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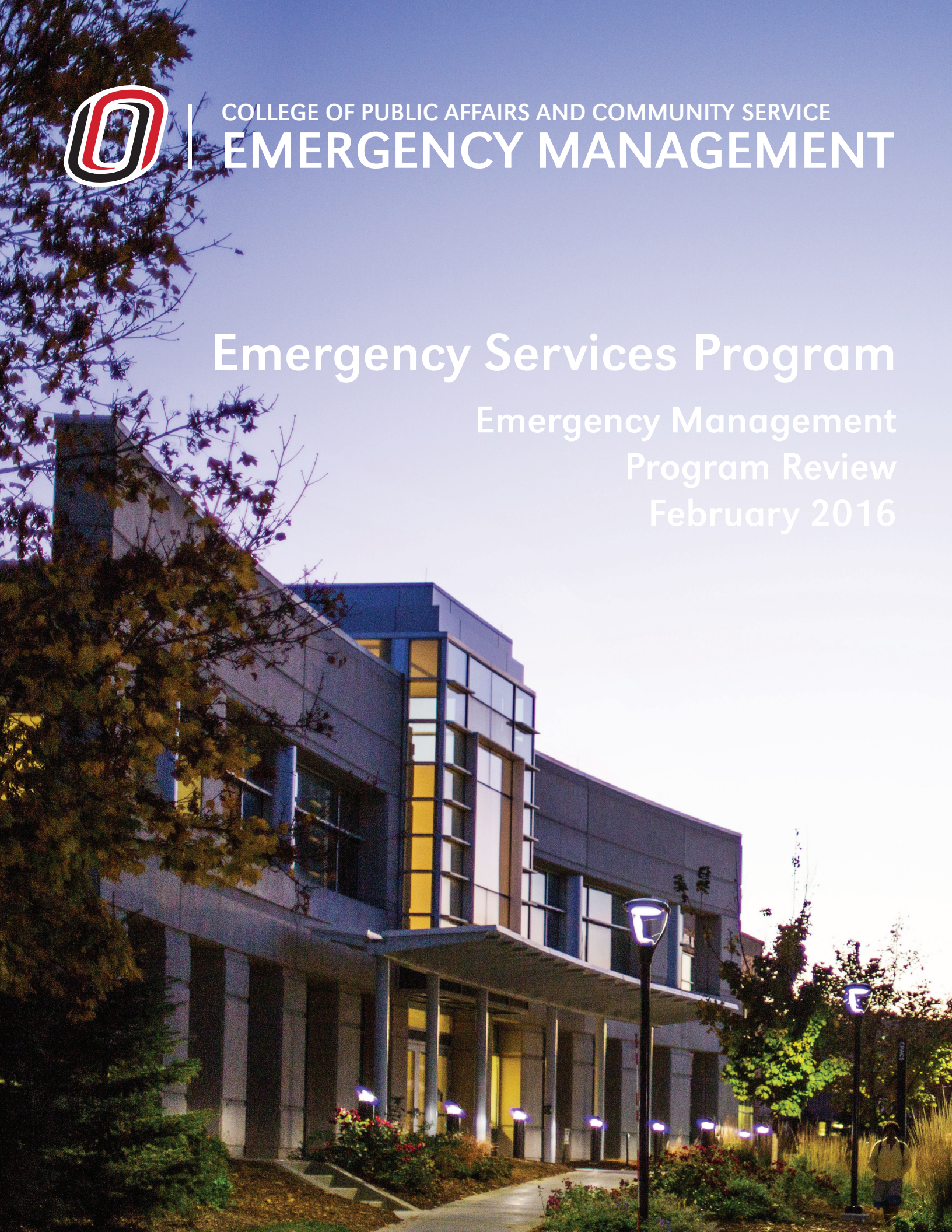

COLLEGE OF PUBLIC AFFAIRS AND COMMUNITY SERVICE

EMERGENCY MANAGEMENT

Emergency Services Program

Emergency Management Program Review

February 2016

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UNIVERSITY OF NEBRASKA AT OMAHA

ACADEMIC PROGRAM REVIEW

A Guide to the Review Process

University of Nebraska Omaha

University of Nebraska at Omaha Program Review

Internal program reviews are conducted by the Academic Planning Council (APC) and are an integral part of UNO's assessment and planning processes for the unit, college, and University. The review process is designed to monitor the quality and assist in the ongoing development of UNO's academic programs and units.

Every academic program offered at UNO will be reviewed at least once within a seven-year cycle. The reviews are conducted routinely and are coordinated with the review reports prepared for the Coordinating Commission for Postsecondary Education (CCPE).

For programs with external accreditation the UNO review process may be coordinated to minimize a need for duplication. In some cases the APC review process has been used to prepare for an external accreditation review. If the external process and related self-study do not fully address the criteria required in the APC review, additional documentation will be supplied by the academic program/unit.

UNO's academic program review is comprehensive and focuses on departmental/school units and encompasses all of the programs, both graduate and undergraduate (i.e., majors, certificates, general education courses, centers/institutes, service, etc.), as well as their research, service, and outreach activities.

Program reviews are important because they provide an opportunity to:

- Improve effectiveness of a program by clarifying goals, assessing goal achievement, and evaluating future direction
- Stimulate the review of policies, practices, procedures and records to enhance program success.
- Assess student and program outcomes that lead to data informed decisions regarding improvements in courses, curricula, and methodology or to support request for additional program resources.
- Help the University develop a better sense of a current program and make more informed decisions regarding strategic planning.

Program Review Procedure

The campus academic program review process is primarily comprised of four parts: a self-study, a site visit, a report prepared by an external reviewer, and a summary meeting.

Self-study prepared by the program.

The program self-study is due in the Office of Academic and Student Affairs in the fall term ***at least one month*** prior to the scheduled review team site visit. Instructions for preparing the self-study may be found in this document.

Site visit conducted by a review team.

The site visit by the review team usually takes place over two days during the fall semester. Each review team has at least one external member. The external reviewer is selected by the Assistant Vice Chancellor for Academic and Student Affairs responsible for program review, in consultation with the program leadership. The external reviewer is a critical member of the review team who will be paid a stipend by the Office of Academic and Student Affairs (OASA). Other members of the review team are internal faculty volunteers who sit on the Academic Planning Council or represent groups such as the graduate council or a past review team, as determined by OASA.

An internal faculty volunteer who sits on the APC is typically appointed as Chair of the review team. The review team Chair is responsible for coordinating the agenda with the program leadership, OASA and the external reviewer. Travel and accommodation arrangements are made by OASA. A sample schedule template is attached at the end of this guide.

Report prepared by an external reviewer.

Following the 2-day site visit, the external reviewer shall prepare a summary report on behalf of the review team. The report is due to OASA 30 days following the site visit. Once the review team report has been submitted, a follow up meeting will be scheduled. In advance of this meeting, the program may or may not elect to prepare a written response to the review team report.

Summary Meeting

The summary meeting is typically attended by the Senior Vice-Chancellor for Academic and Student Affairs, the Dean of the College, the Assistant Vice-Chancellor responsible for program review, the program Chair, and selected members of the APC review team. The purpose of the meeting is to discuss the review, associated issues, and to determine what informed decisions and actions would appropriately follow.

Self-Study Guidelines

The self-study prepared by the program is a narrative document (typically 15-25 pages). It is comprised of five parts.

I. Review of Program Criteria (A-F)
II. Response to Previous Program Review Recommendations
III. Resource Allocation Plan
IV. Required Attachments (A-E)
V. Optional Attachments

The self-study should follow the prescribed format and respond to each of the statements listed below, using both quantitative and qualitative indicators and referencing documentation as appropriate. Programs are encouraged to incorporate tables and/or graphs that illustrate accomplishments. The self-study (narrative and all supporting documents) should be containable in a 3-inch binder (three copies required) and also submitted electronically as a .pdf or MS Word document.

I. Review of Program Criteria

Please provide evidence that supports each of the following statements. These criteria are aligned with the Core Components in the Criteria for Accreditation set forth by the Higher Learning Commission. Please note the attached guidelines that require the Program Review Team to use a performance rating of "Met", "Met with Concerns", or "Not Met" to assess these standards.

