

**Emergency Management Higher Education Network  
Degree Program Leadership Conference**

**Day One: March 26  
12:00-4:00pm CST**

**12:00pm to 12:30pm**

Welcome  
Conference Rationale  
Set Up Break Out 1

**12:30pm to 1:15pm**

Break Out 1

*Key Consideration:* Meeting emergency management degree program leadership and faculty professional development needs.

*Background:* The leadership and faculty of the emergency management degree program offering community have professional development needs. Prior to this conference, attendees completed a survey regarding these needs and where these needs are being, and/or remain to be, met. Based on identification of where attendees have identified shared needs from the survey data, attendees will consider, in breakout groups, how we might best meet these needs.

*Outcome Sought:* Brainstormed list of ways we might best meet our common needs.

**1:15pm to 1:45pm**

Full Group Discussion and Next Steps

**1:45pm to 2:00pm**

HEALTH BREAK

**2:00pm to 2:15pm**

Set Up Break Out 2

**2:15pm to 3:00pm**

Break Out 2

*Key Consideration:* The extent to which degree program leadership agree on key aspects of offering bachelors level degree programs in emergency management—both in terms of identity and curriculum content—and what, if anything, we want to do about it.

*Background:* Discussion in the years leading up to and during the 15th Annual FEMA Higher Education Symposium resulted in a widespread call for a focus group to explore whether accreditation for emergency management higher education programs was warranted and, if so, to what standard(s). Representatives of a mixture of Emergency Management higher education programs along with representatives of bodies actively engaged in the accreditation of emergency management programs were convened for an initial two-day meeting at the Emergency Management Institute by the FEMA Higher Education Program in September 2012.

Three years and four focus group meetings later, in September 2015 a recommended set of Emergency Management Accreditation Standards was produced. Significant effort was committed during the three-year period to represent the voice of the community served in the focus group composition; the focus group also gathered input from degree programs throughout the nation via surveys and breakout sessions at the Higher Education Symposium. The standards include a) general standards and b) curriculum standards.

The very next year, 2016, the FEMA Higher Education Program sponsored a focus group to consider competencies for next generation emergency management professionals. This group engaged a panel, using a modified Delphi method, to develop a set of competencies. The group presented at the FEMA Higher Education Symposium on the competencies more than once. The competencies were recommended for inclusion in bachelor's level curriculum. A document was promulgated in 2017 outlining how each competency might be met at each degree level.

Prior to these accreditation and competency efforts, the FEMA Higher Education Program had convened a number of focus groups to discuss associates and bachelors level curriculum and a number of individuals had written white papers on the topic.

Concurrent to these efforts, the FEMA Higher Education Program sponsored a number of focus groups to consider the disciplinary purview and research standards for emergency management. Feedback via surveys and breakout sessions was sought throughout the period in which these focus groups were held. The final points of consensus from all of these groups is reflected in the Doctoral Points of Consensus v.2 document, and, at the time, reflected some aspects of a shared identify for emergency management education, educators, and researchers.

Still, the questions remain after all these years and all of these efforts: 1) To what extent do we have a shared identity? And 2) To what extent do we agree on what an emergency management bachelor's degree curriculum should cover?

Prior to this conference, attendees completed a survey regarding their perception of the points of consensus, the bachelor's content standards from the 2015 Accreditation Standards, and the NGCC competencies. The data from these surveys will be shared with attendees and used to focus dialogue.

*Outcome Sought:* Identify what, if anything, the community wants to do to move toward/forward with consensus surrounding our identity and curriculum content for bachelor's degree programs.

**3:00pm to 3:45pm**

Full Group Discussion and Next Steps

**3:45pm to 4:00pm**

Wrap Up Day 1

## Day Two: March 27 11:00am-2:00pm CST

### **11:00am to 11:30am**

Set Up Break Out 3

### **11:30am to 12:15pm**

Break Out 3

*Key Consideration:* Extent to which degree program leadership agree on the general standards from the 2015 Accreditation Standards and identification of community next steps, if any.

*Background:* Leading up to this session, attendees completed a survey addressing their perceptions of the accreditation standards (discussed in Breakout Session 2 background above). The data from this survey will be shared with attendees and used to focus discussion.

*Outcome Sought:* Identify what, if anything, the community wants to do about accreditation after reviewing the results of the pre-survey on accreditation standards.

### **12:15pm to 12:30pm**

Full Group Discussion and Next Steps

### **12:30pm to 12:45pm**

Set Up Break Out 4

### **12:45pm to 1:00pm**

HEALTH BREAK

### **1:00pm to 1:30pm**

Break Out 4

*Key Consideration:* Organizing to meet our needs

*Background:* The first half of day one was spent in consideration of the professional development needs we have in common and how we might meet those needs. The latter half of day one and the first of day two were spent in discussion of what if anything we want to do about our identity, bachelor's curriculum content and accreditation. To the extent we've identified things we want to do to meet our community needs and goals in these areas, we need to plan. That's what this session is to support—generating a basic plan to implement the initiatives we agree to pursue.

*Outcome:* Identification of a set of initiatives attendees agree to pursue for our collective benefit and a plan and timeline for pursuing those initiatives

### **1:30pm to 2:00pm**

Full Group and Next Steps

Wrap Up Day 2