

A Proposal for the

BACHELOR OF ARTS DEGREE

HOMELAND SECURITY AND EMERGENCY MANAGEMENT



Prepared by
the

Department of Political Science, Public Administration, and Urban Studies

College of Liberal Arts and Social Sciences

SAVANNAH STATE UNIVERSITY
Savannah, Georgia

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B.A. DEGREE IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT (HSEM)

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SUMMARY PAGE FOR PROPOSAL CLASS –2006-01

1. **Title:** BA- Homeland Security and Emergency Management
2. **Submitting College:** College of Liberal Arts and Social Sciences (CLASS)
3. **Department(s) Generating the Proposal** Department of Political Science, Public Administration, and Urban Studies
4. **Effective Date:** August 2006

5. **Brief Summary of Proposal:** The proposed BA in Homeland Security and Emergency Management (HSEM), in the Department of Political Science, Public Administration, and Urban Studies, is a baccalaureate degree designed to engage faculty from the three colleges in preparing students with theoretical and applied knowledge to assume leadership roles in effectively managing all hazards, whether the cause is a natural disaster, a public health emergency, technological failure, or actions by domestic or foreign terrorists. As a result of this multi-disciplinary program, students will be prepared to assume entry-level positions after graduating and to advance to positions of increasing responsibility and authority in a variety of organizational settings in the expanding area of homeland security and emergency management. They will be prepared to continue their formal education through workplace training or graduate and professional schools.

6. Type of Proposal:
- New Program
 - Program Change
 - Course Change Only

7. Graduate Council Endorsement Status: N/A

8. Impact on Library Holdings:

Existing: Augmentation of current library holdings will occur as periodicals, books and audiovisual materials relative to the Homeland Security and Emergency Management instructional program are identified by faculty.

Additional: Purchase of instructional materials (e.g., books, and government reports and documents). Normal acquisition of titles as a part of the University's annual budget cycle. Grant funds will be sought to augment the library budget.

Deletions: N/A

9. Impact on Existing Programs: No existing programs are negatively impacted. The program enhances the undergraduate degree offerings and promotes interdisciplinary cooperation among teaching units and colleges.

10. Additional Resources Required:

A. Personnel: Department of Political Science, Public Administration, and Urban Studies. One (1) full time Professor/Associate Professor in Public Administration or closely related discipline, with professional qualifications in emergency management, homeland security, or disaster preparedness and teaching interests in one or more of the following areas: disaster policy, technology applications, hazardous materials policy and management, public health and disasters, and homeland security and three

part-time faculty (adjuncts). Ideally, the persons selected as adjunct faculty will be practitioners who are recognized as leaders in the field of emergency management or homeland security.

B. Department of Liberal Arts: One (1) Assistant/Associate Professor in Farsi, (Persian). Preference will be given to someone qualified to teach more than one language spoken in the Middle East.

B. Non-Personnel: None

11. Approvals:

X	Department Faculty	Date:	<u>February 20, 2006 ; March 6, 2006</u>
X	College Curriculum Committee	Date:	<u>March 6, 2006</u>
X	College Faculty	Date:	<u>March 7, 2006</u>
X	Vice President for Academic Affairs	Date	<u>March 29, 2006</u>
X	Curriculum & New Programs Committee	Date	<u>April 3, 2006</u>
X	Faculty Senate	Date	<u>April 4, 2006</u>
N/A	University Faculty	Date	N/A

PRELIMINARY PROPOSAL

Institution: Savannah State University	Date: March 6, 2006
School: College of Liberal Arts and Social Sciences	Department: Political Science, Public Administration and Urban Studies
Name of Proposed Program:	Homeland Security and Emergency Management
Degree: Bachelor of Arts	Major: Homeland Security and Emergency Management
CIP Code: _____	Starting Date: Fall 2006

F. FORM II COURSE ADDITION FORMS FOR PROPOSAL #CLASS 2006-01

HSEM General Core Courses (27 hours) New Courses

HSEM 3110 Politics and Policies of Homeland Security and Emergency Management
HSEM 3120 Law and Ethics in Homeland Security and Emergency Management
HSEM 3130 Emergency Planning, Hazard Mitigation, and Incident Management
HSEM 3140 Social Diversity Issues in Homeland Security and Emergency Management
HSEM 3250 Risk and Vulnerability Assessment for HSEM
HSEM 3260 Terrorism in the Modern World
HSEM 3822 Tools for Decision Making in HSEM
HSEM 3901 Internship in HSEM
HSEM 4901 Senior Capstone Seminar

HSEM ELECTIVE COURSES PROPOSED NEW (Approvals requested)

HSEM 3812 Introduction to Planning/Applications of Geographic Information Systems
HSEM 3360 The Intelligence Community and the Intelligence Process
HSEM 3400 Public Health Issues in HSEM
HSEM 4000 Independent Study
HSEM 4010 Mediation and Consensus Building Skills for Homeland Security and Emergency Management
HSEM 4601 Topics in Homeland Security and Emergency Management
HSEM 3122/POLS 3122 International Humanitarian Law

ELECTIVE COURSES EXISTING

BEHV 3301 Social Psychology
BEHV 3311 Group Process
BEHV 4112 Behavior of the African American
CHEM 4301 Chemistry of the Environment
CISM 3300 Information Security and Assurances
COMM 2105 Mass Media and Society
CRJU 3361 Human Behavior
CRJU 4111 Criminology
CRJU 4331 Comparative Criminal Justice Systems
CRJU 4420 Crime Analysis
CRJU 4521 Criminal Justice Management

ENSC 3101 Introduction to Environmental Science (with Lab)
ENSC 4301 Hazardous Waste Management
FSCI 3201 Forensic Evidence in Law Enforcement
FSCI 3301 Principles of Forensic Sciences
FSCI 4101 Personal Identification and DNA Fingerprint Analysis (with lab)
POLS 2201 State and Local Government
POLS 2601 Introduction to Public Administration
POLS 3101 International Politics
POLS 3102 Comparative Government and Politics
POLS 3121 International Law
POLS 3131 International organizations
POLS 3221 Civil Rights and Liberties
POLS 3511 Organization Theory and Behavior
POLS 3811 Urban Politics
POLS 4101 Environmental Law and Management
POLS 4401 Politics of Less Developed Countries
POLS 4402 Politics of the Middle East
POLS 4601 American Foreign Policy
POLS 4611 American National Security Policy
RPHS 3101 Philosophy and Psychology of Religion
RPHS 3231 Eastern Religions
PSYC 4701 Abnormal Psychology
PSYC 4602 Forensic Psychology
SOWK 4510 Crisis Intervention

A. Catalog Descriptions

HSEM 1101 Introduction to Homeland Security and Emergency Management 3 credits

This course is a broad survey of the emerging field of Homeland Security and Emergency Management. The course provides students with a broad picture of the national emergency management system in the United States, including the historical events and policies that have had a profound impact on the development of emergency management and homeland security as a governmental function and as a profession.

HSEM 3110 Politics and Policies of Homeland Security and Emergency Management 3 credits

This course examines modern laws, programs, agencies, and institutions involved in U.S. disaster policy and emergency management. Focus is on the role of politics, public policymaking, and intergovernmental relations in managing all hazards at the local, state, and national levels.

HSEM 3120 Law and Ethics in Homeland Security and Emergency Management 3 credits

A focus on the legal, liability, and ethical concepts underlying American civil liberties and rights in the context of declarations of a declared emergency or acts of terrorism. Topics addressed may include surveillance issues, public health quarantines, federal legislation passed in the aftermath of the terrorist attacks, the rights of foreign nationals, the rights of U.S. citizens, the governmental infrastructure for decisions concerning national and international legal rights, and jurisdictional issues, rules of evidence, and prosecution strategies.

HSEM 3122 International Humanitarian Law 3 credits

An introduction to the concepts and rules dealing with the human rights law of armed conflict ("humanitarian law"). Topics include humanitarian legal principles, the Nuremberg Charter, the Geneva Conventions, the Genocide Convention, as well as the background, statutes and experiences of the recently created UN Criminal Tribunals for Rwanda and the Former Yugoslavia and the International Criminal Court.

HSEM 3130 Emergency Planning, Hazard Mitigation, and Incident Management 3 credits

An introduction to the basic tasks of emergency management and disaster mitigation, including planning, response, and recovery. Special emphasis will be placed on inter-agency and intergovernmental command arrangements, coordination, and budgetary issues among emergency responders (law enforcement, firefighters, and health care system officials), and among federal, state, and local governments.

HSEM 3140 Diversity Issues in Homeland Security and Emergency Management 3 credits

This course examines the extent to which disaster managers and their organizations serve the needs of diverse groups, including the disabled, elderly, women, racial groups, poor, disadvantaged, and other segments of the population. The course also focuses on identifying ways of expanding the participation of a range of groups in the design and implementation of disaster planning and policy implementation.