A. Educational Offerings

1. The program's courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)

2. The program's degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. (HLC 3.B.3)

3. Where applicable, please describe how the program contributes to the general education program of the University. (HLC 3.B.1)

4. The program's educational offerings recognize the human and cultural diversity in which students live and work. (HLC 3.B.4)

5. The program communicates about its educational offerings with students and other constituencies, and ensures that its quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). (HLC 3.A.3) The program ensures that instructors in any dual credit, contractual, and consortial programs are appropriately credentialed. (HLC 3.C.2)

6. Where applicable, please describe how the program offers co-curricular or community engagement opportunities that contribute to the educational experience of the program's students. (HLC 3.E.1)

B. Students

1. The program's students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)

2. The program ensures that its instructors are accessible for student inquiry. (HLC 3.C.5)

3. The program provides academic advising suited to its programs and the needs of its students. (HLC 3.D.3)

C. Faculty and Staff

1. The program faculty members contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)

2. The program has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (HLC 3.C.4)

3. The program ensures that all of its staff members are appropriately qualified, trained, and supported in their professional development. (HLC 3.C.6)

D. Ethical and Professional Practice

1. The program operates with integrity, and establishes and follows fair and ethical policies and procedures. (HLC 2.A)

2. The program has established policies with respect to academic honesty and integrity. (HLC 2.E.3)

3. The program offers support to ensure the integrity of research and scholarly practice conducted by the program's students. (HLC 2.E.1)

4. The program offers its students guidance in both the ethical and effective use of information resources. (HLC 2.E.2 and 3.D.5)

E. Performance Measures

1. The program has identified the available external accreditation options for its degrees and maintains such accreditation wherever applicable. (HLC 4.A.5)

2. Using appropriate indicators, the program evaluates the success of its graduates, including whether its degree and certificate programs prepare students for advanced study or employment. (HLC 4.A.6)

3. The program gathers and analyzes data about student retention, persistence, and completion in its degree programs, and uses this information to make improvements as warranted by the data. (HLC 4.C)

4. The program employs effective procedures to improve its own performance. (HLC 5.D)

5. The program addresses its role in a multicultural society. Its processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. (HLC 1.C.1 and 1.C.2)

6. The program has identified and engaged with external constituencies and communities of interest, responding to their needs as its mission and capacities allow. (HLC 1.D.3)

F. Current Resources

1. The institution has provided the program, including its students and instructors, with the infrastructure and resources necessary to support effective teaching and learning. (HLC 3.D.4)

2. The program employs its resources efficiently and strategically. (HLC 3.D)

3. The program has sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles of faculty. (HLC 3.C.1)

II. Response to Previous Program Review Recommendations

Please attach a statement explaining how the program has responded to recommendations provided in the most recent prior program review.

III. Future Resource Allocation Plan

Please attach a summary statement explaining (A) how resources should be invested in the unit in the case of increased funding levels, and (B) what areas should be reduced/eliminated in the case of decreased funding levels.

IV. Required Attachments

A. Program Strategic Plan and Mission Statement

The attached strategic plan and mission should include or be prefaced by a statement explaining how the program's strategic plan and mission are related to the strategic plan and mission of the University. How does the program communicate its strategic plan and mission? (HLC 1A, IB, IC, ID)

B. Assessment Plan

An assessment plan must be included for each degree granted by the program and for any affiliated centers. For example, if the program grants the M.A., B.A., and B.S. degrees, then three assessment plans should be included or it should be noted that the same plan is included for multiple degrees. Assessment plans for any concentrations or certificates may be included but this is not required.

C. Assessment Report

An assessment report regarding student learning outcomes (SLO) must be included for each degree granted by the program and for any affiliated centers. New assessment data or documentation of student learning may be included if available; otherwise, programs may submit their most recent prior SLO report(s) along with feedback received from the UNO Assessment Committee. Assessment reports for all concentrations or certificates may be included but this is not required. (HLC 4.B and 3.A.1)

D. Academic Department Indicators

The Office of Institutional Effectiveness can assist in compiling this data.

E. Faculty Curriculum Vitae

Summary form is acceptable. (HLC 3.B.5 and 3.C.2)

V. Optional Attachments

These may include items such as unit annual reports, summaries of other external reviews such as accreditation reports, summaries of student evaluation results, and web pages or other informational or promotional materials.

Program Review Feedback Guide

A. Educational Offerings

1. The program's courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)			
Comments:	Met:	Met with concerns:	Not Met:

2. The program's degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. (HLC 3.B.3)			
Comments:	Met:	Met with concerns:	Not Met:

3. Where applicable, please describe how the program contributes to the general education program of the University. (HLC 3.B.1)			
Comments:	Met:	Met with concerns:	Not Met:

4. The program's educational offerings recognize the human and cultural diversity in which students live and work. (HLC 3.B.4)			
Comments:	Met:	Met with concerns:	Not Met:

5. The program communicates about its educational offerings with students and other constituencies, and ensures that its quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). (HLC 3.A.3) The program ensures that instructors in any dual credit, contractual, and consortial programs are appropriately credentialed. (HLC 3.C.2)			
Comments:	Met:	Met with concerns:	Not Met:

6. Where applicable, please describe how the program offers co-curricular or community engagement opportunities that contribute to the educational experience of the program's students. (HLC 3.E.1)			
Comments:	Met:	Met with concerns:	Not Met:

B. Students

1. The program's students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)			
Comments:	Met:	Met with concerns:	Not Met:

2. The program ensures that its instructors are accessible for student inquiry. (HLC 3.C.5)			
Comments:	Met:	Met with concerns:	Not Met:

3. The program provides academic advising suited to its programs and the needs of its students. (HLC 3.D.3)			
Comments:	Met:	Met with concerns:	Not Met:

C. Faculty and Staff

1. The program faculty members contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)			
Comments:	Met:	Met with concerns:	Not Met:

C. Faculty and Staff Continued

2. The program has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (HLC 3.C.4)			
Comments:	Met:	Met with concerns:	Not Met:

3. The program ensures that all of its staff members are appropriately qualified, trained, and supported in their professional development. (HLC 3.C.6)			
Comments:	Met:	Met with concerns:	Not Met:

D. Ethical and Professional Practice

1. The program operates with integrity, and establishes and follows fair and ethical policies and procedures. (HLC 2.A)			
Comments:	Met:	Met with concerns:	Not Met:

2. The program has established policies with respect to academic honesty and integrity. (HLC 2.E.3)			
Comments:	Met:	Met with concerns:	Not Met:

3. The program offers support to ensure the integrity of research and scholarly practice conducted by the program's students. (HLC 2.E.1)			
Comments:	Met:	Met with concerns:	Not Met:

4. The program offers its students guidance in both the ethical and effective use of information resources. (HLC 2.E.2 and 3.D.5)			
Comments:	Met:	Met with concerns:	Not Met:

E. Performance Measures

1. The program has identified the available external accreditation options for its degrees and maintains such accreditation wherever applicable. (HLC 4.A.5)			
Comments:	Met:	Met with concerns:	Not Met:

2. Using appropriate indicators, the program evaluates the success of its graduates, including whether its degree and certificate programs prepare students for advanced study or employment. (HLC 4.A.6)			
Comments:	Met:	Met with concerns:	Not Met:

3. The program gathers and analyzes data about student retention, persistence, and completion in its degree programs, and uses this information to make improvements as warranted by the data. (HLC 4.C)			
Comments:	Met:	Met with concerns:	Not Met:

4. The program employs effective procedures to improve its own performance. (HLC 5.D)			
Comments:	Met:	Met with concerns:	Not Met:

5. The program addresses its role in a multicultural society. Its processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. (HLC 1.C.1 and 1.C.2)			
Comments:	Met:	Met with concerns:	Not Met:

6. The program has identified and engaged with external constituencies and communities of interest, responding to their needs as its mission and capacities allow. (HLC 1.D.3)			
Comments:	Met:	Met with concerns:	Not Met:

F. Current Resources

1. The institution has provided the program, including its students and instructors, with the infrastructure and resources necessary to support effective teaching and learning. (HLC 3.D.4)			
Comments:	Met:	Met with concerns:	Not Met:

2. The program employs its resources efficiently and strategically. (HLC 3.D)			
Comments:	Met:	Met with concerns:	Not Met:

3. The program has sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles of faculty. (HLC 3.C.1)			
Comments:	Met:	Met with concerns:	Not Met:

II. Response to Previous Program Review Recommendations

Reflections on the program's response to its previous review recommendations:

III. Future Resource Allocation Plan

Comments or suggestions are about resource allocation in the program:

IV. Required Attachments

A. Program Strategic Plan and Mission Statement

Comments or suggestions related to the program's mission and strategic plan:

B. Assessment Plan

Comments or suggestions concerning the program's most recent assessment plan:

C. Assessment Report

Comments concerning the program's most recent report on Student Learning Outcomes assessment:

D. Academic Department Indicators

Observations related to the academic department indicators, including majors and minors, SCH productivity, and trends over time:

E. Faculty Curriculum Vitae

Observations related to the Curriculum Vitae of the faculty:

