

Docket Item:

University Program Approval: Portland State University, Master of Science (M.S.) in Emergency Management and Community Resilience.

Summary:

Portland State University proposes a new degree program leading to a M.S. in Emergency Management and Community Resilience. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After Analysis, HECC staff recommends approval of the program as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

M.S., in Emergency Management and Community Resilience at Portland State University.



Portland State University seeks the Oregon Higher Education Coordinating Commission approval to offer an instructional program leading to a M.S. in Emergency Management and Community Resilience.

Program Description and Justification

1. Identify the institution, degree, and title of the program.

Portland State University
M.S. in Emergency Management and Community Resilience

2. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

Goal 4 of the PSU Strategic Plan calls for the campus community to “Expand our Commitment to Equity.” Equity and social justice are key components of the curricular mission of this new graduate program. Of particular relevance is understanding and responding to the unequal capacity of individuals and families to respond to a disaster and its impact. People living in poverty, those without social connection to their neighbors, individuals with disabilities, and aging adults, for example, are often less able than others to respond to disaster situations. A core element of the program will be understanding the needs of vulnerable populations and ensuring strategies are in place to accommodate their needs. At the same time, the program will seek to recognize the diverse set of talents and experiences within all populations that may be utilized in organizing and implementing an effective community response to a disaster.

The proposed degree directly relates to multiple elements of the *Portland State University Strategic Plan 2016-2020*, including:

- Goal 1-Initiative 1.4 Explore and commit to measures that improve overall student wellness, safety, food and housing security, and other concerns that can become barriers to students' success.
 - The proposed degree program will collaborate with the PSU Office of Emergency Management, thereby increasing the intellectual and practical knowledge regarding effective preparation and response to natural and other disasters at PSU. This expertise and student learning will increase the capacity of PSU to organize itself to be prepared for an effective response to disasters—thereby advancing the overall safety and well-being of faculty, staff, students and administrators at PSU.
- Goal 1-Initiative 4.3: Assess opportunities for innovative academic programs that align with career paths, local and globally.
 - This program aligns with rapidly escalating attention to disasters and effective response in our nation and across the world. Climate change is among several factors which are increasing the vulnerability of urban and rural populations to disaster

impact. This program will expand the cadre of emergency managers and resilience officers as they seek to mobilize communities, companies, and governments for recognition of and effective response to a variety of man-made and natural disasters.

- Goal 1- Initiative 7: Expand opportunities for international and cross-cultural learning experiences, including study abroad, campus exchanges, internships, community-based learning and co-curricular programs.
 - This program includes a strong international component including one core course which focuses on international perspectives in disaster preparation and management as well as resilient response. Nations such as Japan, Chile, Italy and New Zealand, for example, have extensive knowledge and experience related to the threat of major earthquakes. Each nation, as it has adapted to earthquake damage, has learned lessons and designed new practices to afford better response in a future earthquake disaster. The program builds upon this experience and seek to create international exchange of scholars and students in the program as a means to infuse lessons from other nations into our training of leaders with responsibility for emergency management and community resilience. Such connections are already evident in the Initiative for Community and Disaster Response (ICDR)—organized by the Departments of Economics and Public Administration—which offers a speaker series that addresses Japanese earthquake preparedness and response experiences.
- Goal 3-Initiative 2.2: Facilitate opportunities for partners who wish to join us for community-based learning, applied and collaborative research, internship placement and initiatives that build community.
 - This graduate program was planned with extensive input from emergency management professionals, including those in city and county government. Their input has been invaluable in program planning. We are creating a Leadership Council of relevant practitioners and leaders to ensure that our program aligns with workforce needs and emerging practice in the field. Members of this council will assist in curricular innovation, internship placement, and identification of applied research that can inform local policy and practice for the purpose of making our emergency response efforts more resilient.
- Goal 3- Initiative 3.1 Encourage academic programs to establish internship programs where relevant to their curricular mission.
 - Each student in this graduate program will be required to enroll in the Capstone Seminar, a community-based, experiential learning opportunity. Working in teams, with partnership agencies and organizations, students will utilize the knowledge they have acquired through the program to collaboratively work with organizations in creating, reviewing, and/or updating plans for resilience following a major disaster.

3. What evidence of need does the institution have for the program?

According to FEMA’s most recent listing of emergency management degree programs, there are 42 master’s level emergency management programs in the United States. Of these, only six are located in the 15-state Western Interstate Commission for Higher Education region and none are located in Oregon. Further, there is no master’s level degree in the nation with the word “resilience” in the title, despite the growing use of the concept of “resilience” as an organizing theme for disaster preparedness and response.