HSEM 3250 Assessing Risk and Vulnerability in HSEM 3 credits

Prerequisites: HSEM 1101 or permission of instructor. An introduction to analytical techniques and methodologies for threat and vulnerability assessment of various types of public and private infrastructure. An all hazard approach is employed, considering natural disaster, system failure, and terrorist attack (conventional or weapons of mass destruction). Special attention will be focused on critical infrastructure protection, as well as cyber-terrorism.

HSEM 3260 Terrorism in the Modern World 3 credits

Prerequisites: HSEM 1001. A survey of the modern problem of terrorism, emphasizing the political roots of terrorism. Examines the history of terrorism, domestically within the U.S. and internationally, the role

of religion and culture, the structures and operations of terrorist organizations, as well as counter-terrorism policies and policy making.

HSEM 3360 The Intelligence Community and the Intelligence Process 3 credits

Prerequisite: HSEM 1101 or permission of instructor. An examination of the concepts of and challenges for state, local, and federal Policy making and organization for Homeland Security and Emergency Management. The intelligence process – the collection, analysis, sharing and dissemination of information within and between local, state, and federal governmental agencies – is a special focus.

HSEM 3400 Public Health Issues in HSEM 3 credits

Explores the public health issues that are involved in HSEM, with a focus on management issues in public health emergencies.

HSEM 3812 Introduction to Planning/Applications of GIS in HSEM 3 credits

An introduction to planning and the application of geographic information systems technology to the consideration of disaster prevention, mitigation, and recovery,

HSEM 3822 Tools for Decision Making in Homeland Security and Emergency Management 3 credits

The study of decision-making techniques that may be applied to emergency management and public security; which includes attention to software focusing on infrastructure needs in communication, transportation, supply chain management, medical care, shelter, corrections, fire, water, as well as the needs of population subgroups. Students will be competent in using GIS and in participating in emergency simulations. Focuses on broad exposure to a variety of software tools that aid in disaster planning and decision making under conditions of uncertainty.

HSEM 3901 Homeland Security and Emergency Management Internship 1-6 credits.

Designed to provide the student with an opportunity to relate theory to practice through observation and actual experience with governmental, private sector, and non-profit sector organizations that have responsibilities for developing policy or performing work in the area of Homeland Security and Emergency Management. (50 hours of work per credit hour earned). May be repeated for a maximum of six credits.

HSEM 4000 Independent Study 1 -6 credits.

Open to students of junior or senior standing who have earned at least 12 credits in Homeland Security and Emergency Management and Emergency Management. Determination of credits and permission of instructor and program coordinator must be obtained prior to registration for the course. An independent study that allows students to conduct research under the direction of an instructor qualified in the subject or field of major interest. Maximum total of six credits for all independent study courses.

HSEM 4601 Topics in Homeland Security and Emergency Management 3 credits.

An intensive focus on a specialized field of interest to the study of Homeland Security and Emergency Management. A maximum of six credits in departmental topics courses may be applied to the major. Topics offered will vary. See the Schedule of Classes.

HSEM 4901 Senior Capstone Seminar 3 credits.

Prerequisites: Completion of the core courses in Homeland Security and Emergency Management courses or permission of instructor. A capstone course examining the major issues related to Homeland Security and Emergency Management. Students will be required to produce a research project related to simulations of a variety of emergency or homeland security situations.

Additional Requirements

In addition to the homeland security and emergency management courses required for the Bachelor of Arts degree, students must attain competence in at least one designated critical language through the intermediate level through courses or placement. The designated critical languages are Arabic, Chinese, Farsi, and Spanish.

<u>Available Foreign Languages</u>	<u>New Foreign Language Proposed</u>
Chinese Elementary I and II Intermediate I and II	Farsi Elementary I and II Intermediate I and II
Spanish Elementary I and II Intermediate I and II	
Arabic Elementary I and II Intermediate I and II	

- E. **Rationale:** Necessary to implement degree program
- F. **Impact on Library Holdings:** Additional purchases for degree program
- G. **Credit hours:** 36 for the major; 125 for graduation.
- H. **Prerequisites: Area F: Courses Appropriate to the Program of Study:**
 - HSEM 1101 Introduction to Homeland Security and Emergency Management 3 credits
 - HIST 1111 A Survey of World History to Early Modern Times 3 credits
 - or HIST 1112 Survey of World History from Early Modern Times to the Present
 - SOCI 2101 Social Statistics 3 credits
 - Foreign language (sequence I, II) 6 credits
 - GEOG 1101 Introduction to Human Geography 3 credits
 - or ANTH 1101 Introduction to Anthropology
- I. **Syllabi:** Attached to proposal
- J. **Similarity to, or Duplication of, Existing Course:** Not applicable
- K. **Textbook Selection:** See Syllabi
- L. **Grading:** Grading will be based on academic performance according to pre-established criteria determined by course instructor and consistent with university, college, and departmental policies.
- M. **Bibliography:** See syllabi.

**FORM V - NEW PROGRAM DETAIL PAGE
FOR PROPOSAL # CLASS 2006 – 01**

A.1. Program Name: Homeland Security and Emergency Management (HSEM)

A.2. Type of Program: Undergraduate Major

B. Catalog Description: Major in Homeland Security and Emergency Management

This is an undergraduate program that is designed to prepare students with theoretical and applied knowledge that will help them acquire the competencies necessary to work in an all-hazards preparedness environment, especially at the local levels. Emergency management has always been a critical responsibility and challenge for governments at the federal, state, and local levels. Response to disasters requires pre-disaster planning, mid-disaster operations, and post-disaster reconstruction that can only be carried out successfully through the combined and coordinated efforts of all levels of governments, and the public, private, and nonprofit sectors, as well as churches, and non-governmental organizations. In addition to general competencies, Savannah State University graduates will have distinctive competencies in addressing the socioeconomic and cultural diversity issues of homeland security and emergency management and in fostering the involvement of nonprofit and faith-based organizations in providing needed services at all stages of the response to a crisis or disaster.

Students majoring in Homeland Security and Emergency Management will be prepared to

- Assume entry-level jobs in the expanding area of homeland security and emergency management, as it relates specifically to international and domestic security, as well as emergency management for both security and non-security related incidents;
- Participate in employer-directed training for job performance enhancement and career advancement; and
- Pursue graduate study and advanced educational training in government, business, public policy, international affairs, law enforcement, policy planning, or law.

Students will study the basics of homeland security and emergency management from a number of perspectives including:

- Emergency planning/management principles and practices;
- Causes and effects of natural disasters;
- Terrorist threats to the United States from both foreign and domestic organizations,

including terrorist motives, methods, and history;

- Counter-terrorism policies and practices, ranging from law enforcement and intelligence to the use of military force;
- Vulnerability assessment of public and private infrastructure and institutions;
- Critical infrastructure protection;
- Legal, ethical, and civil liberties issues related to the prevention of terrorist attacks,
- Legal, ethical and constitutional issues of public health and safety issues that arise during governmental responses to natural disasters;
- Intelligence analysis of domestic and international threats; and
- Policy making topics, such as organizational design and management, interagency/ intergovernmental coordination and cooperation among emergency management and homeland security institutions at the local, state, national, and international levels.

C. Rationale:

1. Student Demand and Interest

Current Student Interest Survey

In February 2006, the Department of Political Science, Public Administration and Urban Studies surveyed over 450 students enrolled in the University's three colleges on their potential interest in a new undergraduate academic degree program at SSU focusing on homeland security and emergency management. The surveys were conducted by students in dormitories and dining halls, and by Departmental faculty in their classes. Although the sample was a convenience sample, the students broadly represented the three colleges, with 44 percent from the College of Liberal Arts and Social Sciences (CLASS), 30 percent from College of Business Administration (COBA), and 25 percent from the College of Sciences and Technology (COST). In terms of classification, 33 percent of respondents were first year, 35 percent were sophomores, 18 percent juniors, and 14 percent seniors. The distribution is consistent with the expected enrollment in American Government core classes and students living on campus.

Over **90%** of the surveyed students agree that the proposed Homeland Security and Emergency management major would be a good new program for Savannah State. Around 67 percent of students would consider the major, and 60 percent would definitely or possibly choose the major if it were available now. By college, 66 percent of CLASS students, 59 percent of COBA students, and 56 percent of COST students would enroll in a major or minor if it were available now at Savannah State. And 30

percent of students who have selected a major would consider changing to the HSEM major. This response was more typical of students in CLASS, where 69 percent of students indicated they definitely would consider switching their major, versus 15 percent in each of the other colleges. Thus, it appears that the major would not likely take majors from other colleges, but would provide another options for students enrolled in CLASS. Perhaps most significant is the finding that the program is most attractive to freshman and sophomore students: nearly two-thirds of students in each of those classifications would consider the major. (The survey questions and responses are provided in Appendix A).