V. Optional Attachments

Observations related to any optional attachments or additional topics not addressed above:

Attachment - Sample Itinerary

Program Review, Nov 12-13, 201__

Team Chair. _____
External Reviewer: _____
GPC Rep: _____,
UNO Rep: _____,

Sunday, Nov 11

0X:00	Pick-up of Prof. _____ at airport by _____ (Program Rep)
0X:00	Dinner with _____ (Program Rep)

Monday, Nov 12

08:00	Pick up of Prof. _____ at hotel by _____ (Team Chair)
08:15 - 09:00	APC Team Meeting (Room #)
09:00 - 10:00	Meeting with _____ (Program Rep) and tour of program facilities
10:00 - 11:00	Meeting with Dean _____
11:00 - 12:00	Faculty: _____, _____, _____, etc (Room #)
12:00 - 01:00	APC Team Lunch (Room #)
01:00 - 02:00	Meeting with Graduate Dean - Deb Smith-Howell (EAB 203)
01:30 - 02:00	Area Faculty: (Room #)
02:00 - 02:30	Class Visit: (Room #)
02:30 - 03:00	Graduate Program Committee: (Room #)
03:00 - 03:30	Meeting with undergraduate reps/majors (Room #)
03:30 - 04:00	Meeting with graduate rep, graduate students (Room #)
04:00 - 05:00	Class Visit (Room #)
05:00 - 06:00	Pick-up and tour of _____ (Program Rep)
06:00 - 07:00	APC Team dinner (MBSC - XXX Room)
07:00 -	Returned to hotel by _____

Monday, Nov 12

08:00	Pick up of Prof. _____ at hotel by _____ (Team Chair)
08:30 - 09:00	Meeting with staff (Room #)
09:00 - 09:30	Community Partners (Room #)
09:30 - 10:00	Undergraduate Program Committee: (Chair/Faculty), (Room #)
10:00 - 10:30	Reappointment-Promotion-Tenure Committee: (Chair/Members), (Room #)
10:30 - 11:00	Resource Committee: (Chair), (Room #)
11:00 - 12:00	Meeting with Senior Vice Chancellor BJ Reed (EAB 202)
12:00 - 02:00	APC Team Lunch (Room #)
02:00 - 03:00	Exit Meeting with Department (Chair) (Room #)

For additional information contact:

University of Nebraska at Omaha
Office of Academic and Student Affairs
6001 Dodge Street, EAB 202
Omaha, NE 68182-0001
402.554.2262

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Strengths, Weakness, Opportunities and Threats (SWOT)

The Emergency Services Program began the program review process by completing a SWOT Analysis. The SWOT was used as a structured planning method to evaluate the strengths, weaknesses, opportunities and threats of the program.

The results of the SWOT were used to answer questions posed in the Academic Program Reeview Guide.

SWOT Analysis

	Positive	Negative
External	**Strengths**	**Weaknesses**
	Professional knowledge and skill of current Personnel and Professional Development Communication and Teamwork- Timely and Flexible internal decision-making capability Flexible and Useable Curriculum Ability to maximize use of University Academic Resources Collaboration with outside agencies and University Departments/ Programs Strong support from Director and Dean National ranking of program Transferable skills – 3 focus areas within the degree Support for students Expanding online opportunities Academic Advising	Lack of Autonomy Unable to quickly make critical and timely decisions Lack of Budget line and control of internal finances Lack of administrative support Poor interface with DCS in control of EM BGS curriculum Inability to guide program marketing Lack of skilled permanent Faculty (GIS, public health and security experts) Over reliance on adjuncts Classes are often overloaded Problems in meeting program and student needs Lack of scholarships and financial aid for EM students EM classes from other institutions do not have transfer equivalents Lack of well-organized student EM group Online Course development expertise and timeliness Office space cannot support needed staff Systematic way to keep up with federal changes to EM, including textbooks
Internal	**Opportunities**	**Threats**
	Only EM all hazards focused program in NE and surrounding states Strong support from business and professional communities Creation of partnerships with business and public organizations Educate the UNO community on EM – what it is, what we do, etc. Increased online program offerings Developed of niche academic offering (TEM) Increased enrollments feeds program financial support Collaboration with academic partners Local and National Internship opportunities for students Articulation agreements Reaching out to other departments/programs about the EM minor, especially CRCJ	Permanent external (state) & Grant funding for faculty Uncertain and inadequate budget support Lack of Grant and funding support from foundation and other donors Competition from other Academic Institutions/Programs Online competition from faster reacting programs Not accepting more credit from FPT programs/military credit University Marketing and Research Bureaucracy Lack of marketing from UNO organizations that impact enrollments Slow faculty hiring process Job availability for students Lack of Administration patience for program development Lack of understanding what Emergency Management is

I. Review of Program Criteria

A. Educational Offerings

1. The program's courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)

The Emergency Management Degree program is a new program only in its fourth year. It was developed as an outcome, skill-based curriculum. A review of other university programs providing emergency management (EM) education was conducted to determine what core subject matter areas were commonly offered as part of the degree program. It was discovered that curriculums were largely based on the professional or educational background of the instructors; institutions with a fire-fighting foundation stressed response and recovery, institutions with public health foundations offered courses heavily stressing public health views, and institutions with national security expertise offered security oriented courses. The working group developing UNO's emergency management elected to use the NFPA 1600 as its guide for (EM) curriculum development. This was done for several reasons; it presented a standard; it was national recognized; and it could be modified as needed to provide education to meet the "all-hazards approach" mandated by Presidential Directive (PD) 8 for creation of a degree program within a 120 semester hour Bachelor of Science (BS) degree framework.

The working group sought to provide specialized education in emergency management, but provide more options to students than appeared to be offered by other EM programs evaluated. The working committee also desired to prepare EM students for employment in both the private and public sectors. UNO's 120 EM BS program was subsequently structured in the following manner (Encl. 1).

Emergency Management Core (30 hrs.)
Concentration Areas: Two at 15 hours each
General Education Requirements: 40-46 hours
Electives: 14+

The core emergency management classes are constructed to produce perquisite skills and knowledge for contemporary EM professionals. Goals, skills, and outcomes are accomplished by first introducing and reinforcing knowledge throughout the curriculum until the student can demonstrate mastery of the following EM degree outcomes.

- Demonstrate understanding of legal and historical knowledge of emergency services and management issues.
- Understand emergency management roles/functions for various public and non-governmental agencies and businesses and their relationship to community vulnerability and resiliency.
- Demonstrate understanding of the five phases of emergency management: prevention, protection, mitigation, response, and recovery and the National Response Framework.
- Demonstrate the ability to identify hazards and threats to communities and how to employ risk reduction and prevention strategies to prevent the occurrence of disasters.
- Be able to perform emergency response and recovery operations IAW with the NRF using best practices.
- Be able to demonstrate use of critical thinking skills and associated analytical methods

- Demonstrate the ability to communicate verbally and in writing in a clear, concise, and coherent manner.
- Understand professional ethical standards, leadership, and management procedures.

The EM Taxonomy graphic (Encl. 2) displays the intro-reinforce-mastery concept employed to produce the EM curriculum outcomes. Foundational concepts are introduced in what we consider our four 'introducing' classes, then these concepts are expanded and reinforced in more detail in the four reinforcement classes. Mastery is displayed by students in their capstone and internship courses. Needed changes are incorporated as necessary into the introduction classes and then folded into upper division courses for reinforcement and mastery.

The design model concept was formed on the idea that specified outcomes would populate approximately 75% of each individual course curriculum. The remaining 25% would be from the instructor's perspective, enabling different perspectives for each topic area, while adhering to core learning outcomes.

The unique part of our program rests with the requirement for EM majors to complete two 15 hour concentration/minor in areas that support the "all hazards" component of EM education. This gives the students the ability to acquire two additional specialized areas of instruction and as well as areas of potential employment. Currently, there are 13 concentration/minor options for students (Encl. 3). The options range from national security to business to public health to geographical information systems to Information Systems Management.

We strive to update this courses each time they are taught to ensure currency. For example, we have incorporated the changes in delineated in the 2011 National Preparedness Goal to incorporate five core capabilities by mission areas, replacing the traditional planning, preparedness, response and recovery phases as previously emphasized by the Federal Emergency Management Agency.