In addition to more traditional measures of need and market analysis, another perspective to understand need is to explore the connection between a proposed academic program and actual needs within the community, region and state. In recent decades, the State of Oregon has recognized one very substantial threat to life quality—indeed to life itself: the impact of a Cascadia Subduction Zone earthquake.

The multidisciplinary basis of this new graduate program—based on curriculum offered in many academic departments across the campus—ensures that students will learn from a variety of disciplinary perspectives and approaches. The Core Courses alone include instruction from faculty in academic disciplines that include anthropology, communications, geology, public administration, and urban studies and planning. Student learning in Field Specialization and in the Skills/Methodology Requirement encompass an even broader reach into academic disciplines across the campus. Many different cultural perspectives and diversity of ideas and approaches are therefore embedded in the design for this degree. Diverse pedagogical approaches will be manifest across the overall program curriculum including experiential and community-based learning.

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

While multiple higher education institutions in Oregon have courses and programs that relate to the science of natural and manmade disasters—including the Earth Sciences Program at the University of Oregon and the College of Earth, Ocean and Atmospheric Sciences at Oregon State University—*there is no existing graduation program in emergency management and community resilience in the State or Oregon.* The program proposed here would be the first of its kind in our state.

There are, within the state, two-year degree programs that offer education in emergency management, including those at Portland Community College and Clackamas Community College which offer Associate of Applied Science Degrees. Dean Stephen Percy met with the head of the emergency management program at Portland Community College where he discussed possible collaborations and strategies to create a pathway for PCC graduates who studied emergency management to come to PSU, finish their undergraduate degree and enroll in the graduate Emergency Management and Applied Science degree program.

All appropriate University committees and the Statewide Provosts Council have approved the proposed program. The Portland State University Board of Trustees approved the program on April 2, 2020.

Recommendation to the Commission

The Statewide Provosts Council recommends that the Oregon Higher Education Coordinating Commission authorize Portland State University to establish an instructional program leading to a M.S. in Emergency Management and Community Resilience, effective fall 2020.



Proposal for a New Academic Program

Institution: Portland State University

College/School: College of Urban and Public Affairs

Department/Program Name: Urban and Public Affairs

Degree and Program Title: M.S. in Emergency Management and Community Resilience

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.
43.0302 Crisis/Emergency/Disaster Management
- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

While the devastation and disruption caused by the COVID-19 pandemic is currently top of mind, the Pacific Northwest region is in danger multiple forms of natural and human caused disasters, including earthquakes, tsunamis, wildfires, and environmental disasters from industrial accidents and train derailments, to name a few.

As the first graduate program of its kind in Oregon, this proposed new graduate program is designed to substantially increase the number of professionals and leaders with the expertise to support effective disaster preparation and response in Oregon and beyond.

The Master of Science in Emergency Management and Community Resilience will educate professionals in public, private, and nonprofit organizations whose jobs include responsibility for planning and organizing response to disasters. This includes public health, economic, and environmental disasters, both natural and human made. The curriculum of this graduate program is designed at the intersections of scientific research, applied public policy, and effective crisis leadership—as well as at the crossroads of multiple disciplines and approaches to disaster and resilience. This multidisciplinary approach to understanding emergency management and community resilience offers a rich intellectual and applied basis for graduate study.

The core intellectual theme of the program, “resilience,”—the capacity of a community or organization to create and implement plans to mitigate the impact of disasters and promote a rapid recovery—makes this unique in the nation. This approach organizes recovery so as to ensure a future where people and communities are even better prepared for future risk. This degree’s focus on resilience as an organizing theme aligns with broader initiatives in Oregon that promote resilience more in urban communities consistent with the core mission of Portland State, “Let Knowledge Serve the City.”

The resilience connection will enable the study and practice of emergency management and response to connect with related issues of urban planning, development, citizen engagement, and sustainability. The focus on resilience necessarily draws attention to equity, recognizing

that varied populations in overall society have differential knowledge and capacity to pursue effective disaster preparedness and response. A core theme of this degree program, therefore, will be understanding and responding to equity challenges inherent in creating resilience for all.

The program's approach to emergency management is consistent with the latest thinking at The Federal Emergency Management Administration's (FEMA) Higher Education Program which is shifting the traditional paradigm to include mitigation and resilience. Faculty from across campus have joined together in conceptualizing this degree and faculty from a variety of departments will be offering Core, Skills and Methodology, and Field Specialization courses.

The core courses--all designed as new courses to support this degree program--were created by faculty in the following academic units: Departments of Anthropology, Communications, Geology, Geography, Public Administration, and the School of Urban Studies and Planning. Several of these courses, which will have an EMCR course prefix, may be cross-listed by the academic unit that created the program. The required Methods courses and Field Specialization courses are located in academic units across the campus.