High School Student Survey

In addition to the survey of current students, in April 2006, the proposal team surveyed 75 high school students representing nine area high schools to gauge interest in the HSEM degree program and assess the marketing strength of the proposed major. The respondents were from all grade levels, with 20 percent in 9th grade, 40 percent in 10th, 32 percent in 11th, and 9 percent in 12th. Of these students, 91 percent plan to go to college immediately after graduating from high school, over 60 percent have decided which college they will attend, and 80 percent say they have decided on a major. Nearly 90 percent of the students would consider majoring in a program that would prepare them “for a career helping people affected by disasters such as Hurricane Katrina or the World Trade Center bombing.” Over half of the students who have selected a major say they would consider changing the major to HSEM, and 75 percent would be more likely to select the major, if they were offered a scholarship. Nearly 95 percent of the high school respondents agree that a major in Homeland Security and Emergency Management would be “a good new program for Savannah State,” and 71 percent would definitely or possibly be more likely to attend Savannah State if it has such a major. Thus, the survey findings suggest that the proposed HSEM has the potential to be an effective recruitment factor for Savannah State.

Although not formally surveyed, interest in the proposed major is high among faculty across the University because it is perceived, and rightly so, as one in which existing and to be developed courses relevant to the major will come from across the University, thus making it a truly multi-disciplinary and inter-college major. Following the presentations of the proposal in the College and in the Faculty Senate, the proposal team had telephone calls and emails from faculty interested in proposing new courses in their specialty, or in having existing courses added to the list of electives. Nearly all describe the proposed major as “exciting.” The major in Homeland Security and Emergency Management will span disciplinary and college boundaries to offer a high quality major that has the potential to achieve national distinction. The result will be a cadre of students who are especially well-prepared to implement and shape local and

state homeland security and emergency management politics and practices and thus, enhance the safety and well-being of the citizens of Georgia and beyond.

2. Employer Demand for Graduates

FEMA Labor Market Study

In a study of labor market data and statistics conducted for FEMA Emergency Management Higher Education project, Huseman and Buchanan (April 2005) report projections of growth in demand for a variety of jobs associated with emergency management ranging from 13 percent to over 40 percent for certain job categories over the next six years (to 2012). The field of homeland security is equally broad and high job growth is expected in these areas, as well. Based on data from the U. S. Department of Labor, Bureau of Labor Statistics, the average salary for emergency management specialists was \$49, 180 in 2003 (Huseman and Buchanan, 2005 citing www.bls.gov/oes_alpha.htm). According to the Center of Domestic Preparedness in Anniston, Alabama, "there are more than 11 million emergency responders and other personnel in this country that would need training to deal with terrorist incidents" (Center for Domestic Preparedness *Fact Sheet*, 2005, cited in Huseman and Buchanan, 2005).

Local HSEM Officials and Managers (Savannah and Hinesville/Ft. Stewart)

Discussions with state and local emergency management officials in Georgia confirm the need for persons trained as first responders and as emergency managers. In particular, they cite the experiences of Hurricanes Katrina and Rita in emphasizing the need for more racial diversity among decision makers and responders. In particular, officials of the Chatham Emergency Management office point to the need for well-trained personnel to work for local agencies, as well as the high number of international businesses in the Coastal area (see emails from Phillip Webber). This semester a Savannah State student spent a semester working with the City of Hinesville to review its disaster plans and the officials there, too, pointed up the tremendous need for this major, especially with the focus on all-hazard preparedness and shifting of more responsibilities and decision making to local levels. Savannah State graduates would be well-positioned to gain employment and make a positive difference in this growing area.

Without a doubt, the new BA degree will fill a significant void and meet the manpower needs of local, regional and national employment sectors in both the public and private sectors. Although Georgia State University has a recognized graduate specialization in its MPA degree program, no local or regional university offers a degree or specialization in Homeland Security and Emergency Management. In fact, this undergraduate degree is not offered in any of the 35 University System of Georgia institutions.

The undergraduate degree in Homeland Security and Emergency Management at Savannah State University will address the general manpower needs of local, regional and national employment sectors, as well as the specific recognized need to have greater racial, ethnic, and gender diversity in this field. Over its 115 year history, Savannah State has demonstrated a distinctive competence in educating African American men and women for leadership in public service in Georgia and beyond. Furthermore, in the last 20 years, the University has been extraordinarily successful in helping White students become culturally competent and more comfortable with diverse populations.

The new HSEM BA degree will offer courses and potential areas of concentration that promote interdisciplinary study of behavioral analysis, business, criminal justice, environmental science, forensic science, foreign language, and social work.

The new BA degree curriculum will increase student competitiveness in the critical needs job market for professionally trained personnel in the Homeland Security and Emergency Management field, and for advanced study in graduate and professional school.

There are 125 Historically Black Colleges and Universities (HBCUs) throughout the United States and three HBCUs in the University System of Georgia. Of these institutions, none offers a Bachelor of Arts degree in Homeland Security and Emergency Management, although such a degree is being considered at Florida A & M and Alabama A & M universities (www.FEMA.gov, Last accessed on March 4, 2006).

Thus, Savannah State University will be the only public or private institution in the state of Georgia, and one of the fewer than five institutions in the Southeast region to offer the undergraduate degree in Homeland Security and Emergency Management. Given the level of interest and community support and the intellectual resources, Savannah State could achieve national and international distinction in the area in a short period of time.

D. Resource Statement: Savannah State University has the faculty and staff resources, as well as fiscal, physical, and related resources, to establish and maintain the proposed major. Faculty in the home department of Political Science, Public Administration, and Urban Studies will be joined by two new full time faculty hires, one in Political Science and one in Foreign Languages, as well as faculty from the CLASS programs in Behavioral Analysis, Criminal Justice, Foreign Languages, History, Mass Communications, Religion and Philosophy, and Social Work, and the COBA and COST programs in

Business Management, Chemistry, Computer Information Management, Environmental Studies, Forensics, and Marine Sciences to offer the core and elective courses of the Homeland Security and Emergency Management curriculum. Further, students will be strongly encouraged to earn a certificate in Geographic Information Systems through the grant-funded GIS training grant at Savannah State University. A potential new hire in the Urban Studies program is an internationally recognized expert in GIS. Faculty and administrative resources will be supported through the interdisciplinary faculty and the internal reallocation and multi-year planning. The BA degree program will be the second undergraduate degree in the Department of Political Science, Public Administration, and Urban Studies. The Department Chair will serve as steward of the program and execute administrative tasks attendant to the duties and responsibilities of chairs. A program coordinator may be appointed to provide advisement for majors and provide input to the chair on class scheduling and take leadership on curriculum and assessment matters.

E. New Courses Need for Completion of Required Courses : See Form II of this Section for added (new) courses.

F. Existing courses that can be used as electives: (See courses lists and descriptions).

G. New Courses that can be used as electives: All elective courses may be interchanged, with the recommendation of the faculty advisor and approval of the chair.

H. Deletion of existing required courses: Not applicable

I. Deletion of existing courses: Not applicable

J. Changes to existing courses: Where necessary, existing courses will be modified to accommodate the focus of this new major.

K. Graduation Requirements:

Core Curriculum (Areas A, B, C, D, E, and additional requirements)	47 hours
Area F Courses Appropriate to the Program of Study	18 hours
Major Courses	36 hours
Number of Major Core credits	27
Number of Major Elective credits	9
Language Competency (Levels III and IV)	6 hours

Electives (3000- 4000 level)	18 hours
Total hours required for the BA degree with a Major in HSEM	125 hours

Minimum GPA of 2.0, and no grade below “C” in all major courses. Satisfactory completion of the Internship and Senior Seminar and related assessments of student learning outcomes. No minor is required for HSEM majors. Students will be advised to use the elective hours to increase their language competency through Study Abroad, and the GIS and writing competencies.