2. The program's degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. (HLC 3.B.3)

Again referring to the EM Taxonomy Graphic, collection and critical analysis of information are introduced as basic concepts in the Introduction (EMGT 1000) and Communication (EMGT 2020) Courses. Critical analysis of information is then performed in EMGT 2050 where the students are required to take concepts introduced in class and apply them in a legal case study analysis. Introduction of quantitative and statistical analysis is introduced in PA/CJ 3000 for incorporation and use in analytical and method building exercises in upper division courses. As the student proceeds to take upper level courses analytical techniques and tools usage are reinforced through completion of risk and hazard analysis exercises and incorporation of hazard and risk concepts in a planning exercise (EMGT 3040). This reinforcement continues in EMGT 3060 and EMGT 4080. The theoretical, conceptual and practical skills and knowledge areas presented in the above mentioned classes are then evaluated in EMGT 4200 (internship) where the student has to apply 'classroom' knowledge' in a real world EM environment and EMGT 4990 (Capstone) where the student has to complete an original analysis of an EM policy or issue. In the Capstone, a research or analytical question is asked and then explored by using an analytical technique to eliminate bias.

3. **Where applicable, please describe how the program contributes to the general education program of the University. (HLC 3.B.1)**

   We have two courses that are designated as part of the University General Education curriculum. EMGT 1000 was originally submitted and accepted as a University General Education Social Science course. EMGT 2500 are new Vulnerable Populations class was recently approved as a General Education Social Science and diversity course. These courses and in particular the vulnerable population courses were designed to educate students about the significant issues that vulnerable populations face in crisis and disaster situations.

4. **The program's educational offerings recognize the human and cultural diversity in which students live and work. (HLC 3.B.4)**

   Diversity and cultural considerations are woven throughout each of the courses. However, though we were attempting of emphasize the importance of culture and diverse ethnic views for the practice of EM in each of our classes, it was realized that a course devoted to these topics was necessary. That was the motivation for creation of EMGT 2500.

   It was also realized that the best demonstration of culture and diversity in education was to recruit and educate a culturally and racially diverse group of EM majors and minors. We have actively sought to recruit students from diverse racial, ethnic, and cultural groups. We are also sensitive to gender and have strived to increase gender diversity. Though the EM field and student EM majors are predominately populated by white males, we initially set a goal of having females comprise 30% of our BSEM majors and have minority percentage match percentages in the general population. We have steadily increased our success in these areas (Encl. 4) over the past several years. In fall 2015 females accounted for 29.8% of majors. The break-out for students of color was African-American 6.4%, Asian 3.8%, Native Americans 1.2%, Hispanic-Latino 3.8%, not specified 7.7%, and Interracial 7.7%. We are continuing to work on recruiting minority students into our program as well as women with the goal of matching population demographics to student major percentages.

5. **The program communicates about its educational offerings with students and other constituencies, and ensures that its quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). (HLC 3.A.3) The program ensures that instructors in any dual credit, contractual, and consortial programs are appropriately credentialed. (HLC 3.C.2)**

   We only deliver courses from the UNO campus, whether they be in classroom or online settings. We strive to keep classroom and online curriculums aligned. We assign a permanent facility member as a class coordinator to coordinate and oversee curriculum delivered by adjunct facility members.

6. **Where applicable, please describe how the program offers co-curricular or community engagement opportunities that contribute to the educational experience of the program's students. (HLC 3.E.1)**

   We currently do not have any service learning classes. However, the internship class offers opportunities for students to work in engaged environments. Sometimes interns are given projects

that are supervised by faculty members. Capstone courses also offer opportunities for students to work on real-world problems under faculty supervision which solves problems or concerns for organizations outside of the university.

B. Students

1. The program's students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)

The students are required to produce work in learning outcome areas to acquire the desired skills and competencies. In upper division course exercises, students are frequently given the opportunity to select interest areas to be evaluated. Since analytical and critical thinking assignments are often difficult and work intensive, we find that giving students the option of selecting topic areas that they like increases both the quality of the effort and the probability it will be completed. Students are also frequently challenged to consider opinions and problems that are outside of their knowledge and comfort zones. EM professionals are frequently tasked with addressing issues that are complex and sometimes unusual. Critical exercises pushing students to make decisions in uncomfortable or unfamiliar areas builds confidence and decision-making skills that are needed in the field.

2. The program ensures that its instructors are accessible for student inquiry. (HLC 3.C.5)

All full-time and adjunct faculty are required to be readily accessible to students. For resident full-time faculty office hours and liberal appointment opportunities are given to students to arrange one-on-one sessions. Walk-in counseling or discussion sessions are frequent. While we maintain office hours, we strive to go out of our way to talk to students when the drop by. It is actually one of our main recruiting tools that has worked exceptionally well. Student centric means that students have priority to the maximum extent possible. The majority of our adjuncts tach online. We ask them to respond to student questions within 24 hours (online and class-room).

3. The program provides academic advising suited to its programs and the needs of its students. (HLC 3.D.3)

The EM has a full time academic advisor with 10 years of advising experience. She possesses a Masters in counseling and takes exceptional pride in ensuring that students receives the best advising possible. She is extremely knowledgeable and serves on University and State academic advising committees. She constructed and monitors a pre-major program for students that have experienced academic performance problems. These students have a combined GPA below the 2.5 minimum receive guidance on how to rehabilitate their academic performance in order to formally enter the EM BS program. The effort to rehabilitate and guide poor performing students is not a common practice among the colleges. We take pride in helping these students succeed. We also track all student progression through their academic career. We also track and attempt to find out why students have either changed majors or quit school. It is a goal to know why all students either complete or fail to complete the program so improvements can be made if necessary.

C. Faculty and Staff

1. The program faculty members contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)

There are three permanently assigned faculty members. Two are tenure-track and one is a designated instructor who is currently enrolled in the Public Administration Doctoral Program. The school of Public Administration is very serious about research and the application of that research in the class room. As such research in policy, decision-making, emergency management communications, and EM's impact on vulnerable populations.

The program emphasis goes well beyond just learning basic facts about the practice of emergency management. The EM faculty is committed to help students to think both creatively and critically. We spend much time and require assignments that make students analyze, think, and produce work that makes students exercise critical and creative thinking and learning.

2. The program has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (HLC 3.C.4)

Faculty and instructors are required by the School of PA to participate in and contribute to their primary research fields. This knowledge adds to the classroom education and program development. As such we attend and participate in appropriate conferences and workshops (for example FEMA Higher Education Conference in Emergency Management and the International Association in Emergency Management [IAEM]. In addition, UNO provides many opportunities for instructors to hone classroom and online skills. UNO offers numerous programs to improve instructional performance. Tenure track faculty are evaluated twice a year for teaching performance, the first is during the fall during the reappointment cycle. The second occurs during the spring during the annual performance review process for all faculty and instructors. Teaching Analysis by Students (TABS) provides "training opportunities that foster ongoing faculty development, offer teaching evaluation as an avenue to classroom enhancement, assist faculty (through grants) to fund pedagogical improvement, create venues for faculty interactions, and share resources to augment teaching repertoires." Teaching evaluations for every instructor receives considerably attention and if deficiencies are noted, then corrective assistance is offered. Tenure seeking professors are screened routinely for teaching effectiveness. If weaknesses are noted then corrective actions are initiated and tracked to ensure that improvements are achieved. There are numerous workshops held throughout the year to improve classroom, online, and hybrid course delivery. We have a very aggressive and accessible distance education and advisory staff, which really goes the extra distance to ensure superior performance. I think we have all tapped these resources on a regular basis. We are currently working on distance education improvement with the UNO DE folks for delivery of our new Tribal Management and Emergency Services program.

3. The program ensures that all of its staff members are appropriately qualified, trained, and supported in their professional development. (HLC 3.C.6)

We currently have one staff member, our academic adviser, permanently assigned to the EM program. Lyndsey has a Masters in Counseling, has over 10 years of advising experience, and is a superior academic adviser (she also serves as an adjunct). Our academic adviser has served as the Nebraska Liaison for the National Academic Advising Association (NACADA), and currently is the co-chair for the 2016 Region Six NACADA Conference. She was also nominated and subsequently received the UNO Employee of the Month for November 2015. Lyndsey has access to and is highly encouraged to attend any training session that will benefit her and/or the students.

The EM program has a dedicated staff assistant assigned in the Public Administration office to assist EM faculty and staff with routine office administrative functions. Liz Barnhart is the assistant and readily assists with any needed task. She has a BA in Marketing from UNO and is currently enrolled in the Communications Master Program.

D. Ethical and Professional Practice

1. The program operates with integrity, and establishes and follows fair and ethical policies and procedures. (HLC 2.A)

The EM Program complies fully with the UNO academic integrity and dishonesty principles as delineated in Encl. 5.

2. The program has established policies with respect to academic honesty and integrity. (HLC 2.E.3)

The EM Program complies fully with the UNO academic integrity and dishonesty principles as delineated in Encl. 4. See end of question bank. The program is addressed in class syllabi and expectations are normally reinforced during orientation or course introduction presentations.