While more multidisciplinary Field Specializations may be added over time, currently the options include:

- **Natural Systems, Sustainability and Resilience:** Courses in this field specialization focus on natural systems as they relate to disasters, design and planning to mediate the impact of disasters, the connection between environmental and disaster planning and response, sustainability, and resilience.
- **Public Health Response and Promotion:** Courses in this field specialization explore the promotion of public health in disaster situations, including planning for and responding to disaster situations that impact human health such as pandemics.
- **Organizational Strategies for Effective Disaster Response:** Courses in this specialization focus on organizational management, leadership, and planning skills that can support effective management, planning, and assessment related to disasters.
- **Social Resilience, Culture and Community:** Courses in this field specialization focus on strategies that can be used to understand and mobilize people and communities to engage in disaster planning and resilience.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Core Course Requirements (32 credits)

Each student must enroll in and successfully complete nine (9) core courses as outlined below:

- EMCR 520 Anatomy and History of Disasters
- EMCR 530 Building Community Resilience
- EMCR 535 Strategies for Organizing Recovery, Mitigation and Resilience
- EMCR 540 Principles and Practice of Emergency Management and Leadership
- EMCR 545 Risk and Strategic Communication
- EMCR 550 International Perspectives on Disaster Management and Resilience
- EMCR 591 Culture, Vulnerability and Disaster Resilience
- EMCR 595 Capstone Seminar

AND either of the two (2) following courses

- EMCR 567 Community Resilience in Coupled Socio-Ecological Systems
- EMCR 560 Climate Resiliency Planning

Skills and Methods Requirement (9 credits)

Students must take a minimum of three (3) courses, one in each of the three Skills and Method Areas: (1) Research Design, Evaluation and Assessment, (2) Qualitative and Quantitative Methods, and (3) Communications. These courses focus on skills and methodologies that support varied careers within the emergency management profession. They are taught by faculty within a multitude of academic departments across the campus.

Field Specialization Requirement (9 credits)

Students in this program must take a minimum of four (4) courses within one of the four (4) Field Specializations they select as identified below:

- a. Natural Systems, Sustainability and Resilience
- b. Public Health Response and Promotion
- c. Organizational Strategies for Effective Emergency Management
- d. Social Resilience, Culture and Community

Minimum credits to complete the degree: 50

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

This program will be offered on the PSU campus with most courses delivered through an in-class format. Over time some courses may be offered in online or hybrid formats.

- e. Adequacy and quality of faculty delivering the program.

In crafting a truly powerful multi-disciplinary degree in emergency management and community resilience, faculty from across the campus have joined together in conceptualizing this degree and faculty from a variety of departments will be offering Core, Skills and Methodology, and Field Specialization courses. These faculty represent all faculty ranks and each faculty member has scholarly and instructional interests related to disaster, emergency management, and resilient response.

- f. Adequacy of faculty resources – full-time, part-time, adjunct.

The faculty for this program will offer courses through their own units and earn the student credit hours that they generate.

Each year, the nine Core Courses will be offered by academic units which would total approximately 1.5 FTE in total (assuming a full-time instructional load of 6 courses across three terms of the academic year). In addition to the core, students must enroll in three graduate courses in the Skills and Methods Requirement (0.5 FTE) and four additional graduate courses in the Field Specialization (0.67 FTE).

All departments identified in this proposal have been consulted, through their Deans, about being included in this graduate program. Academic units may cross-list their core course with their own unit so that they are available to students in their own graduate programs.

Operating Model and Governance of the Program

Given the unique nature of this trans-academic program model, this section is added to the proposal to clarify processes for administration and governance. This model has the following components:

- A **Deans Council** will provide broad oversight to this program. It will be composed of the Dean of the College of Urban and Public Affairs, the Dean of the College of Letters and Science, the Dean of the Maseeh School of Engineering and Computer Science, the Dean of the School of Public Health, the Dean of the School of Business and any other Deans who wish to join the Council.
- The Deans Council shall oversee the appointment of a **Program Director**, a faculty member who will provide overall academic leadership for the program, including responsibilities related to curriculum oversight and change, student recruitment and retention, advising, and program assessment. The Program Director will be assisted by the staff in the Office of the Dean of the College of Urban and Public Affairs to support administrative tasks.
- The Deans Council shall appoint the **Program Faculty** from among the faculty that teach core courses and other faculty with expertise and/or experience related to emergency management and community resilience. This faculty will be responsible for curriculum, program guidelines, professional mentorship of students, program assessment, and curriculum development and revision. The work of the Program Faculty will be organized and supported by the Program Director who shall call meetings of the faculty.
- The Deans Council shall meet at least once a year with the Program Director and the program faculty to review the program, review program assessment data and findings, ascertain program needs or challenges, and create strategies to address needs and challenges.
- Attribution of student credit hours shall accrue to the academic unit of the instructor. Therefore, credit hour generation will accrue to multiple departments, schools and colleges.
- A **Host Unit** will be selected among PSU Schools and Colleges to provide a home base for administrative management and oversight. The starting Host Unit of this program shall be the College of Urban and Public Affairs which took the lead in program development. The Host Unit may change, over time, at the concurrence of the Deans Council and the Provost and Vice President for Academic Affairs. The Dean of the Host Unit shall report on this graduate program to the Provost and other senior campus leadership where appropriate.
- The graduate program—including its mission, curriculum and career placement efforts—will be supported by a **Leadership Council** composed of experts in the community and other leaders interested in emergency management and community resilience. This will include, but not be limited to, government officials and university officials responsible for emergency management, representatives of private and nonprofit agencies whose mission includes significant attention to emergency management, and, over time, graduate alumni of the program.

g. Other staff.

This graduate program will be assisted by staff who will provide support. The CUPA Marketing and Communications Manager will provide assistance regarding website creation and update as well as production of materials for promotion and student recruitment. The CUPA Director of Graduate Recruiting shall assist in recruiting new students to the program.

Administrative staff in the CUPA Office of the Dean will provide administrative support to the Program Director.

h. Adequacy of facilities, library, and other resources.

Emily Ford, the Urban & Public Affairs Librarian, and colleagues have reviewed this proposal for a new graduate program. After review of materials important to graduate education in emergency management, it was determined that \$5,710 in annual funding would be needed to expand library connections. In addition, \$5,000 is needed in one-time funding to build up a relevant monograph. This investment has been committed to by the Dean.

i. Anticipated start date.
Fall 2020

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Goal 4 of the PSU Strategic Plan calls for the campus community to “Expand our Commitment to Equity.” Equity and social justice are key components of the curricular mission of this new graduate program. Of particular relevance is understanding and responding to the unequal capacity of individuals and families to respond to a disaster and its impact. People living in poverty, those without social connection to their neighbors, individuals with disabilities, and aging adults, for example, are often less able than others to respond to disaster situations. A core element of the program will be understanding the needs of vulnerable populations and ensuring strategies are in place to accommodate their needs. At the same time, the program will seek to recognize the diverse set of talents and experiences within all populations that may be utilized in organizing and implementing an effective community response to a disaster.

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- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The State of Oregon currently has no graduate-level education and training in the field of emergency management, however Oregon faces many types of natural disaster possibilities, including a major earthquake emanating from the Cascadia subduction zone, a tsunami associated with an offshore earthquake, forest fires endangering many large and small communities, and flooding associated with rain and snowfall. Additionally, the potential for climate change and a warming of the earth's atmosphere suggests that the propensity for the state to experience significant natural disasters is increasing.

The 2013 *Oregon Resilience Plan*, the state's master plan for organizing for the next Cascadia Earthquake, concludes with a call out to the need for Oregon to organize and mobilize the

human capacity to create effective disaster response. This human capacity and emphasis on resilience is the principle focus of this proposed degree.

The impact of disaster—and preparation for response—falls upon all sectors, not just state and local governments. Many studies have, for example, documented the challenge and import of business continuity following disasters. If business operations do not revive, jobs are not available, and residents are forced to relocate out of the area to secure employment.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
 - i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

According to FEMA's most recent listing of emergency management degree programs, there are 42 master's level emergency management programs in the United States. Of these, only six are located in the 15-state Western Interstate Commission for Higher Education region and none are located in Oregon. Further, there is no master's level degree in the nation with the word "resilience" in the title, despite the growing use of the concept of "resilience" as an organizing theme for disaster preparedness and response.

In addition to more traditional measures of need and market analysis, another perspective to understand need is to explore the connection between a proposed academic program and actual needs within the community, region and state. In recent decades, the State of Oregon has recognized one very substantial threat to life quality—indeed to life itself: the impact of a Cascadia Subduction Zone earthquake.