Additional program requirements: Service Learning Internship

Minor in Homeland Security and Emergency Management	15 credits
HSEM 1101 Introduction to HSEM	3 credits
Four other HSEM courses.....	12 credits

SECTION II

FOUR-YEAR SCHEDULE OF CORE COURSE OFFERINGS

MATRIX: BA - Homeland Security and Emergency Management (HSEM)

Core Courses

Course Number	Course Name	Year I Term	Year II Term	Year III Term	Year IV Term
HSEM 1101	Intro. to Homeland Security and Emergency Management	Fall Spring	Fall Spring	Fall Summer	Fall
HSEM 3110	The Politics and Policy of Homeland Security and Emergency Management	Fall	Fall	Fall	Fall
HSEM 3120	Law and Ethics in Homeland Security and Emergency Management	Spring	Spring	Spring	Spring
HSEM 3140	Social Diversity Issues in Homeland Security and Emergency Management		Fall	Fall	Fall
HSEM 3250	Assessing Risk and Vulnerability in Homeland Security and Emergency Management		Spring	Spring	Spring
HSEM 3260	Terrorism in the Modern World	Fall	Fall	Fall	Fall
HSEM 3822	Tools for Decision Making in HSEM	Fall	Fall	Fall	Fall
HSEM 3901	Service Learning Internship	Summer	Summer	Summer	Summer
HSEM 4901	Senior Capstone Seminar	Summer	Spring	Spring	Spring

HSEM Electives

Course Number	Course Name	Year I Term	Year II Term	Year III Term	Year IV Term
HSEM 3122	International Humanitarian Law	Spring		Spring	
HSEM 3360	The Intelligence Community and the Intelligence Process		Fall		Fall
HSEM 3400	Public Health Issues in HSEM		Summer		Spring
HSEM 3812	Introduction to Planning/ Applications of GIS in HSEM	Spring	Fall	Fall	Fall
HSEM 4000	Independent Study	Summer	Summer	Summer	Summer
HSEM 4010	Mediation and Consensus Building Skills for HSEM	Summer	Spring	Summer	Spring
HSEM 4601	Topics in Homeland Security and Emergency Management		Fall		Fall
HSEM 4250 /MSCI 4250	Coastal Hazards Management		Spring		Spring

Faculty Teaching the HSEM Core

	Full /Part Time/	Vita	HSEM 1101	HSEM 3110	HSEM 3120	HSEM 3130	HSEM 3140	HSEM 3250	HSEM 3260	HSEM 3822	HSEM 3901	HSEM 4901
New HSEM Hire Full-time (1)	FT		X	X	X	X		X		X	X	X
New Hires Part-time (3)	PT	X				X		X		X		
New Urban Studies Hire Full-time	FT		X			X				X		
Bongang, B. DPSPAUS	FT	X			X				X			X
Gates, J. DPSPAUS *Dean	FT *	X	X				X					
Geiger, S. DPSPAUS	FT	X	X							X	X	X
Ide, C. DPSPAUS	FT	X		X			X		X	X		
Jamison, I. DPSPAUS	FT	X	X	X			X	X			X	
Johnson, W. DPSPAUS	FT	X		X			X	X		X	X	
Kalantari, B. DPSPAUS.	FT	X	X	X	X	X			X			
Naniuzeyi, E. DPSPAUS	FT	X	X	X					X			
Watkins, M. DPSPAUS	FT	X				X		X		X		
Myers, J. SBS**	FT	X	X	X			X				X	X
Stokes, L. SBS	FT	X	X	X				X	X		X	

Faculty Offering HSEM Electives

	Full Time Part-time	Vita	HSEM 3360	HSEM 3400	HSEM 4000	HSEM 4010	HSEM 4601	HSEM MSCI 4250	HSEM 3812/ POLS 3812	HSEM 3122 POLS 3122
Bongang, B. DPSPAUS	FT	X	X		X		X			
Marine Science	FT							X		
Ide, C. DPSPAUS	FT		X		X		X			
Kalantari, B., DPSPAUS	FT						X			X
Adjunct, DPSPAUS	PT			X		X				X
Watkins, M, DPSPAUS	FT	X			X		X		X	
Urban Studies New Hire	FT						X		X	

SECTION III

BA - Homeland Security and Emergency Management Proposal

I. Program Description

The Bachelor of Arts in Homeland Security and Emergency Management will require a minimum of 36 credit hours including an internship. Internships will be in partnership local, state, and national agencies responsible for homeland security and emergency management, as well as private and non-profit organizations involved with HSEM. This program will serve as a major resource for the University and the cities and counties in the Coastal Georgia region, the State of Georgia, and the nation.

A. Principle Objectives of the Program:

The proposed degree in Homeland Security and Emergency Management will graduate students who have the competencies and skills needed to assist in building disaster resilient communities through prevention of natural disasters or terrorism and managing efficient and effective mitigation and recovery efforts. The graduates will meet critical human resource needs for more diversity of race and gender among first-line responders, who will have distinctive competencies in the cultural, social and diversity aspects of homeland security and emergency management, as well as basic language competencies in Spanish, Arabic, Chinese, or Farsi.

B. Learning Outcomes for the Program:

Students graduating with a major in HSEM will have the competencies and skills to gain entry level positions in the public, private, and non-profit sector in fields related to homeland security and emergency management, including domestic and international terrorism, weather-related disasters, biological, chemical, or public health emergencies, risk and hazard mitigation, or for further study in these and related areas.

- Students will be able to discuss orally and in writing the workings of various levels of American government and the international system, specifically: the functions of American governmental and non-governmental institutions at the federal, state, and local levels; the functions of international institutions; the behavior of nation states and sub-national actors; and international political, social, military, and economic trends through their performance on classroom and nationally- normed assessment tools;
- Students will be able to discuss orally and in writing knowledge of the threats to people and property from terrorist organizations and natural disasters,'
- Students will be able to identify the differential impact of these threats and hazards to diverse social groups, and to develop culturally-relevant and sensitive policies and

practices with respect to response to disaster preparedness, evacuation, and recovery efforts.

- Students will be able to demonstrate competencies in assessing risk, using appropriate analytical and research skills,
- Students will be able to write memoranda, and reports, and deliver effective, grammatically correct and well-organized oral presentations of their ideas; using appropriate presentation technologies;
- Students will be able to demonstrate orally and in writing, to the satisfaction of the faculty, comprehension of the theory and practice of homeland security and emergency management and be able to analyze policy and synthesize information in key areas: critical infrastructure protection, strategic planning dilemmas of disasters and disaster Management, inter-agency coordination and intelligence analysis and sharing (at the intra-governmental and inter-governmental levels), and legal/constitutional/ethical aspects of homeland security and emergency Management planning and implementation;
- Students will be able to demonstrate orally and in writing, the ability to use theoretical and applied knowledge to evaluate scholarly literature and government emergency management policies;
- Students will demonstrate information literacy through their ability to locate materials using library research and information search technologies;
- Students will demonstrate computer literacy through their ability to identify and use appropriate computer applications in their classroom and internship assignments.
- Students will show evidence of competence in oral and written communication, use of analytical and decision making tools, ability to work in teams, and ability to relate to diverse populations in a senior year major paper, related to a simulation exercise of an emergency event.

C. Characteristics of Target Students: The majority of students enrolled in the Bachelor of Arts in Homeland Security and Emergency Management program will be mostly traditional four-year undergraduates, full, and part time students matriculating in the university directly from high school. Some majors will be nontraditional students, such as practicing first responders seeking more academic training for promotion and advancement, military personnel seeking a degree, and individuals seeking a second or third career. Savannah State University students come from throughout the nations and from 41 nations. In short, the students mirror the diversity that is found in the United States and the world.

D. Link to the Strategic Plan. The new major proposed here is consistent with and advances the University's Strategic Plan (2002-2007), which states, that the “Key to the overall improvement of the University is the attraction of a qualified student body from various economic and cultural backgrounds and the USG System goal to “create a more educated Georgia.”

Table : **Student Enrollment and Diversity at Savannah State University - 1997-2005**

Fall Term	1997	1998	1999	2000	2001	2002	2003	2004	2005
Asian	10	6	8	13	11	9	10	12	16
African American	2714	2117	1952	1953	2090	2336	2603	2648	2936
Hispanic	17	16	15	16	15	8	4	14	13
American Indian	6	4	2	0	0	0	0	1	1
White	182	139	171	171	146	164	121	116	118
International	Na								
SSU Total	2029	2282	2148	2153	2262	2517	2738	2800	3091

Institutional Research, Savannah State University, 2006.

The total public school population in Chatham County in 2005 was 34,500 (Chatham County School District, 2005). In 2002, 1280 graduated, 707 graduated in college prep programs, and 453 matriculated in colleges/universities (*Georgia County Guide*, 2002). Students from this population of targeted institutions will be recruited, as well as 279 current students, mostly freshmen and sophomores, who identified Homeland Security and Emergency Management as a likely major, if it were available at Savannah State University. The student feasibility survey identified approximately 37 students who would "definitely" major in HSEM and 210 who responded "maybe," if the degree were offered at Savannah State University. Recruitment of transfer students from statewide and nationwide universities, colleges, and community colleges will be pursued, with articulation agreements negotiated, wherever possible. Major recruitment efforts will take place in high schools statewide, and other areas from which we draw students, including the Southeast, Northeast, and Mid-Atlantic regions. If the student population statistics remain consistent throughout the major target market in the 150- mile radius, there will be a sufficient pool of students for this degree program; in addition to a sizable pool of in-service professionals, who wish to improve their chances for promotion and career advancement in homeland security and emergency management.