3. The program offers support to ensure the integrity of research and scholarly practice conducted by the program's students. (HLC 2.E.1)

Student research to this point in the program has been very limited. If student research would advance to where Internal Review Board (IRB) clearance is needed, then IRB procedures would be initiated. That said, students are introduced and expected to perform several different kinds of analytical procedures. In EM 2050, EM3040 and especially in EMGT 4990, methodological instruction stresses the reduction of bias. Students are taught to ask questions and then let the data or information drive the answer by complying with methodological or analytical procedures.

4. The program offers its students guidance in both the ethical and effective use of information resources. (HLC 2.E.2 and 3.D.5)

Students are required to comply with American Psychological Association (APA) information resource usage standards. Sections on ethical usage of information are provided in syllabi as well as in classroom instruction.

E. Performance Measures

1. The program has identified the available external accreditation options for its degrees and maintains such accreditation wherever applicable. (HLC 4.A.5)

We have looked at potential options for external accreditation of the program, but have not identified a suitable accrediting body. Originally we were collaborating with the Foundation for Higher Education Accreditation (FFHEA) which turned into the Council for the Accreditation of emergency Management Higher Education (CAEME) but has a large backlog and has seemed to stall. We also have considered seeking accreditation under the International Fire Service Accreditation Congress (IFSAC), but we are not certain that IFSAC is separated from the fire academic area enough

to properly certificate EM programs. We are also investigating accreditation under NASPA. In truth, we are waiting to see if an organization emerges that is recognized as the premier accreditation body for emergency management. After the last FEMA Emergency Management conference in the summer of 2015, we did not have a clear sense that there was any front running organization to accredit our undergraduate program. Our master's program falls under the MPA curriculum and is accredited by NASPA. If an accreditation body emerges that is suitable we will seek accreditation.

2. **Using appropriate indicators, the program evaluates the success of its graduates, including whether its degree and certificate programs prepare students for advanced study or employment. (HLC 4.A.6)**

   When a student graduates from the Emergency Services Program with a Bachelor of Science in Emergency Management, records are kept of their contact information and their place of employment. There are currently 4 graduates from the program and each of them are employed. One is a police officer for the Omaha Police Department, another was just offered a position as a firefighter with the Omaha Fire Department, the third is working with AmeriCorps and the 4th is working in Dakota County Emergency Management. The program plans to graduate two additional students in December of 2015.

3. **The program gathers and analyzes data about student retention, persistence, and completion in its degree programs, and uses this information to make improvements as warranted by the data. (HLC 4.C)**

   The Emergency Services Program keeps detailed records of students currently enrolled in the program as well as those who either stop out, change majors, decide not to enroll at UNO, and/or any other issue that may arise. The academic advisor attempts to contact each student by email and/or phone to discuss the student's reason for leaving the program. The program uses this information to determine improvements that may need to be made. At this time, more often than not, students stop out due to poor grades. Students having academic difficulties are identified as quickly as possible and remedial actions (counseling, study habit instruction, and any other action that is appropriate) are taken.

   The program also tracks currently enrolled students with degree worksheets and degree planning sheets. The academic advisor keep these forms and updates them regularly with student assistance. The students play a large role in helping to plan their semesters and determine when they will graduate.

4. **The program employs effective procedures to improve its own performance. (HLC 5.D**)

   Currently, there are several ways in which the Emergency Services Program employs effective procedures to improve performance. One of those ways is through course evaluations. Each semester students are encouraged to complete a course evaluation for the Emergency Management course in which they are enrolled. In addition to course evaluations, the faculty and staff in the program often critique each other and seek/offer advice to improve upon what is currently being done.

This last year, the College of Public Affairs and Community Service (CPACS) sent out an Academic Advising Survey to all students with a CPACS major. Emergency Management students were included in this survey and responded with their opinions. This survey allowed for both positive comments as well as criticism. This feedback allows the advisor to see what areas they are working well with and what could use improvement or modifications.

Finally, with the tracking of the programs' graduates and their subsequent careers we are able to pay attention to the quality of graduates we send out to the workforce.

5. **The program addresses its role in a multicultural society. Its processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. (HLC 1.C.1 and 1.C.2)**

The field of Emergency Management is a relatively male-dominated field. The Emergency Services Program is dedicated to increasing the female numbers and is proud to say the first graduate was female. Currently, approximately 29.8% of UNO's Emergency Management majors are female. The program's goal is to reach and maintain or exceed a 30% female population. While the program strives to increase female numbers, it is also continuing to improve upon recruitment of minorities. As of the fall 2015, 30% of the majors were listed as an ethnic minority, interracial or not specified. The program would like to improve upon this number. With the creation of the Tribal Emergency Management certificate, concentration and minor, the program hopes to significantly increase the number of Native Americans enrolled at UNO.

Many of the Emergency Management courses address multiculturalism. When disaster strikes, it affects everyone, regardless of race, general, religion, or socioeconomic status, however the affect may not be the same. Students learn to take diversity into consideration when learning about the 5 mission areas listed in the National Preparedness Goal. Currently a new course proposal is going through the approval process that will specifically address vulnerable populations. The course is an introduction to the sociological examination of disasters; students will learn about vulnerability in terms of social, economic, political, geographical and cultural factors. Students will investigate how vulnerable groups such as children, elderly, racial and ethnic minorities, and low income, are affected and cope before, during and after hazardous events. Other topics covered include: disaster warning responses, evacuation behavior, survival behavior, roles of volunteers, and disaster impacts.

The program further addresses our multicultural society through the program's concentration areas. Specifically, a five course concentration and a six course minor was just approved in Tribal Management and Emergency Services (TMES). This program, to our knowledge, is unique in the United States and was specifically designed to deal with the diverse and complex issues facing Native American communities and governments. The courses and concentration were constructed in an outcome-skills based taxonomy (Encl. 6). Please note that two of the TMES courses (EMGT 1150 & EMGT 2500) were submitted for use as University General Education credit.

Concentration in TMES for the EMGT BS Program

The following courses are being submitted to support a 15 hour **Tribal Management and Emergency Services concentration** in the BSEM curriculum.

EMGT 1150:*	**Introduction to Tribal Emergency Management**	**3 Hrs.**
EMGT 2060:	**Foundational Indian Law & Policy Issues** *Prerequisite(s): EMGT 1150 or concurrently with EMGT 1150*	**3 Hrs.**
EMGT 2500:*	**Disasters and Vulnerable Populations**	**3 Hrs.**
EMGT 3020:	**Federal/Tribal Government to Government Relations** *Prerequisite(s): EMGT 1150*	**3 Hrs.**
EMGT 4050:	**Integration of Contemporary Issues in Tribal EMGT** *Prerequisite(s): EMGT 1150*	**3 Hrs.**

TMES Minor

A minor in **Tribal Management and Emergency Services will be satisfied by taking the following additional course:**

EMGT 4020:	**Protecting and Sustaining Tribal Economies** *Prerequisite(s): EMGT 1150*	**3 Hrs.**

***Submitted for designation as General Education Study's social science, diversity courses.**

The program additionally offers a concentration in in Gerontology. We are also considering adding concentrations in Social Work and Religion Studies to the curriculum.

6. The program has identified and engaged with external constituencies and communities of interest, responding to their needs as its mission and capacities allow. (HLC 1.D.3)

For its short time in existence, the Emergency Services Program has worked extensively with external constituencies and communities of interest. The creation of the program itself was designed with the assistance from members of the Omaha Fire Department to ensure a degree program that would benefit our community. The program has put together an advisory board in which members from private industry and government are involved. The goal of this advisory board is to advise on program curriculum and professional development. Present members of the advisory board are Alex Hayes from Mutual of Omaha, Bob Achenbach from First National Bank and Paul Johnson, Douglas County Emergency Manager.

We also aid organizations in emergency management issues as part of our community service initiatives. Currently we are aiding the Southeast Nebraska Community Action Partnership and one of

our recent graduates in constructing the organization's emergency response plans (ERP). We also aid other organizations as part of our capstone and internship course requirements. We have students currently interning at Sienna Francis House, the largest homeless shelter in Nebraska to construct Sienna's emergency response plan. Our faculty belongs to and participates in many different boards and community service organizations. Some of these include the Nebraska Association of Emergency Managers (NAEM), the Nebraska Preparedness Partnership (NPP), and the UNO Global Risk Management group. We have collaborated with the FFHEA, now CAEME in trying to establish a national accreditation body for emergency management education. We were instrumental in establishing a memorandum of understanding (MOU) between UNO and the Tribal Emergency Management Association (iTEMA) for development and deployment of specialized emergency management education for tribal communities.