The multidisciplinary basis of this new graduate program—based on curriculum offered in many academic departments across the campus—ensures that students will learn from a variety of disciplinary perspectives and approaches. The Core Courses alone include instruction from faculty in academic disciplines that include anthropology, communications, geology, public administration, and urban studies and planning. Student learning in Field Specialization and in the Skills/Methodology Requirement encompass an even broader reach into academic disciplines across the campus. Many different cultural perspectives and diversity of ideas and approaches are therefore embedded in the design for this degree. Diverse pedagogical approaches will be manifest across the overall program curriculum including experiential and community-based learning.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

There is currently no body formally constituted to conduct accreditation of graduate emergency management programs.

- b. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

There is no undergraduate program at PSU in emergency management.

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

	2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
New Students	12	15	20	20	25	92
Continuing Students		10	13	17	18	
Students Graduating		(10)	(13)	-17	(18)	58
Students Drop Out	(2)	(2)	(3)	(2)	(2)	11
Net Enrollment	10	13	17	18	23	

- b. Expected degrees/certificates produced over the next five years.

As shown in the table outlined above, we anticipate a minimum of 58 graduates of the program over the first five years of program operation, even recognizing that there will be some attrition of enrollees over the period.

- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

It is anticipated that this professional degree program will include both full- and part-time students similar to other professional master's degrees offered in the College of Urban and Public Affairs.

We anticipate that the program will draw students from the Western US states, although we may well draw students from other parts of the country. We also anticipate a limited number of international students given connections between faculty associated with this program and faculty counterparts in universities in Japan, China, Vietnam and Thailand that have foci on emergency and disaster management issues.

- d. Evidence of market demand.

On October 16, 2018, Oregon Governor, Kate Brown, issued a call to action in her report: *Resiliency 2015: Improving Our Readiness for the Cascadia Earthquake and Tsunami*¹. This report argues that: "When the next Cascadia subduction zone earthquake strikes the Pacific Northwest, Oregon will face the greatest challenges of our lifetimes. Oregon's buildings, transportation network, utilities, and population are underprepared for such an event, and we must accelerate our preparations." The fundamental purpose of the MS in Emergency Management and Community Resilience is to educate and prepare a new generation of leaders and experts capable of supporting local governments, state agencies, businesses and community groups as they design and prepare executive of disaster preparation and response. We will education the people the Governor needs to accelerate disaster preparedness in Oregon and beyond.

FEMA's Higher Education Program recently recognized that "preparedness functions are no longer focused solely on ensuring first responders are equipped, trained, exercised, and prepared to deal with future disasters. The new vision of preparedness requires and understanding of local and community risk. It requires a recognition of the diverse groups of people and distinct needs

¹ Kate Brown, Govey and Mike Harryman, State Resilience Office, *Resiliency 2015: Improving our Readiness for the Cascadia Earthquake and Tsunami*, Salem, Oregon: Office of the Governor, October 16, 2018. See <https://www.oregon.gov/gov/policy/Documents/resiliency-policy-agenda.pdf>

of those communities. It requires creating partnerships across NGOs and non-profit groups as well as private businesses. In short, it requires building diverse ‘cultures’ of preparedness, mitigation, and resilience.”²

Another indicator of program need is provided by the Bureau of Labor Statistics which projects that employment of Emergency Management Directors will increase six percent between 2014 and 2024.

A market analysis of existing programs in emergency management and community resilience provides additional information relevant to establishing program need. As part of the process for developing this degree, a market research study was undertaken by the EAB (Educational Advisory Board). The study was completed in 2016. According to this study³:

- Between July 2013 and December 2015, regional employer demand for master’s level EPERCR (Disaster preparedness, emergency response, and community resilience) increased 80%.
 - According to regional job postings, the demand for emergency managers cuts across the public, private and nonprofit sectors, including such organizations as Deloitte, San Francisco Municipal Transit Agency, Santa Clara County Office of Education, and American Red Cross.
- e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

While multiple higher education institutions in Oregon have courses and programs that relate to the science of natural and manmade disasters—including the Earth Sciences Program at the University of Oregon and the College of Earth, Ocean and Atmospheric Sciences at Oregon State University—*there is no existing graduation program in emergency management and community resilience in the State or Oregon.* The program proposed here would be the first of its kind in our state.

There are, within the state, two-year degree programs that offer education in emergency management, including those at Portland Community College and Clackamas Community College which offer Associate of Applied Science Degrees. Dean Stephen Percy met with the head of the emergency management program at Portland Community College where he discussed possible collaborations and strategies to create a pathway for PCC graduates who studied emergency management to come to PSU, finish their undergraduate degree and enroll in the graduate Emergency Management and Applied Science degree program.

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

² Federal Emergency Management Administration (FEMA) Higher Education Program, *Building Cultures of Preparedness: Report for the Emergency Management and Higher Education Community*, January 2019.