The Savannah State Strategic Planning Assumptions, 2002-2007 states, “Student enrollment will continue to grow at a faster rate than the overall growth of higher education.” The enrollment for 2005 was on target with a 10% increase for SSU and was based upon the following assumptions:

- The educational service area population will grow at more than two per cent a year;

- Georgia’s population will grow at more than two per cent a year, with the majority of that growth occurring in metropolitan areas such as Savannah and Coastal Georgia;
- Georgia colleges enroll a smaller percent of the State’s population than the rest of the nation, but college enrollment rates in Georgia have grown faster than in the rest of the nation;
- University enrollment of African Americans in Georgia will continue to grow to 20.5 per cent of students enrolled in Georgia colleges by the year 2007.

Approximately nine percent of the Savannah State University students come from out of state. The *Fact Book on Higher Education* (1997), reports that 15 to 29 percent of Georgia’s first time freshmen come from out of state. Most of Savannah State's students, however, come from Chatham (Savannah) and Fulton (Atlanta) counties. This fact has remained constant since 1990 and can be seen in Table below.

Table Savannah State University Enrollment from Leading Georgia Counties, 1995-2005

Year	'95	'96	'97	'98	'99	'00	'01	'02	'03	04	05
Chatham	1367	1164	1131	860	870	896	947	995	1003	913	931
Fulton	174	139	129	108	111	107	91	114	142	146	171
Dekalb	182	145	137	99	133	139	156	207	257	284	316
Richmond	96	89	87	63	62	56	55	74	76	104	151
Liberty	72	59	44	41	43	39	50	54	61	74	83
Bibb	61	54	48	47	51	47	52	58	61	69	91
Effingham	22	23	16	10	14	21	22	29	30	28	27
Glynn	22	29	29	23	20	19	20	22	28	19	22
Clarke	18	14	18	12	7	4	7	6	11	8	17
Muscogee	30	20	24	19	21	30	38	31	41	48	38
Out of State	544	535	543	376	401	365	370	368	386	395	412

Data Source: Institutional Research, Savannah State University 2006.

The Homeland Security and Emergency Management enrollment projections suggest that it is realistic to expect an enrollment of approximately 60 majors and service to over 200 non-majors in the CLASS 2006-01 Homeland Security and Emergency Management Degree Proposal -- Page 23 of 46
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four-year time frame. The addition of an introductory course Homeland Security and Emergency Management 1000 level courses in General Education Core Area E as an elective in the social sciences would result in an enrollment of an equal number of students in the introductory 1000 level courses (approximately 35 students per class).

Table. Homeland Security and Emergency Management Major Enrollment Projections

Year	First Year	Second Year	Third Year	Fourth Year
Homeland Security and Emergency Management	25	30	45	60

The Bachelor of Arts in Homeland Security and Emergency Management is planned for the Fall semester 2006.

The degree projection is based on the estimated Fall 2006 enrollment, based on institutional trends and the 2006 student interest survey. Approximately 25 students will select the major in the first year and 30 in the second year, with an attrition rate of 10 per cent. The student enrollment within the degree program will average approximately a 20 per cent increase per year, with no fewer than 30 students enrolled in the major after year one. Articulation agreements with technical colleges and the Armed Forces institutes will result in transfers of students with the associate degree by year three of the program. Based on historical trends in the last four years, the average class size for courses offered will be 15-20. Within four years, the number of students completing the degree student will consistently meet or exceed USG System graduation thresholds.

D. Type of degree, number of hours and unique aspect of the program

This new program leads to the baccalaureate degree in Homeland Security and Emergency Management. Students must earn 125 hours to graduate, with 36 semester hours in the major courses, with no requirement for a subject area minor. The program is unique in several respects:

- Ability to attract and prepare a cadre of strong African American students to the field.

- The focus on core competencies that must be achieved above and beyond the accumulation of courses means that faculty and students must focus on student competency outcomes. Further the emphasis on competencies will allow students to acquire those competencies from a variety of courses across the University, increasing the academic rigor while expanding the flexibility offered to students.
- The availability of one of the most internationally diverse faculties in the University System of Georgia.
- The focus and interest in Coastal Management issues and availability of the Marine Sciences undergraduate and graduate degree programs.
- The focus on language competency through a minimum of 12 credit hours in a critical language;
- The focus on culturally sensitivity in homeland security and disaster management, with key courses offered by faculty in the Department of Social Work, a university center of excellence, and
- The well-qualified faculty trained in political science, public administration, and urban studies.

Core Curriculum: Areas A, B, C, D, E, and Additional Requirements 42

A. Essential Skills	9 hours
B. Institutional Options	5 hours
C. Humanities / Fine Arts	6 hours
D. Sciences, Math, Technology	10 hours
E. Social Sciences	12 hours

Area F courses appropriate to the program of study	18 hours
Major Requirements	36 hours
Electives (chosen in consultation with the advisor)	24 hours
Total	125 hours

(A) Certification of the Competencies (form attached) and satisfactory completion of the Senior Seminar is required of all students applying for graduation in Homeland Security and Emergency Management. Students must demonstrate competency through course work, continuing education, testing, or a series of assignments approved by the core faculty members and the chair.

Area F Courses Appropriate to the Program of Study	18
credits	
HSEM 1101 Introduction to Homeland Security and Emergency Management	3
credits	

GEOG 1101 Introduction to Geography
Foreign Language Requirement (Four courses)

3 credits
12 credits

E. Why Develop This Program

The idea for this program dates back to the tragedy of September 11, 2001, and more recently, the devastation and disparate impact of Hurricanes Katrina and Rita on communities of color and poor citizens across racial lines. Caring about these vulnerable populations is deeply rooted in the mission and history of Savannah State University. The threats of foreign and domestic terrorist actions and forecasts of increasing frequency and intensity of natural weather-related disasters has created a demand for a new generation of policy makers, managers, and scholars who are educated to deal with the challenges, especially at the community level. Haddow and Bullock (2005) argue that concerns about the future call for "a new breed of government official" 'trained in public policy, public administration, and hazard management.'¹. This point has been reiterated in conversations with state and local government and private sector officials. The current generation of emergency managers, experts in dealing with natural disasters, are being challenged to embrace "all hazards" training that prepares them to incorporate disaster management and hazard mitigation into everyday operations, planning, and decision making (Haddow and Bullock, 2005). As federal agencies shift increasingly from a focus on prosecuting organized crime and narcotics cases to the detection and prevention of terrorist activity, local and state governments are being challenged to develop plans that will make their communities more disaster resilient, in partnership with business and non-governmental organizations at the local levels. Businesses must now develop security plans that are as essential as their business strategy. Private and public organizations (such as hospitals, utilities, and telecommunications providers) must ensure that plans exist to protect critical infrastructure and provide emergency capability, key aspects of strategic planning. This program seeks to develop competent managers who can mitigate the disparate impact of disasters on key groups and who can be of service to the citizens of the coastal areas, in particular, and Georgia more generally.

¹ Haddow, G. and Bullock, J. 2005. *The Future of Emergency Management*. Washington, D. C.: George Washington University Institute of Crisis, Disaster, and Risk Management.

F. Within the institutional strategic plan, a clear indication that the proposed program is central to the institution's mission and a high priority.

Savannah State University remains committed to “graduate students prepared to perform at higher levels of economic productivity, social responsibility and excellence in the chosen field of endeavor in a changing global community.” For its part, the Department of Political Science, Public Administration, and Urban Studies is committed to preparing leaders for greatness in service to Georgia and beyond. The proposed degree is fully consistent with the mission of the University, the college, and the department, and will prepare students to work in the public and private sector, attend graduate school and prepare for life-long learning. Internships offered in the program will contribute to this aspect of the mission. The Homeland Security and Emergency Management curriculum will be led by a strong team of faculty, augmented by classes taught by practitioners from the armed forces and state and local disaster management agencies. The model will support critical thinking and partner exchanges that will enhance student learning essential to meet needs in the 21st century.

G. Clearly demonstrate the relevance of the proposed program to the strategic plan,

Savannah State University has become more strategic in its planning over the last eight years. This proposed degree in Homeland Security and Emergency Management is an outgrowth of this more strategic approach to charting the University's future. As discovered in the Student Survey and informal environmental scanning, there is a great demand and critical need for this degree program. As part of the strategic plan, this program will become a unit of analysis in assessment of academic programs at SSU. A goal of the strategic plan for Savannah State University (2002-2007) is to enhance the quality, effectiveness, and scope of academic programs. The plan ensures that broad opportunities will be provided to a diverse and qualified student population. In 1999, Savannah State University completed an institutional program review, a faculty driven process, which provided a set of faculty-approved recommendations that ensure that the institution is successfully and effectively meeting the mission of the University. Out of that process several programs were identified as centers of excellence, special niches and unmet needs, threshold programs that needed to improve. In that process that, several programs were

either eliminated or merged into service-oriented courses, resulting in freeing of resources that could be used to fund new directions and changed priorities.