F. Current Resources

1. The institution has provided the program, including its students and instructors, with the infrastructure and resources necessary to support effective teaching and learning. (HLC 3.D.4)

This is a somewhat tricky area. Institutional space is extremely limited within the College. We have periodically received larger office spaces to accommodate facility and staff, but at the current time we are at capacity. We are seeking to hire an additional instructor, but have no office space within our current facility to accommodate the new member. The University does provide assistance for instructional development through numerous workshops (both for classroom and online). Students have numerous educational tutoring and assistance programs which include a math and writing center to assist in problem areas.

We are also classroom limited. As a rapidly growing program, scheduling of classrooms to accommodate existing and especially new classes is difficult. Students have preferences for class times during the day. These times are very difficult to accommodate or break into, unless you have historically established rooms and times. Classrooms in CPACS are very modern and up-to-date. Each classroom has at a minimum state-of-the art computer aided visual technology and internet access. Some rooms have tele- and video conferencing capabilities. Unfortunately, CPAC spaces are in high demand. New classes provided by CPACs facility may be scheduled in other colleges with that possess less tech quality. Technology support from the CPACs technology group has been outstanding. They have a good maintenance and preventative programs and are quick to react to solve problems. As mentioned earlier, online assistance to improve distance courses is available. Erin King and Karen Heine from the UNO DE staff have been extremely helpful as well as Lance Keel. However, as the demand for distance course provision increases, their time is limited. We need more dedicated online course designers and developers to aid in our distance class provision. This would improve the quality of online course provision and student learning.

2. The program employs its resources efficiently and strategically. (HLC 3.D)

In one respect, The Emergency Management Program was developed in an exceptionally effective manner. Referring to the programs growth numbers again, we have continued to substantially exceed all projections and expectations for student majors, minors, and enrollments. UNO has an expressed goal of increasing student enrollments to 20,000 by the year 2020. The extraordinary growth of the EMGT & FSMTGT program growth (Encl. 7) has significantly contributed to obtaining

the growth goal. However, this growth has generated resource problems and is experiencing some significant strategic considerations that are hampering program efficiency and growth.

a. The program was established as a subcomponent of the Public Administration School. PA is primarily a graduate program. While the EMGT program does have a concentration within the MPA curriculum, the vast majority of EM students are undergraduate. While some accommodations for this reality have been made, there are some substantial disconnects.
b. The EM Director position is on a nine month contract, not on a 12 month contract. To properly supervise a program of this size a three month gap in the summer cannot be tolerated. Student recruiting and advising and program management is a 12 month proposition.
c. The EM director workload is viewed in the same manner as a director for an MPA concentration. However, the EM director operational responsibilities exceeds graduate counterparts. The EM director advises graduate EM concentration majors, but also provides career and academic advising to approximately 90 BSEM students, 12 EM BGS students, and 58 or so minors (Encl. 7) as well as perspective students and parents (much of the academic advising is done exceptionally well by the EM academic supervisor, but substantial faculty involvement is still required) . The director also oversees adjunct hiring for the Emergency Services Program, although Joe Mancuso does the majority adjunct recruiting and training as an instructor, which is another personnel overload issue.
d. As a sub-unit of the PA school, EM faculty do not manage their own budget. The budget line is managed through the PA school office. This situation serves as both a positive and negative. The positive is that we don't have to manage it. The negative is that we have not control over marketing expenditures, operations, or any other activity that requires funding without going to the PA Director and/or Dean. While the desired funds are generally received, this process is extremely inefficient and time consuming. No one is arguing about proper oversight, but this really hampers efficient and timely decision-making. We are unable to control our own internal budget and are constantly concerned about funding. We need control of our program.
e. We lack administrative support. Routine administrative tasks are handled by PA office personnel. While they do a good job, it again requires additional time and effort to communicate and get tasks accomplished. If we print anything substantial we have to go down the hall and pick it up. Again, this is wasted time. We need full time and dedicated office support, within our own office spaces.
f. Historically, there have been problems with managing marketing for the program. There are too many administrative hoops to get simple things done. This is also a budget and lack of budgetary control issue. It really is difficult to manage marketing given the constraints of University Communications (they want total control under the branding issue). Communications is difficult to work with and they are very slow in turning requests around. These issues are particularly troubling for new programs trying to grow. We are in a competitive environment. The slowness in which a traditional university responds is hampering our ability to compete with more aggressive and well-funded programs.
g. Distance education revenue distribution is another budgetary concern. When the program was approved, we were directed to aggressively pursue distance enrollments for two reasons. One was that expansive of distance education expansion was a key University strategic goal. The other was that much of the revenues generated by distance courses had been historically returned to the colleges and programs that enabled program redevelopment. The EM program has been extremely successful in increasing distance enrollments. However, a policy change has resulted in the EM program receiving a fraction of the revenue anticipated. This money is badly needed for program marketing, program development, and operations, funding of student

scholarships and projects yet has been distributed elsewhere. This redistribution is a real disincentive and fails to reward all the work and planning that was performed to generate revenue to support a new and innovative program.

h. Lack of funding (as in return of distance money) coupled with the lack of control of budgeting impacts our ability to offer scholarships and other incentives to students, which puts us at a competitive disadvantage with other institutions and also limits student educational opportunities.
i. Another strategic problem lies in the way education is administered to non-traditional students. EM provides the curriculum for concentrations within the General Studies Program, but has no control over recruiting or advertising. This is really a strange situation. We cannot combine advertising for the BSEM and the BGS EM concentration because the EM program does not own the GS degree, but provides all the EM course work. Sometimes it appears that we are in competition with the BGS for students even though we provide the EM education.
j. Lack of external funding support from grants and the Nebraska University Foundation. We are working to find agreements with the Foundation, but need external support to fund scholarships and other student award programs.
k. The University and departments are sometimes risk adverse to get new classes up and running. Enrollments drive whether courses are offered or not. Concern over low student enrollments may lead to cancellations which hampers the ability to get new courses and programs started. It takes time to get new curriculum and courses established. This impacts long term curriculum and program development.

3. The program has sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles of faculty. (HLC 3.C.1)

This is probably one of the biggest problem areas. The rapid growth of student enrollments in the EM program have exceeded even the most optimistic forecasts. The good news is that the program is very popular, the operational impact is that classes have more students than the courses were designed to accommodate. We cannot meet the student enrollment demand even though we extensively employ the use of adjuncts. Until the beginning of fall semester 2015, there were just two faculty members and an academic adviser to run all aspects of the EMGT and FSMTGT programs. While, the FSMTGT program is not under evaluation, it still requires the attention of a full-time faculty member, who also teaches EM courses. With the addition of a third faculty member things have actually become more challenging. Tenured faculty positions require a two/two semester unit load; teach two classes (1), do research (1), and perform service (1). Instructor positions require a three/one semester unit load; teach three classes (3) and perform service (1).

Most of our classes have more students per class session than they were designed to accommodate. Our program continues to experience substantial demand that is exceeding our ability to meet (Encl. 7) with the current faculty and staff levels.

1. Enrollment in fall 2015 EMGT 1000 Intro and EMGT 2020 Communications (NIMS) were overenrolled, even though we offered multiple sections.
2. EMGT 2050 (Spring 2015) was designed for a maximum of 25 students and had an eventual enrollment of 44.
3. EMGT 3040 was designed for a maximum of 25 students and in fall of 2015 had 35 students.

4. Two sections were of EMGT 2050 were offered in spring 2016, a third should have been added, but lacked a qualified instructor.
5. EMGT 3080 (Spring 2015) has two sections both of which were filled (one is taught by an adjunct). It probably should have had a third section offered, but lacked a qualified instructor.
6. Classes, like EMGT 1000 Introduction to EM (A General Education Social Science designated course) has a limit of 40 students per section and is sometimes overloaded. Online EMGT 1000 classes are limited to 30 students. We offer a total of five combined classroom and online sections per semester and they are generally full. We could offer and fill at least one to two more sessions per semester, but lack the capacity (qualified instructors). (Please see [Table #] for further loading issues).
7. Class over loading presents a particular problem for the instructor. The curriculum design stresses critical and analytical thinking as a key curriculum outcome. To obtain this skill, the student much complete complex analytical projects that are instructor time intensive to teach and evaluate. Overloading classes detracts from individual student attention in class and adds substantial additional workload on the instructor.

We were offered the opportunity execute a direct instructor hire for this year to off-set some of the teaching loads. We only could identify one qualified candidate. The candidate was exceptionally qualified, but could not retire from his current job for one year. The other option would be to conduct a national search which would take 12 months. We took a chance that the individual would retire and seek employment at the University at the end of the period. If we are unable to perform a direct hire, then we will be forced to conduct a national search.