³ EAB, *Market Viability of a Master of Science in Disaster Preparedness, Emergency Response, and Community Resilience*. Analysis of Employer Demand in the Portland Region, 2016.

Primary measures of program performance will include:

1. Percent of students who are retained and graduate from the program.
2. Percent of graduates who obtain jobs in the broad field of emergency management and community resilience.
3. Percent of students who indicate one or two years following their graduation that they learning in this graduate program contributed to their ability to perform their jobs in a high quality manner.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

A systematic ongoing program assessment plan has been developed for the proposed degree program. Learning Competencies for this graduate program are designed to align with *The Next Generation Core Competencies for Emergency Management Professionals: Handbook of Behavioral Anchors and Key Actions for Measurement* (by Shirley Feldmann-Jensen, R.N; D.P.P.D.; M.P.H. Steven Jensen, D.P.P.D. Sandy Maxwell Smith, R.N.; Ph.D., Federal Emergency Management Administration, Washington, D.C., August 2017. This recommendation of learning goals in emergency management education can be found at:
https://training.fema.gov/hiedu/docs/final_%20ngcc%20and%20measures_8-13-2017.pdf

As of this time there is no accrediting body for emergency management education. This identification of learning competencies reflects current thinking and understanding regarding emergency management education.

These Learning Competencies are clustered into three areas: (1) building the individual, (2) building the professional, and (3) building relationships. Several competency elements are listed for each area as outlined in the identification of Learning Objectives, outlined below for the Emergency Management and Community Resilience degree program.

Each Learning Competency is mapped to the core courses in which student learning related to the competency is expected to take place.

Emergency Management Competencies that Build the Individual

1. Operate within the Emergency Management Framework, Principles, and Body of Knowledge

The emergency management professional utilizes a proactive, anticipatory, and innovative approach for guiding public policy and in the application of the emergency management framework and principles. Emergency management seeks to promote safer, more resilient, and thriving communities. All necessary actions are employed to mitigate against, prepare for, respond to, and recover from threatened or actual hazards. Emergency Management activities must be comprehensive, progressive, risk-driven, integrated, collaborative, coordinated, flexible, and professional.

Learning Competency	Core Cores
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	Connection
Students will have the ability to articulate the ways in which the core emergency management disciplines understand disasters and define practice	540, 591,523,560

2. Possess Critical Thinking

The emergency management professional employs critical thinking to identify and reduce disaster risk in the communities they serve. Critical thinking is a disciplined and multifaceted intellectual process, which involves problem-solving, strategic, adaptive, and innovative thinking. The practice of recognizing relevant evidence, understanding relationships in multi-layered data, and making clear the connections between potential causes and effects is fundamental to decision-making, adaptive actions, and thriving in uncertain environments.

Learning Competencies	Core Cores Connection
Students will develop skills that enable them to link theoretic concepts to real work applications and disaster planning in diverse social and economic contexts.	591, 595
Students will develop a deep understanding of the concept of resilience and its application in planning and implementation of disaster preparedness, response and mitigation, and post-disaster recovery	595, 560

3. Abide by Professional Ethics

The emergency management professional both abides by and champions professional ethics. Professional ethics delineate expected and appropriate conduct, principles, and moral and ethical values that guide practice in the midst of both known and uncertain environments. Ethics must be approached as a totality of principles, not as individual guideline; together, the sum of principles provides an important foundation for action.

Learning Competency	Core Cores Connection
Students shall be able to understand and evaluate the ethical impact and implications of communications, planning, and disaster response in diverse settings	545, 591

4. Learning

The emergency management professional engages in continual learning as a central means of increasing their efficacy when operating in a dynamic risk environment. Continual learning is about building adaptive capacity through an iterative exchange of new information in relationship to prior understanding. The continual learning process allows ongoing improvement, which is critical to achieving system stability, resilience, and thriving opportunities in the midst of an uncertain and complex future. Continual learners develop and nurture a frame of mind that values and utilizes curiosity, reflection, experience, and the development of new understanding.

Learning Competency	Core Cores Connection
Throughout learning in the program, students will learn about the important need in post-graduate, ongoing careers to keep abreast of new and changing knowledge about disaster risk, vulnerability, preparedness and response	540, 591

Emergency Management Competencies that Build the Practitioner

5. Scientific Literacy

The emergency management professional possesses an understanding and working knowledge of scientific processes, as well as a familiarity with the natural, social, fiscal, and applied sciences. Diverse scientific knowledge is essential as they inform the management and understanding of disaster risk and vulnerability on local, regional, national, and global levels. Scientific literacy is the capacity to objectively and systematically work through complex problems, using the scientific process to identify questions, interpret evidence based findings to inform decision making, and effectively communicate the results to policy makers and the public. Through the use of the scientific process and principles in relationship to hazards, risks, and vulnerabilities, practitioners can deliver enhanced value to enable the communities they serve to thrive.