Areas of unmet need were also identified and the faculty and administrators set new and higher standards for programs that would provide cutting-edge innovative programs. The BA in Homeland Security and Emergency Management proposal is such a program that was made possible in this new climate of on-going needs assessment, environmental scanning, and educational marketing niche identification. Savannah State University plays a major role in professional and cultural development of the coastal region of the state. This role requires participation in cooperative efforts among education, governmental institutions, and businesses. The Homeland Security and Emergency Management partnership with the local community (private, nonprofit, and public) will provide opportunities for students to transfer their skills into the work environment, thereby contributing to economic development and a society more prepared to meet hazards, emergencies, terrorist threats, or disasters.

H. Reference the particular section of the strategic plan that supports the development of the proposed program.

Savannah State University's Strategic Plan (2002-2007), Goal 1, Comparative Advantage states, "Savannah State University will identify and expand its internal strengths to maximize excellence for the benefit of its faculty, staff, students and alumni. The strategic plan calls for the development of new interdisciplinary programs in the social sciences and liberal arts. This proposed program meets this planning directive. Further, the distinctive strengths, valued by present and future SSU students, are programs and services that are comparatively better for our students than those offered by other institutions in the higher education environment. This degree prepares students to meet the current demands of local, state, national and global agencies. Furthermore, consistent with its goal of ensuring that its students are prepared for the future, Savannah State University fosters student commitment to lifelong learning, through graduate study, continuing education, and life experiences in their chosen fields. The proposed degree in Homeland Security and Emergency Management is fully consistent with Savannah State University's strategic plan.

I. Why is the institution developing this particular program? How does the program advance institutional or System goals and increase opportunities for students in the state.

A campus wide survey of student interests and conversations with local and national officials provide compelling evidence of the timeliness of this program and recent experiences point up the need for it. The BA degree in Homeland Security and Emergency Management will engage Savannah State University more firmly in meeting and solving community needs and challenges. Because of the location --a fast-growing Coastal region, the potential for weather-related disasters, military bases, the variety of chemical and industrial challenges and a busy international port-- Savannah State students will be able to focus on coastal hazards, port security, natural disaster management, and chemical and biological concerns in their classrooms and in field internships. SSU has an opportunity to be one of the small group of universities in the region to establish a BA in Homeland Security and Emergency Management, which provides the opportunity to gain national rankings very quickly for its excellent programs in this area. According to data compiled by the Federal Emergency Management Agency's (FEMA) Higher Education Project there are currently 11 BA/BS programs in emergency management and 25 certificates or concentrations related to homeland security. However, the DHS has identified only two BA programs in homeland security that are fully integrated into the university's academic structure as an academic degree program. Two have certificate programs in emergency management.² Within Georgia, there are no undergraduate programs like the one being proposed by Savannah State University.

A major source of strength for SSU's program is that it has been developed as a truly multi-disciplinary four-year degree that draws on the intellectual capital of the entire University's faculty, across academic discipline and colleges. Graduates will gain a very marketable bachelor's degree in a highly rigorous program or be able to specialize as a minor course of study. If approved this year, this program will join Virginia Commonwealth University one of only two programs offered in the Southeast and the only such degree program at an HBCU. Moreover, the proposed degree program advances the USG Five-Year Strategic Plan, *Access to Academic Excellence for the New*, and the institution's Five-Year Strategic Plan, *Excellence and Equity: The Keys to Continued Success*, because it will:

- Increase access and quality of undergraduate programs;
- Foster interdisciplinary research and education;
- Enhance the quality of student life and the intellectual climate to support teaching and lifelong learning;
- Acquire national recognition as a benchmark of excellence; and
- Increase the number of educated Georgians.

J. Is the proposed program designed to update or enhance an existing program?

The new program will complement the present program offerings in the University as a whole and within the College of Liberal Arts and Social Sciences and the Department of Political Science, Public Administration, and Urban Studies, in particular. That Department is committed to “Preparing leaders for greatness in public service to Georgia and beyond.” Within the College of Liberal Arts and Social Sciences, this program will complement the College's social work, behavior analysis, criminal justice, and sociology programs and across the University, it will foster collaborations with faculty and students in computer information systems, biology, forensics, chemistry, and pre-medicine.

K. What, if anything, would the institution stop doing to support program?

The University plans to reallocate resources to prioritized programs while downsizing some of the engineering programs that have been subsumed by the Georgia Technical programs in the Savannah area. Within the College, other less profitable programs have also been eliminated, such as the major in Recreation Management. These changes that came out an orderly Program Review process, have freed up resources to modernize course offerings to meet contemporary needs and evolving centers of strength and excellence within the University.

II. Assessment of Program

A. Principle Objectives of the Program

Program and student assessment will be continuous and well-integrated into the classes and program feedback loops. Students will maintain a electronic portfolio that tracks their competencies. Several HSEM faculty will review each portfolio and the evidence of writing competency submitted by the student. Each semester, the students will place their best papers in the e-portfolio, with the senior year portfolio consisting of the final project for HSEM 4901 and papers from four upper-level HSEM classes. Third, student performance within the simulation will be rated by at least two faculty members and a practitioner to judge how well the student understands the broad dynamics of his/her role in the simulation and the general context of the disaster simulation. Fourth, in HSEM 4901, each student will give an oral defense of the major paper responsibilities and the theoretical, practical, and ethical dilemmas of the simulation role to which he/she has been assigned. The faculty instructor of HSEM 4901 will assess the oral briefing performance of the student. Fifth, the DPSPAUS HSEM faculty will work with the Career Services office to conduct a career path information sessions for majors, HSEM graduates and

employers. Sixth, contact with employers through the HSEM Steering Committee will enable faculty members to assess whether the program is meeting its professional and academic goals. These assessments will be conducted on a biennial basis. For these assessments (excluding alumni tracking and pre/post tests) we expect 80% of the students to demonstrate significant skills in key areas.

The program assessment data will be entered into an assessment management system. Each SSU degree program has developed an assessment plan and entered the program mission/objectives, learning outcomes, assessment measures, and assessment findings. The HSEM program has already entered its expected learning outcomes and measures. The DPSPAUS faculty is working with an assessment specialist to further develop its statement of mission, vision, and values, and the appropriate student learning goals and objectives that will ensure that we are achieving the agreed upon goals and objectives.

Benchmarks indicating the success of the program are based on student performance and learning in the program and demonstrated potential for success after graduation. We expect that about 80% of the students who enter the program will complete it within five years. Among the key benchmarks for the success of the program will be the ability of HSEM graduates to acquire language competency, perform well in simulations, and to be successful in their internship assignments. The program plans to continue annual meetings of the HSEM Steering Committee, which includes representatives of federal, state, and local government in homeland security, emergency management, and law enforcement. Through these meetings and more frequent communications, we hope to be able to continually assess the quality and appropriateness of the program itself to insure that our students are getting both academic preparation and the skills and analytical tools necessary to enter the job market. We also expect that HSEM students will be accepted into graduate programs (international affairs or emergency planning, for example), as well as MPA, Urban Studies, Marine Sciences, and MBA programs, and professional schools.

B. Demonstrate Program Meets Needs of the State

Currently, managers and officials in these areas have educational backgrounds in many areas (criminal justice, land-use planning) or in operational fields (experience as first responders). However, officials

both in the federal and state government felt that a student with academic background in homeland security and emergency Management. By placing it into the larger perspective, a welcome shift in emphasis could be achieved, away from the nuts and bolts of operations to deeper managerial creativity in terms of both operations (proactive and preventive) and priorities.

Funding and educational opportunities for persons in the field of homeland security and emergency management have increased tremendously at the state, local, and federal level. Hiring will follow that spending over the next few years as emergency management agencies at all levels of government add people and look to replace retiring officials with younger managers who have a broader background. For example, a recent report on federal jobs, based on surveys of all federal cabinet departments and nine additional federal agencies, estimates that over the next two years the greatest growth in federal jobs will be in the area of homeland security and emergency management.