While adding a single instructor will provide some relief, what is really needed is the addition of two tenured faculty lines and graduate student assistants (GA). If we could pursue two additional faculty positions, we would likely seek candidates with an EM degree and GIS specialization and someone with a Public health EM background. Coupled with our current faculty specializations we would possess both the numbers and academic and professional expertise to better handle student class loads while offering an undergraduate and graduate curriculum that would be a national leader in the field.

We have stopped marketing and advertising the program because of fear of being unable to meet enrollment demands. Fortunately or unfortunately, the program is continue to grow due to word of mouth. This program has amazing potential, much of which will go on realized if the faulty and staffing issues are not addressed. More troubling, though, is the real danger that we cannot offer the course scheduling needed by students to ensure orderly flow and completion of the degree in a four year time frame.

Ideally, the EMGT program should be established as a separate academic entity (like the Aviation Institute). It should remain attached to the PA school, within CPACs but separating EM as a department would allow the autonomy to manage budgets and make program decisions much more quickly. Separation of the EM program into a separate academic program would also require the hiring of professional administrative support staff to perform non-academic tasks, allowing professors and instructors to concentrate on teaching, research, and service that directly adds value to student education.

II. Response To Previous Program Review Recommendations

(This is the first Program Review and we do not have any previous recommendations to review.)

III. Resource Allocation Plan

We are currently authorized to add an additional Instructor line. If allocations are increased it is recommended that an additional tenured faculty line be added. This position would ideally be filled by an individual with emergency management geospatial information systems expertise. Depending on additional allocations an office administrative professional would be added to supervise office operations.

If funding levels were decreased, then it is anticipated that the instructor line recruitment would be suspended and/or reduction in number of adjunct instructors. Reduction of adjunct instructors would have actually reduce revenue generation for the University. Each adjunct generates positive revenue flow for each course taught. Return on adjunct salary expenditures ranges from 50% to as much as 560%.

IV. Required Attachments

A. Program Strategic Plan and Mission Statement

University Mission

The University of Nebraska at Omaha is Nebraska's metropolitan university -- a university with strong academic values and significant relationships with our community that transform and improve life. UNO will:

- Place students at the center of the educational enterprise;
- Expand the educational achievement, intellectual aspirations and horizons of our students with local, state, national, and global communities;
- Offer comprehensive educational programs and services of the highest quality;
- Serve as a recognized center for research, scholarship, creative expression and artistic performance designed to meet the broader community's needs;
- Provide outreach partnerships that address the concerns and interests of the broader external community and, in doing so, become an integral part of the community;
- Build understanding and respect in academic and human relationships by reflecting the dynamic and culturally rich nature of the metropolitan area;
- Exercise statewide responsibility for selected graduate and undergraduate programs.

College Mission

The mission of the College of Public Affairs and Community Service is to:

- Foster a learning environment in which undergraduate students, graduate students, adult learners and both traditional and nontraditional students can gain a comprehensive and quality education helpful in preparing for careers in their respective fields;
- Conduct research, especially as it relates to concerns of our local and statewide constituencies; and
- Offer professional services to the community, including continuing education opportunities, designed to further personal, professional, organizational, and community improvement goals.

EMGT Program Mission

The Mission of the Emergency Services Program is to:

- Develop student talents, wisdom, and experiences in a supportive yet demanding academic environment that prepares them for a rewarding successful professional career in Emergency Services.
- Initiate and lead superior research initiatives while supporting continuous improvements in efficiency, reliability, safety, and sustainability for provision of emergency services for states, the U.S. federal government, and the global community.
- Foster cooperative relationships with neighboring communities, state and federal agencies, and private enterprise through collaborative education, training, and service projects that enhance performance and productivity.
- Set, preserve, and promote the utmost standards of honesty, integrity, and transparency through the teaching of and adherence to ethical conduct and open dialogue while ensuring good stewardship and management of program resources.
- Develop the concept of continuing education and participation in educational programs upon completion of training.

Vision

Our vision is to lead the nation in provision of emergency management education in ways that *measurably* enhance the lives of our students and others we serve through our instructional, research, and service programs.

Values

The Emergency Services Program values:

- Being student-centered
- Providing high levels of academic excellence
- Cultivating diversity
- Fostering collaboration between communities, local, state and federal government as well as global partners
- Developing professional and ethical responsibility to the community and the profession

Emergency Management Strategic Plan

Program Strategic Goals

Achievement of Student Centric Environment

Goal 1. To annually increase enrollment in the Emergency Services programs by 10%.

Action Step a. To maintain a 25% ethnic diversity rate and a 30% gender diversity rate within the Emergency Services Program.

Action Step b. Approach state and Metropolitan Advantage (MAP) community college members to improve or create articulation agreements for the Bachelor of Science in Emergency Management.

Action Step c. To have an active diverse population recruitment process.

Action Step d. To develop, promote and offer scholarships to Emergency Services students.

- Meet with the NU Foundation:
- Promote campus scholarships – CPACS Advantage, Metropolitan Advantage, Thompson Scholarships, Goodrich, Project Achieve, Young Scholarship, Honors, etc.
- Refer students to Education Quest and the UNO general scholarship application.
- Research possible community and/or local businesses for scholarship opportunities.

Action Step e. Collaborate within the university regarding recruitment strategies.

- Employ data from Institutional Effectiveness and Web Focus.
- Promote and update the Emergency Services Facebook and twitter accounts.
- Present Emergency Services Program information to introductory general education courses in which we offer concentrations.

Goal 2. Promote retention by providing high-quality, student-centered academic advising.

Action Step a. Keep up to date on changes/upgrades to PeopleSoft, DegreeWorks, TES, MavTrack and any other system utilized by the university.

Action Step b. Continue to seek opportunities for professional development to better serve students (NACACA and others).

Action Step c. Track current students, change of majors, stop outs, new admits and use the date to determine why students persist.

Action Step d. Each term contact students who are admitted but not enrolled and newly admitted students.

Action Step e. Develop and implement an academic advising survey.

Goal 3. Ensure that students are achieving appropriate progress toward graduation.

Action Step a. Educate students on DegreeWorks.

Action Step b. Advising Flags for students on probation.

Action Step c. Create and utilize a probation contact, which can be used to determine suspension appeal results if necessary.

Action Step d. Learn and utilize PACE – UNO's analytics system.

Action Step e. Establish and maintain a 'Pre Emergency Management Program" that provides academic remedial guidance and monitoring for students with a GPA below 2.5

Goal 4. Work with Community Colleges that have feeder programs for Fire Service Management and Emergency Management.

Action Step a. Finalize the articulation agreements with Metropolitan Community College, Iowa Western Community College and Southeast Community College.

Action Step b. Explore articulation agreements with other community Colleges in Nebraska and Iowa.

Goal 5. Encourage student to be engaged on campus.

Action Step a. Assist in the development of the student group, called the UNO Emergency Management association.

Action Step b. Research national events in regards to Emergency Management and Fire Service in which UNO can promote and celebrate, such as Fore Prevention Week.

Focus on Academic Excellence

Goal 1. Maintain a quality curriculum that integrates experiential learning, related to the core competencies of the program.

Action Step a. Evaluate the curriculum and student learning outcomes each year based on the core competencies of the program and federal updates.

Action Step b. To review and update program concentrations each year.

Action Step c. Develop and continuously improve classroom and online curriculum programs. Locate and employ an education development specialist.

Action Step d. Continue to pursue program accreditation options.

Goal 2. Create an Emergency Services Program Advisory Board in which members will assist with public outreach and curriculum development.

Action Step a. Recruit expert community professionals from public and private organizations to advise on curriculum and best practices.

Action Step b. Create and continue to refine Advisory Board by-laws

Action Step c. Meet at least twice annually.

Goal 3. Promote and recognize student academic success.

Action Step a. Encourage student participation in the University Honors Program.

Action Step b. Recognize outstanding emergency services students at annual student honor's convocation.

Action Step c. Recognize outstanding academic performance at school and department Level.

Action Step d. Research and implement an Emergency Management honor society.

Goal 4. Ensure available Emergency Management concentrations meet professional, community, and academic needs.

Action Step a. Conduct ongoing assessment of current concentrations for relevancy and utility to meet "all-hazards" educational requirements.

Action Step b. Establish agreements with other UNO colleges as needed to create new concentrations.

Action Step c. Continue to develop the Bachelor of Science Emergency Management as an online program.

Goal 5. Assessment – Program assessment should be a systematic and continuous process that strives to increase understanding and improvement of student learning outcomes.

