as "EDM." While we appreciate the desire to create job opportunities for faculty with EM PhDs and master's degrees, strict requirements for accreditation may put interdisciplinary and smaller programs out of the running for accreditation. Thus Northwest vigorously NONCONCURs with this proposed requirement.
14. We may need to look at the number of faculty for masters and Phd programs. We probably need to look at student to faculty ratios.
15. What constitutes a "faculty line?" Is it one professor per line? Given the dearth of PhDs in Emergency Management, this criteria will be difficult to meet for the foreseeable future: "In bachelor's and graduate degree programs, at least 25 percent of the emergency management course hours in the academic year are taught by faculty with a doctoral degree in emergency management or a closely related field.
*Subject to later review, by 20xx, 25 percent must be taught by faculty members holding a doctorate degree in emergency management."
16. I believe this may be a very strict requirement. Not all EM programs are created / enrollment equal. There may not be a budget in some institutions to staff a minimum of three full-time faculty lines dedicated solely to a bachelor's program. This would be true in the case of my institution. Also, there are not very many PhD faculty with a specialization, major, concentration, etc., in Emergency Management / Homeland Security or a closely related field. I would reconsider the numbers and education requirements on this one until the numbers grow.
17. To a bachelor's degree program, a full-time faculty line can be substituted by two or three part-time faculty lines. The reason is that EM study and education heavily rely on practices and public administration. But a minimum of one full-time faculty line with a doctoral degree in emergency

management is essential to all the levels of degree program. Otherwise the theoretical part of the degree can be distorted to practical training or other disciplines.

18. I would like to see some type of waiver exemption for the 25% of course taught by doctoral degree in EM requirement for bachelor degrees. We have found a masters with 30+ years in law enforcement and masters with 18+ years as a paramedic/firefighter make much better instructors than someone with a doctor in EM. Not always lucky to find experience and a doctorate. While these instructors have the knowledge they don't have the drive to obtain a doctoral degree as they are putting their efforts into teaching rather than dissertations.... Also the students seem to have more respect for the boots on the ground rather than theory based instruction.
19. I don't agree with the percentage's of courses taught by various degree levels. Our institution deals with many online cohort programs and this could be a nightmare to try and keep track of percentages, and to find available faculty at these different levels. I have no problem with the "Full-time faculty" section.
20. Please address faculty load in light of service & research responsibilities. 25% of course hours should be taught by EM doctorally prepared faculty by 2025...& provide a grandfather clause for exceptions with complete implementation of this rule by 2040
21. I think placing a quota on faculty with Emergency Management degrees is unnecessary (4th paragraph under Faculty. There are a lot PhDs from Public Administration, Political Science, and other academic fields that Possess extraordinary expertise in EM. In addition, there will be programs that deliver degrees in Public Administration with a specialization in EM. Are you saying that programs will better educate EM professionals better than other related institutions simply because it has EM in the title? How about stressing quality education and professional knowledge? This sounds really self serving for certain institutions....
22. These programs at our institution are multi-disciplinary and are taught by faculty with expertise in different departments. The dedicated faculty member(s) that focus on emergency management are required to have a mixed load of undergraduate and graduate courses, as a result it would be difficult to identify one full faculty line as graduate or undergraduate.
23. I disagree with the mandate of three full time faculty being required by a baccalaureate degree granting institution. The student density of my program does not support that many FT faculty positions, nor can I demand such from the Provost or Board of Regents. This requirement will limit accreditation to larger institutions without regard to the quality of the program. I also question the requirement for the terminal degree. I have faculty that are pursuing a terminal degree, and as EM grows as a credible discipline, more PhDs will become available. I recommend a rewording of this requirement to accommodate faculty that are pursuing but have not yet been awarded a terminal degree. Perhaps there should be a time window for compliance based on faculty that are pursuing a terminal degree.
24. The phrase "doctorate degree" is grammatically incorrect. It should be "doctoral degree" or simply doctorate - see line 6 under heading Faculty. course delivery platforms - should be plural not singular
25. I/we don't agree that 3 full-time dedicated faculty members are required for an undergraduate program. I/we also don't agree that only a single full-time dedicated faculty member is needed for a Masters and PhD program. More faculty are needed for graduate studies. Most undergraduate programs are compromised of mostly general requirements, such as math and science courses, taught by other Departments/Schools. The EM-specific courses may be limited in number and may not require 3 full-time faculty. Most graduate programs would require at least two full-time faculty, and perhaps even three. It's going to be very difficult to find sufficient faculty who have a PhD in EM to meet this requirement. EM is also a very practice-based degree, and it would be beneficial to students to receive more of their training from experts in the field versus traditional academics. At the graduate level, it makes sense to require more of the faculty to have a PhD in EM or a closely related field.