C. Reference to Current Studies

A 2001 study by the General Accounting Office estimated that retirements in agencies/departments will increase dramatically by the end of the decade. Those agencies/departments with responsibility for homeland security and emergency management will be affected more than others. The report estimates the following retirement patterns by 2006, as a percent of the total agency/department workforce: General Services Administration, 33%; Health and Human Services, 32%; and the Department of Justice, 24%.³ Currently, the Department of Homeland Security is advertising jobs for personnel for Customs and Border Protection; US Coast Guard; Federal Emergency Management Agency (FEMA); the Immigration and Naturalization Service (INS); US Secret Service; Transportation Security Administration (TSA); and Federal Law Enforcement Training Center (FLETC).⁴ A small sampling of the federal jobs that are anticipated to be created includes: 1,000 special agents at the FBI; 2,000 intelligence-related positions at CIA; 1,000 federal security supervisors at the Transportation Security Administration; 3,000 Border

³ US Government General Accounting Office. *Federal Employee Retirements*. April 2001, GAO 01-509, p. 15. Available at <http://www.gao.gov/new.items/d01509.pdf>. Accessed January 19, 2005.

⁴ FLETC serves over 70 federal agencies and trains the majority of all federal law enforcement officers and agents. It graduates approximately 25,000 students per year and is the largest law enforcement training center in the country.)

Patrol Agents; 800 inspectors at the Customs Service; and 700 agents in the Bureau of Diplomatic Security.⁵

D. Documentation of Students and Employers Demand

In the next several years, as many as 11 percent more high school graduates are expected to pursue some form of post-secondary education. By 2015, students of color will represent 80 percent of the increase in college-aged students. Among minority students, 45 percent will come from families with the lowest estimated family contribution (Report of the Advisory Commission, 2002:3). The percentage of African American undergraduates will change from slightly less than 13 percent to slightly more than 13 percent. The states of Texas, Georgia and Florida will experience the largest gains in black undergraduates (Educational Testing Service, 2002:21-22). A larger percentage of students from families with the lowest estimated family contribution attend public institutions and Historically Black Colleges and Universities (HBCUs). Savannah State University expresses a commitment to academic excellence through the tradition of serving the educational needs of African Americans, as well as others, regardless of ethnicity, gender, national origin, or race. SSU is well-positioned to provide this proposed program.

III. Readiness of institution to offer program.

A. Exceptional qualification of faculty and reputation in the field (see Appendix A).

B. State of the Art Equipment

The university has state of the art classrooms (including Smart Stations) where Homeland Security and Emergency Management courses would be taught and a newly funded program focusing on introducing minority students to GIS. The special GIS laboratory has state-of-the art equipment and on-going opportunities for students to earn money while learning to use this powerful software. WebCT is also available for use by instructional personnel either to conduct some courses or to enhance courses. All three Colleges have fully equipped computer laboratories for student and faculty use. The program and schematic design have been completed for a new Liberal Arts Building, where the proposed degree

⁵ Donald B. Hutton and Anna Mydlarz. *Guide to Homeland Security Careers*. (New York: Barron's, 2003): 11.

program will be housed, but until that building is completed, the program has adequate space to meet student needs.

C. Support letters and pledges of cooperation (See Appendix B)

D. Indication of administrative support: Adding faculty, space, facility, equipment, and other resources.

The administration has made a commitment to support this program with the addition of one full time faculty through reallocation, involvement of current Political Science faculty, and the funding for three part-time faculty. Appropriate classroom space and equipment are available in Payne Hall. The projected new social science building will provide space to support this degree program, as well as existing programs.

E. External Sources of Funding and Support

The Department of Political Science, Public Administration and Urban Studies faculty will seek external funding for projects which will enhance their technical and professional competencies and provide direct action oriented experiences in and outside of the classroom for students. The number of faculty receiving grants in the College of Liberal Arts and Social Sciences has increased in the last three years. We expect the level of grant writing to continue to increase, since the proposed degree is a good fit for many areas of funded research related activities.

F. Document record of success for expansion

Savannah State University has an administrative team, led by President Carlton E. Brown, which is committed to providing academic excellence and applied learning. Institutional support is documented in the *Excellence and Equity: The Keys to Continued Success 2002-2007 Strategic Plan*. Three goals of the strategic plan for Savannah State University are: (1) to identify and expand its internal strength; to maximize excellence for the benefit of its faculty; staff, students and alumni; and (3) to build its institutional capacity by strengthening academic programs; and (3) to provide student satisfaction in all units and at all levels of the University to improve student recruitment and retention. The BA degree in

Homeland Security and Emergency Management is clearly linked to the University's strategic plan and program review.

G. Goals to Allocate/Furnish New classrooms/Facilities

Classrooms and facilities are in place to accommodate this degree program in the short run. The new social science building will address all outstanding concerns.

I. Faculty Development Goals

Faculty in the Department of Political Science, Public Administration and Urban Studies have extensive backgrounds in courses comprising the core competency area in Homeland Security and Emergency Management. Faculty will be encouraged to attend workshops and professional conferences in the specialized areas to enhance the quality instructional interaction and application. Faculty will be encouraged to take advantage of research opportunities to develop and strengthen their knowledge and skills base. To assist faculty in the development of this new degree, the University will provide faculty development and internal mini-grants.

IV. Intent and Ability to Achieve Professional Accreditation

Professional accreditation is not available for an undergraduate program in Homeland Security and Emergency Management. The Department of Political Science, Public Administration and Urban Studies and the College of Liberal Arts and Social Sciences in which the major will be housed has met standards for accreditation under SACS. The Department's Master of Public Administration program is accredited by NASPAA.

A. Standards for Program Quality

Standards for program quality will be reviewed and monitored through institutional offices of the university and under advisement with the Homeland Security and Emergency Management Association and the Homeland Security Steering Committee.

B. Identify national benchmarks

The Virginia Commonwealth University is the national benchmark program. Acknowledgement and appreciation are extended to Virginia Commonwealth University for their willingness to collaborate with SSU on the new degree program.

V. Fiscal Implications of the program, and expected sources of funds. Identify funding sources.

The projected increase in student enrollment and federal grant resources will offset costs for implementing the major in terms of faculty and instructional resources.

A. Relations to Similar Programs Elsewhere: This program does not exist elsewhere in the State of Georgia or the University of System Georgia. The new bachelor's degree program is modeled after a similar program at the Virginia Commonwealth University.

B. Demonstrate Distinctiveness and Uniqueness

The literature review of Homeland Security and Emergency Management programs in the region and the nation does not identify any other undergraduate program with an intensive emphasis in Homeland Security and Emergency Management and extensive course work in languages and a focus on applications, especially simulation courses.

VI. If similar programs are offered elsewhere, offer evidence of void.

A study of programs revealed that there is not a program or department in the state of Georgia or in the University System of Georgia that offers a bachelor of arts degree in Homeland Security and Emergency Management. Savannah State University will be the first to offer such a program in the state of Georgia.

VII. Budget (Budget Narrative and Justification are in Appendix D)

The Department of Political Science, Public Administration and Urban Studies has developed a multi-year budget planning approach to address how resources will be restored and reallocated over the next five years. We seek to increase significantly the number of funded grants and to recruit visiting professors and experts in the fields of national security and emergency management. The aggressive pursuit of these resources, coupled with increased student credit hours, will generate revenues that will adequately fund

and sustain the mounting of the new degree program. Budget allocation and reallocation are linked to the USG 5-year Strategic Plan *Access to Academic Excellence for the New Millennium*, to SSU Excellence and Equity: The Keys to Continued Success 5-year Strategic Plan and to the strategic goals as approved for the College of Liberal Arts and Social Sciences. Savannah State University will develop a premiere program through:

- Increasing access and quality of undergraduate programs;
- Fostering interdisciplinary research and education;
- Enhancing the quality of student life and the intellectual climate to support teaching and lifelong learning;
- Increasing sponsored research and grantsmanship in technology and literacy; and
- Acquiring national professional accreditation, where possible, verifying a world-class, diverse faculty and staff

Guiding Principle:

All existing resources must be efficiently and effectively used to achieve the goals of the Department and the College of Liberal Arts and Social Sciences. This program will not duplicate any existing programs at the University nor in the service area. An examination of existing programs reveals that there is no comparable program or department in the state of Georgia, or in the University System of Georgia, that offers a degree in Bachelor Science in Homeland Security and Emergency Management. Savannah State University will be the first to offer such a program in the State of Georgia.