Learning Competency	Core Cores Connection
Students will understand the basic science about the causes and consequences of natural disasters	520, 530, 591, 567, 560

6. Geographic Literacy

The emergency management professional possesses a foundational and comprehensive understanding of the geographic configurations of hazards, vulnerability, and risk. Geographic literacy comprises knowledge of the earth's physical and human systems, utilizing a spatial foundation where hazards, vulnerability, and risk can be conceptualized. The interconnections, interactions, and implications across complex physical, built, and social environments can be analyzed to track changing disaster risk profiles and inform decision making.

Learning Competency	Core Cores Connection
Students will understand critical issues of hazards, vulnerabilities, preparedness, and recovery related to geographical time and space, including social, economic, ecological and infrastructure dimensions	567, 535

7. Sociocultural Literacy

The emergency management professional recognizes the social determinants of risk, as both the risks for and the effects of disasters are socially produced. A sociocultural foundation provides the lens to examine and understand human behavior, and the individual and collective ways in which humans may affect their relationship to risk, adaptive capacity, and ability to thrive.

Learning Competencies	Core Cores
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	Connection
Students will attain a deep awareness of the social and economic determinants and outcomes of disaster events, including how these determinants inform the distribution of vulnerability and challenges to community resilience	530, 595, 545, 591
Students will understand emergency management from an international perspective, including differences in emergency management systems across diverse nations and settings.	550

8. Technological Literacy

The emergency management professional possesses a fundamental understanding of evolving technologies, their relevant application to practice, and timely adoption of these technologies. Technology refers to the mechanisms or devices developed from the application of scientific knowledge. Integrating emerging or evolving technology into emergency management practice requires an awareness of current innovations, the ability to evaluate their potential utility, the expertise to utilize technologies, and a grasp of the security measures necessary to protect the technology.

Learning Competency	Core Cores Connection
Students will develop qualitative and quantitative geospatial data are applied to assessing community vulnerability and resilience	567

9. Systems Literacy

The emergency management professional sees the whole picture, particularly interrelationships and patterns of change. Systems literacy helps the emergency management professional synchronize their understanding and practice with the ongoing shift away from a linear and hierarchical human order to one that is characteristically dynamic, complex, and exponential. The focus of systems literacy is on interdependent relationships that produce reactions, changes, and adaptations over time. This scientific foundation provides the emergency management professional a deeper understanding of the present for developing future focused strategies that enable adaptation and the ability to thrive.

Proposed Learning Objective	Core Cores Connection
Students will understand public policies and institutions that governments use to plan for and respond to disasters, including varieties of emergency management programs and the actors engaged in implementing them	550, 545, 560

Emergency Management Competencies that Build Relationships

10. Disaster Risk Management

The emergency management professional communicates and facilitates disaster risk awareness, assessment, measurement, and reduction across a broad spectrum of stakeholders. Disaster risk management is the application of strategies and policies to prevent new disaster risk, reduce

existing disaster risk, and manage the residual disaster risk, ultimately contributing to loss reduction, resilience building, and thriving communities. An understanding of how systems interact to create risk, along with recognition that risk is interdependent with social systems is fundamental to the function.

Learning Competency	Core Cores Connection
Students will understand how mitigation, preparedness, response, and recovery contribute to a resilient community	540
Students will understand, analyze and use anthropological theories about cultural diversity and social construction of identity as they relate to governance in disaster response (including respect for human rights and humanitarian aid)	591

11. Community Engagement

The emergency management professional is able to facilitate community ownership of risk. Community engagement involves an open dialogue and relationship development that fosters working constructively to reduce the shared disaster risk. The practices of clearly communicating information, giving voice to unheard community members, integrating divergent perspectives, promoting and supporting individuals, families, businesses, and organizations are vital for building the foundation of respect and support for a thriving community.

Learning Competency	Core Cores Connection
Students will understand how different constructions of nature, local knowledge, social memory, and vulnerability influence disaster preparedness, response and adaptation	550, 591
Students will understand the critical role of communications in building community energy to understand risk, create effective strategies for disaster preparation, support disaster response, and build long term community resilience	540, 545

12. Leadership

The emergency management professional is comfortable leading within and across organizations. Effective emergency management leadership emphasizes team building, collaboration, collective leadership, and communication connectivity to a wide range of stakeholders, so that the complex risks can be addressed. Leadership is characterized by: informed decision-making, constructive administration and management techniques, fostering a shared vision, empowering others, establishing communication capabilities across varied networks, and creating an outcome oriented environment for continual improvement.