26. We are concerned about the requirement to have a doctoral degree in emergency management - that restricts many of us that have different degrees and still have expertise in the profession. Who defines closely related fields? what are they? This is a red flag for us. Appreciate the professional growth and development of the field to have these doctoral degrees but it is not a common degree yet or deep enough in graduates to require this. I would suggest setting as a goal more inclusion of those with these doctorates in faculty lines to grow and develop into director positions.
27. When the word, 'Faculty,' is used in the above sentences, does it always refer to FT faculty, or are PT/Adjuncts included as well?
28. I would think that most institutions would reserve the right to determine sufficient number of faculty necessary to implement program objectives...this could be an issue that is contested.
29. Doctoral degree requirements for faculty should be better defined; "emergency management or a closely related field" needs to be much more specific if this requirement is to be taken seriously.
30. In bachelor's and graduate degree programs, at least 25 percent of the emergency management course hours in the academic year are taught by faculty with a doctoral degree in emergency management or a closely related field. *Subject to later review, by 20xx, 25 percent must be taught by faculty members holding a doctorate degree in emergency management. this is a REAL problem, the industry is not producing enough qualified faculty to teach. WE just tried to hire a PHD in EM I was embarrassed for the applicant, I don't think she is qualified to teach high school EM never mind college. Every college would have trouble meeting this requirement.
31. I debate the requirement for a doctoral degree in EM. When this is discussed at a later time, continue to consider doctoral degrees in EM or EM concentration within broader field. Also consider grandfathering programs which are accredited under the closely-related degree requirement. If a program is accredited for several years with a closely-related PhD, and then the requirements change to PhD EM only, will that program lose its accreditation solely for that reason?
32. Faculty qualifications will be highly controversial. It will depend on what constitutes "a related degree." To be competent in teaching and conducting research in EM does not require an EM doctorate. The field is interdisciplinary. Degrees in sociology, engineering, public administration, political science, law, geography, fire science, environmental science and other fields can serve as mentors and faculty in EM. What matters is their education, research and professional experience areas, not their degree names. This section needs serious rethinking and revision, in my opinion. The number of faculty members seems quite arbitrary and without justification. The numbers seem quite low to me. The proper number of dedicated faculty depends on the curriculum, teaching loads, mentoring responsibilities, and number of enrolled students, among other factors. The number that is needed should depend on the nature and size of the program. In some cases, like ours, even five full time graduate faculty members is insufficient; we use seven. Also, the use of part time faculty, visiting faculty, and adjunct faculty are important components of our program. BTW: What about offering degrees in other nations? For example, we offer a degree in association with Kangwon University in Korea. We are also talking with the Brazilian government about a possible joint degree there.

Appendix N. Human Resources Part B sections

1. Excessive requirements for a newer field
2. I think your adjunct requirements need to consider what degree the institution is offering. Again, in an associates degree program, a bachelor's degree may be sufficient.
3. I believe that each institution should state the qualifications of the adjunct faculty.
4. I can't speak for our HR department on the minimum hours requirements.
5. Again, overreaching requirements.
6. Consider Associate Degree instructors will lower level of qualifications.
7. ABM We agree with what is written with the exception of number one under graduates students with responsibilities for associate or bachelor's course instruction. We hate to see you put an hour designation on this. Most universities have guidelines already established for Graduate Assistant/Teaching Assistants and this is redundant. In addition, this does not allow for the exceptional graduate student that may, with the guidance required in number 2, be fully ready to assist with some instructional skills. If you are referring to the graduate student being the faculty of record for a course then there is full agreement; our comments are intended toward those graduate students that may be assisting a full-time faculty with course instruction activities.
8. The requirement for 18 graduate semester hours in the teaching discipline is unclear. Does this mean Emergency Management or they have 18 graduate hours in something related to emergency management? This requirement could severely limit experienced practitioners available in the local community from teaching as adjuncts. However, our regional accreditation requirements mean that nearly all our adjuncts have at least a masters degree in discipline or a related discipline to what they teach.
9. Will receive training and instruction on subject and teaching methodologies.
10. Adjunct faculty teaching degree courses have emergency management-related education, training, and experience: 1. have a minimum of 18 graduate semester hours in the teaching discipline or closely-related field; OR 2. have earned a master's or doctor's degree in emergency management, or related field; AND 3. have earned a state or international emergency management certification, honors and awards, documented excellence in teaching, or other demonstrated competencies or achievements. I would suggest that "AND 3." be "OR 3."
11. I believe that number three is a very strict requirement. Again, as we do not have many PhDs in Emergency Management, there may not very many state or international EM certifications. Unless this includes the FEMA Professional Development series, this may be too strict of a requirement at this time.
12. The semester hour requirement on Graduate TA/TF may be too high. For example, a doctoral student with a 60-hour degree plan may use up 30 hours for core courses and dissertation. The research methods course may take up to 12 graduate hours, leaving only 18 hours for EM before graduating. In this scenario, this student may not even have the chance to instruct or even assist an EM course. I would suggest 6 to 9 hours requirement but these hours must include a closely related subject to the course that will be instructed by the student.
13. #3 under adjunct faculty is questionable & we don't believe it is necessary. If enforced we would miss out on some excellent adjunct instructors!
14. Again, specifying a rigid number of hours in EM for graduate students to teach in AA or BS isn't an adequate assessment of credentials or qualifications. It should be left to the faculty at the school to judge related educational qualifications.
15. not sure what is meant by documented excellence in teaching. Perhaps if it means to be able to provide student evaluations then it should be stated that way.