Budget

Projected Expenses

Approximate Fiscal and Enrollment Impact and Estimated Budget

	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-2010
	First Year	Second Year	Third Year	Fourth Year
Enrollment Projections				
Student Majors		15	20	30

1. New to Institution	10	10	15	25
2. Shift from other Programs	15	5	10	5
Total Majors	25	30	45	60
Course Section Satisfying Program				
*1. Existing	*	*	*	*
2. New	10	15	20	20
Total Program Sections	10	15	20	20
SS Credit Hours Generated ¹	180	240	300	270
1. Existing Enrollments	0	20	25	35
2. New Enrollments	25	10	20	25
Total Credit Hours	180	240	300	270
Degrees Awarded	0	5	10	10
Costs	86,550	80,991	82,461	88,959
Personnel –reassigned or existing positions				
1.Faculty ² *				
2.Part-Time				
3.Support Staff				
4.Fringe Benefits ³ (Part-Time)				
5.Other personnel cost				
Total				
Personnel New Position				
1.Faculty ⁴	55,000	56,100	57,222	58,366
2.Fring Benefits	17,050	17,391	17,739	18,093
3. Adjuncts (3)	7,500	7,500	7,500	7,500
Total New Personnel Cost	79,550	80,991	82,461	83,959
Start up Cost (One Time Expense				
Library/Learning Expenses	5,000			
*Equipment/ etc	2,000	0	0	
Other				
Physical Facilities ⁵				
Total	86,550	80,991	82,461	88,959
Operating Costs/Recurring				

Costs				
1. Supplies	1,000	1,000	2,000	2,000
2. Travel	1,000	1,500	2,500	3,000
Total	2,000	2,500	4,500	5,000
Equipment/Maintenance				
4. Library resources		2,500	2,500	2,500
5. Other/Supplies				
Total				
Revenue Source				
SSCH	18,360	24,480	30,600	27,540
Lab fees (25.00/Student) ⁶	625	750	1,125	1,500
Grants			50,000	50,000
Other		2,000	2,000	2,000
Total	18,985	27,230	83,725	81,040

¹Student Semester Credit Hours based on 15 hour load @\$102/CH (in-state)

² Projected +2% increase per year.

³ Full-time calculated at 31%, Part-time at 15%

⁴ Reallocation anticipated from modification of other areas in the University.

⁵ Based on 26,507 sq. ft. @ \$3 per sq. ft. + 5% inflation per year

⁶ Estimated student enrollment based on Ay 2005 baseline data and 2005 surveys.

* Equipment exists- Forensic Science in College of Science and Technology.

SECTION VIII

BA in Homeland Security and Emergency Management Summary Expected Results and Assessments

Summary

The Department of Political Science, Public Administration and Urban Studies is proposing to offer a program of study that will lead to the Bachelor of Arts in Homeland Security and Emergency Management. The program will produce professionals who will have competencies necessary for success.

A. Academic Context of Assessment

The program recognizes that a variety of assessment methods can be used to gauge whether students have acquired the knowledge, skills, and abilities that will prepare them to excel in a multicultural society. Students will be expected to demonstrate competency in their general core and in the major. Homeland Security and Emergency Management majors will be assessed using the following:

- Classroom assessment/Written examinations
- Practicum Projects
- Senior seminars
- Simulations Participation critiques
- Comprehensive examinations

B. Learning Outcomes

The Homeland Security and Emergency Management majors will develop and demonstrate analytical skills in planning, executing and evaluating security and emergency plans in field and practicum settings. Students will also demonstrate a sound theoretical foundation and have the ability to communicate those theoretical and practical frameworks, orally and in writing.

C. Expected results

Students will be able to

1. Identify and assess needs for security and emergency management measures.
2. Analyze and solve security problems in various setting using appropriate strategies, techniques and technology.
3. Assist with the development and implementation of customized intervention plans for a variety of situations and settings; and
4. Obtain entry level positions in the field.
5. Gain admission to post-baccalaureate educational programs, of their choosing.

D. Annual Assessment Methods

Graduating seniors will be assessed by the departmental use of the following:

- Capstone reflective and integrative essay
- Simulation Performance Score
- Senior Seminar Thesis and Defense
- Practicum / Field placement
- Graduating Student Exit Survey

E: BUDGET NARRATIVE AND JUSTIFICATION

Savannah State University is aware that there is internal competition for resources to improve existing salaries, add incremental faculty lines, and fund market changes for replacement faculty. The Department of Political Science, Public Administration and Urban Studies has developed a multi-year budget planning approach to help address this issue. Over the next five years, the Department will identify and seek to significantly increase the number of funded grants and funds that will enable the program to bring visiting professors and experts in the fields of homeland security and emergency management to the campus at no cost to the institution. The program expects to benefit from the strategic internal reallocation of funds. Over the next two fiscal years (FY 2006-2008) faculty will be expected to and evaluated on their efforts and results in increasing the number and size of funded grants. The Department and the College will also seek practitioner partnerships with federal, state, and local agencies for personnel assignments

and funded applied research projects. These initiatives, including the internal reallocations, along with increased generation of student credit hours will generate revenues that will adequately fund and sustain the proposed BA degree in Homeland Security and Emergency Management at Savannah State University. Budget priorities are linked to the USG Five-Year Strategic Plan: *Access to Academic Excellence for the New*, to SSU's Five-Year Strategic Plan, as well as to the strategic goals, approved for the College of Liberal Arts and Social Sciences.

The budgeted resources will allow Savannah State University to develop a premiere program by:

- (1) Increasing access to high quality undergraduate programs;
- (2) Fostering interdisciplinary research and education;
- (3) Enhancing the quality of student life and the intellectual climate to support teaching and lifelong learning;
- (4) Increasing competitiveness for sponsored research and grants to support technology literacy and applied, basic, and social behavior.
- (5) Acquiring national professional certifications and affiliations that place the program among the best in the region.

Guiding Principle for Budgeting:

All existing resources must be efficiently and effectively used to achieve the goals of the Departments and the College, as a whole, as we move to the next levels to which we aspire.

Internal Reallocation

Several majors across the University were eliminated in the recent Program Review process, including some in the College of Liberal Arts and Social Sciences. These changes have facilitated the reallocation of resources and shifting of priorities to support the efforts of the Department of Political Science, Public Administration and Urban Studies and the College of Liberal Arts and Social Sciences as it moves to its next level of aspiration.

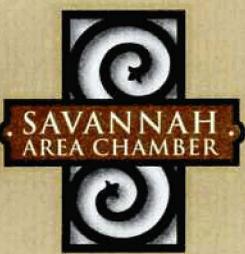
Departmental Efforts to Secure Funds

Faculty in the Department of Political Science, Public Administration, and Urban Studies have been successful in securing grants from a variety of sources and in forging key partnerships with federal, state,

and local agencies, as well as foundations. This level of productivity is expected to continue and increase over the next three years (2006-2009).

Appendix: Letters of Support

Chatham Emergency Management Agency
Georgia Ports Authority
Savannah Chamber of Commerce



June 13, 2006

Dr. Shirley Geiger, Chairperson
Department of Political Science, Public Administration
and Urban Studies
Savannah State University
Post Office Box 20368
Savannah, Georgia 31404

Dear Dr. Geiger:

On behalf of over 2,000 businesses and organizations, we are writing in support of SSU's proposed undergraduate degree in Homeland Security and Emergency Management.

We understand the importance of the need for this degree in the growing field of emergency management. Savannah State is well positioned to maintain and cultivate the proposed program. Savannah is a major port city, with expanding industrial activity, chemical manufacturing and a massive tourism industry. Furthermore, the Savannah region is home to several military installations, Coast Guard units and a cyber security training program at Armstrong Atlantic State University. With Savannah State's resources and surrounding assets, it only seems fitting to offer an undergraduate degree in Homeland Security/Emergency Management in our region on Savannah State's campus.

We are happy to offer assistance and support in achieving this goal. Please let us know how we can help in the future.

Sincerely,

A handwritten signature in blue ink, appearing to read "W. Hubbard", is written over the word "Sincerely,".

William W. Hubbard
President and CEO



CEMA

Chatham
Emergency
Management
Agency

Savannah State University
Dr. Shirley Geiger
P. O. Box 20385
Savannah, GA 31404

Dear Dr. Geiger:

I appreciated learning about Savannah State University's proposed undergraduate degree in Homeland Security and Emergency Management. In my current position with the Chatham Emergency Management Agency, I see the tremendous need at the local and international level for well-prepared students to enter this growing field. In addition, the ethnic, gender, and racial diversity of the students at Savannah State will be positive additions to the ranks of professionals in homeland security and emergency management. I have no doubt that students selecting this major will have many opportunities for employment and advanced study in their chosen field.

As local organizations take on more responsibilities for security and emergency planning and management, the program at Savannah State University will be very important in helping our area prevent or mitigate numerous hazards. I am happy to offer my enthusiastic support for this degree proposal and stand ready to assist you, if I can be of service.

Sincerely,

Phillip M. Webber, Director
Chatham Emergency Management Agency

June 1, 2006

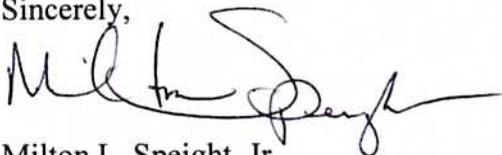
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Department of Political Science,
Public Administration, and Urban Studies
Post Office Box 20385
Savannah State University
Savannah, GA 31404

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Sincerely,



Milton L. Speight, Jr.
Assistant Manager, Container Operations