Learning Competency	Core Cores Connection
Student will understand concepts of leadership and management as they relate to effective emergency management	540

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

The program faculty are committed to systematic program assessment in order to pursue ongoing continuous quality improvement and ensure that the curriculum of the program is relevant to the current and future understanding of emergency management and community resilience.

In the first year of the program, faculty will develop a rubric which can be used to assess student learning, curriculum and instruction on each individual learning competency. The rubric will describe, for each competency, how student achievement can be assessed empirically--along a continuum of demonstration of high, medium and low achievement.

Each year, a minimum of three program faculty members--those who teach the core courses of the program will--serve on the Program Assessment Committee. In the first year, the committee will develop the Competency Assessment Rubric and pilot test its application to evidence of student work (described below). By the second year, the assessment system will be fully operative.

The assessment process will work as follows:

1. In fall term, the Program Assessment Committee will select a minimum of four of the 16 Program Learning Competencies for review in that academic year. Over a four-year period, all of the Program Learning Competencies will have been reviewed at least once. The Committee will identify which student work (e.g., papers, reports, presentations) in courses that are mapped to the Learning Competencies (see Section 5a) under review. In addition, in each year, the student group projects in the Capstone Seminar completed in EMCR 595 will also be reviewed, given the applicability of these applied projects to student learning in the program across many Learning Competencies.
2. Copies of student work identified for connection to Program Learning Competencies will be collected.
3. In the summer term, the Faculty Assessment Committee (which will receive summer stipends) will review the selected student work, apply assessment measurement rubrics, and ascertain the level of student learning with regard to the selected Program Learning Competencies. Learning gleaned from this assessment will be used in the subsequent fall term by faculty to consider changes to curriculum, pedagogy and/or student assignments as a means to advance student achievement of Learning Competencies.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Faculty who teach in the program will align themselves with the nature and level of research and/or scholarly work expected of faculty in their respective academic departments. It is expected that faculty who teach Core Courses in the Emergency Management and Community Resilience Degree will include, within their overall academic portfolio, research and scholarship related to the broad field of emergency management and community resilience.

6. Program Integration and Collaboration

- i. Closely related programs in this or other Oregon colleges and universities.
- ii. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.
- iii. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
- iv. Potential impacts on other programs.

This program is highly collaborative in its fundamental design in that it brings together faculty with diverse academic and research expertise across the PSU campus related to emergency management and community resilience and organizes them into a team to guide and nurture the degree program.

This new graduate program will benefit from a Professional Advisory Council (PAC) composed of leaders from diverse organizations operating within the broad network of emergency management agencies within state and local government in Oregon. Several of these individuals participated in the planning of the Emergency Management and Community Resilience degree program.

In addition, Dean Stephen Percy met with Carol Bruneau, Director of the Emergency Management Program at Portland Community College to explore linkages between the two-year degree program at PCC and this new program at PSU as an educational pipeline for students seeking careers in emergency management and community resilience. PCC is very interested in working with PSU and this program to create such a pipeline.

While multiple higher education institutions in Oregon have courses and programs that relate to the science of natural and manmade disasters—including the Earth Sciences Program at the University of Oregon and the College of Earth, Ocean and Atmospheric Sciences at Oregon State University—*there is no existing graduation program in emergency management and community resilience in the State or Oregon.* The program proposed here would be the first of its kind in our state.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

External review report has been completed.

Institution: Portland State University

Program: MS in Emergency Management and Community Resilience

Action: At the **May 7, 2020** meeting, the Statewide Provosts Council approved a new program for **PSU, MS in Emergency Management and Community Resilience** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **PSU** Board of Trustees approved the **MS in Emergency Management and Community Resilience** program at its **April 9, 2020** meeting.

Eastern Oregon University

Sarah Witte, provost

Approved

Opposed

Abstained



Oregon Health & Science University

Elena Andresen, interim provost

Approved

Opposed

Abstained



Oregon State University

Ed Feser, provost

Approved

Opposed

Abstained



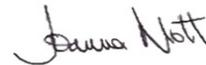
Oregon Tech

Joanna Mott, provost

Approved

Opposed

Abstained



Portland State University

Susan Jeffords, provost

Approved

Opposed

Abstained



Southern Oregon University

Susan Walsh, provost

Approved

Opposed

Abstained



University of Oregon

Patrick Phillips, provost

Approved

Opposed

Abstained



Western Oregon University

Rob Winningham, provost

Approved

Opposed

Abstained