16. All of my adjunct faculty have at least a masters, and have experience that makes them qualified to instruct my courses. What EM certification would validate the instructor's skill and experience necessary to be a valued EM instructor? Would years of experience working in EM be sufficient to demonstrate competency?
17. Remove # 3 from the adjunct criteria or allow it to be an "or" with criterion # 2. Regarding adjunct criteria # 3: It's going to be difficult to quantify "documented excellence in teaching".
18. The adjunct faculty section is broad as it needs to be - subject matter expertise comes in many forms and should be embraced. It is how this is interpreted that may be an issue - who decides what a closely related field is or other demonstrated competency or achievements are?
19. I disagree with the Adjunct faculty requirements. While I do agree that having a degree in EM, with the 18 credit hours is desired, I also think that having an aligning degree, along with experience in the field is enough. Even regional accreditors allow for this exception. Requiring an aligning degree, certifications, honors and awards, excellence in teaching and other competencies is too much. While I agree that most people working in the field will have these items, stating that they are required, without even mentioning the value of real world experience, is a disservice to this accreditation. Anyone who has actually worked in the field will tell you that there is a real value to practical experience.
20. Again requirements for adjunct faculty and teaching assistants would be shared governance between leadership and faculty...could be another issue of contention
21. For adjuncts, a master's should be required together with working under supervision of full time faculty. Adjunct faculty training and evaluation processes should be specified.
22. have earned a state or international emergency management certification, honors and awards, documented excellence in teaching, or other demonstrated competencies or achievements. Requiring them to have a certification is inappropriate, I don't think they should have to join one association over another to stay up in their field. I'll take a Masters in EM any day over certification. I know it is a big push today for the certification but again I'd take the master's degree.
23. adjunct - good requirements GAs: Is this to say that new GAs cannot teach until they have taken 15 graduate semester hours? Can a first-year grad student be involved in any amount of instruction or instructional support? Why would I hire a GA if I cannot use that person to assist instruction? Please clarify. (I have no GAs at this time; I am relying only on my own GA experience. I taught basic classes my first grad year - closely supervised by PhD full-time faculty.)
24. Again, the adjunct criteria will be controversial. Why, for instance, is EM certification included as sufficient evidence of competence? I would either delete this section or revise it to state that competence will be evaluated in context of the course or courses that are or would be taught. Adjuncts should never be used to direct graduate student research. We don't offer undergrad degrees, so no comments on this section.

Appendix O. Assessment section

1. Please marry assessment to what the regional accreditors require and not different standards. It is so inefficient to have to write 2 different documents each year to meet requirements. Allow enough flexibility so that you can assure assessment and quality based improvement is ongoing at the same time as not being prescriptive in how that looks. We can use the EM accreditation standards as the framework for regional reporting and satisfy both if you allow some flexibility.
2. Suggest using incorporation of institutional assessment techniques already employed at universities.
3. This section is too vague. Model processes should be provided.
4. The program needs an institutionally approved assessment plan, including evaluation rubrics. The assessments must in in conformance with these approved assessment plans. Input from stakeholders will be specified in the plan (i.e., specification of who are involved in assessmes should not be the business of the accreditation body but instead of the host institution; therefore, I would delete the parenthetical.)
5. Cite learning outcomes developed by FEMA focus group.