Action Step a. Use periodic faulty reviews of curriculum to assess program strengths and weaknesses and implement subsequent corrective measures.

Action Step b. Utilize Program Advisory Board to evaluate program curriculum and activities and to recommend corrective steps.

Action Step c. Use student critiques and input to better improve course delivery and professional instruction.

Action Step d. Undergo periodic academic review and/or accreditation evaluation to identify areas in need of improvement.

Faculty and Staff Development to Enhance Student Education

Goal 1. Maximize faculty and staff recruitment, retention and development.

Action Step a. Align University, college, and school resources around faculty recruitment, retention and development.

Action Step b. Foster and sustain a collegial community of lifelong learners capable of meeting the present and future challenges of Emergency and Fire Services academics and research.

Action Step c. Ensure that faculty are able to enroll in various academic development program workshops and participate in professional conferences to ensure professional growth.

Action Step d. Provide a rich, diverse and inclusive academic environment that fosters professional and life development.

Action Step e. Create opportunities to hire additional employees as the program continues to grow: Administration Assistant, additional faculty and instructors, and a Distance Education Coordinator.

Goal 2. Create and encourage research opportunities.

Action Step a. Identify areas where research could make the most difference to communities

Action Step b. Ensure that existing research evidence is used optimally in for classroom instruction and ongoing research projects

Action Step c. Establish specialized area of research that contributes to individual professional development and program reputation.

Action Step d. Develop national and international research partnerships that expand the knowledge about issues affecting the provision of emergency and fire management services.

Engage with the Community and National Organizations

Goal 1. Create community partnerships.

Action Step a. Establish partnerships with private Companies – Target the following: First National Bank, Mutual of Omaha, Werner, Union Pacific, etc.

Action Step b. Establish liaisons with governmental Emergency Management agencies (Douglas and Sarpy Co., Nebraska EM, etc.).

Action Step c. Establish working relationships with Nebraska non-profit groups.

Action Step d. Encourage Emergency Management Faculty to gain membership and leadership roles in community and national organizations.

Action Step e. Continue the development of the Tribal Emergency Management Certificate.

Action Step f. Work with the community and businesses to create valuable internship and practicum experiences for both students and employers.

Goal 2. Add concentrations to meet community needs.

Action Step a. Develop the Tribal Emergency Management concentration and minor.

Action Step b. Work with the School of Public Administration and the Non-Profit Leadership Alliance in creating the Nonprofit Management concentration and minor.

Action Step c. Contact the School of Social Work and the Religious Studies Department regarding potential concentrations.

B. Assessment Plan

Assessment Framework

The EMGT program is aggressively pursuing integration of program goals by structuring course content that will ultimately provide students with the broad professional preparation, skill development, and culminating experiences that combine to produce graduates that are well prepared to enter the workforce.

To ensure that courses supply the knowledge needed to accomplish the program goals, the faculty of the EMGT program have constructed a framework for tracking the development of skills and knowledge through an assessment of demonstrated abilities evidenced through student course work products. In the case of each general learning outcome and related specific outcomes, student work is assessed when the concepts are first introduced, when they are reinforced, and ultimately when they should be mastered. As an example, for critical knowledge area (6) (see below), which is the ability to communicate effectively, including both written and oral communication skills, the specific skill of formal presentation might be selected for assessment when the skill is *introduced* in EMGT 1000 Introduction to Emergency Management, again when it is *reinforced* in EMGT 2050 Political and Legal Foundations and EMGT 3040 Preparedness Planning and Risk Mitigation, and finally when students are prepared to demonstrate *mastery* of the skill as part of the program's culminating experience in EMGT 4990 Capstone. The overall framework is articulated in the attached graphic, which links EMGT program general outcomes to specific outcomes to rubrics to courses and artifacts. An evaluation matric is provided that can be populated with information for the first iteration of our assessment plan described below. As we move to assess other outcomes, the matrix will be fully populated.

This approach allows for comparison within and across cohorts of students. In other words, if the same group of students is assessed when the skill is introduced, again when it is reinforced, and finally when we expect that they have reached some level of mastery, we can learn something about the development of the skill as students move through the program. But we can also compare across cohorts to see if, in general, skill development is improving as we make changes and improvements to the program.

Since it is not practical or well advised to attempt to assess every course at once, the EMGT faculty has constructed a rotational schedule that will begin a systematic assessment review of core EMGT classes in school year 2016-2017. When the curriculum was initially developed six educational and skill

outcomes were identified that are considered essential for the preparation of our graduates to pursue meaningful careers in emergency management. Our assessment of how and when these critical knowledge areas are delivered within the curriculum will enable us to improve the development of these skills within our program.

Critical Program Knowledge Areas

- Demonstrate general knowledge of emergency management issues and the roles/functions of various public and non-governmental agencies charged with Emergency Operations, Emergency Declarations, and the National Incident Management System.
- Demonstrate knowledge of risk mitigation and prevention strategies geared toward preventing the occurrence of disasters and emergency situations.
- Demonstrate the ability to identify potential hazards and threats that could result in or escalate to an emergency situation, and knowledge of best practices in terms of response theory and plans.
- The ability to analyze and interpret data and information to solve problems (critical thinking skills).
- Demonstrate the ability to function on multi-disciplinary and diverse teams.
- Demonstrate the ability to communicate verbally and in writing in a clear, concise, and coherent manner.

AQIP (Academic Quality Improvement Program)

AQIP was developed by the Higher Learning Commission in 1999 to give accredited institutions an alternative means to maintain accreditation. AQIP emphasizes assessment and continuous improvement. It has been chosen by the University of Nebraska at Omaha as the method the institution will use to not only maintain accreditation, but also to continuously enhance its programs and processes through dynamic strategic planning, outcomes assessment, and a series of targeted activities called action projects. With the move of both our institution (UNO) and potential program accrediting bodies to outcomes assessment and continuous improvement, the EMGT program is implementing dynamic strategic planning, outcomes assessment, and action projects to enhance our programs and better prepare our students for productive careers in air transportation.

Action Projects

- Culminating Experience (Capstone and Internship)

  The EMGT faculty have chosen to focus an initial action project on the enhancement of the culminating experience for graduates of the Emergency Management program. The culminating experience includes a capstone research project and an internship. Informal and ad hoc assessment of these courses and the culminating experience concept have led to some changes already, but we are now poised to more systematically evaluate the student learning outcomes evidenced through this experience to improve not only the capstone course and the internship experience, but also the skill development and foundational courses upon which the capstone and internship rely.

- Fundamental Academic Skills (Writing, Oral Presentation, Teamwork, and Data Analysis)

As we begin to assess student learning more systematically in the fundamental areas of writing, oral presentation, and information/data analysis we will be able to determine how to better leverage existing resources to assist our students as well as how we might revise and improve our own course offerings and other student services. We have reached a consensus that these skills are essential in the preparation of emergency management professionals and we want to insure that regardless of their skill level when they join our program, they will meet, if not exceed our standards for writing, oral presentation, and data analysis.

- Advising and Mentoring

Advising and mentoring are essential for the improvement of retention and time to completion. They are also critical in that students are more likely to become successfully engaged in their education if they understand how the curriculum is structured, how expectations are established, and why they need to take advantage of resources and opportunities outside the classroom to enhance their learning and the development of skills. The faculty is committed to exploring new and innovative advising strategies and will work with the Program's student services specialist to devise a plan that is informed by our on-going assessment and motivated by our commitment to the preparation of our students for successful careers in Emergency Management.

Continuous Improvement

The EMGT program is committed to the continuous assessment and improvement of its programs. The plan described here is intended to be flexible and dynamic so that the faculty and staff can respond to change quickly and positively to better serve our students and the industry they are being prepared to join. Programmatic and curricular decisions must be made on the basis of sound empirical evidence. Outcomes assessment provides the best opportunity to do this in a reliable and systematic way.

Educational (Student Learning) Objectives for EMGT Curriculum

Each course has specific student learning objectives. These are areas the students should know or be able to do upon completion of each course. In addition to providing the student with information about a specific course, the learning objectives also provide a map for the entire curriculum. The primary learning objectives delineated in the assessment plan and are included in the course syllabus. The instructor also has the ability to provide additional, more specific, learning objectives for units within the course. Each learning objective below is annotated parenthetically with the artifact(s) that will be used in the assessment process.

Course # - Course Name (primary instructor)

EMGT 1000 – Introduction to Emergency Management (Mancuso)

A student successfully completing this course will be able to:

- Demonstrate an understanding of the field of Emergency Management, including the five mission phases: Mitigation, Prevention, Preparedness, Response, and Recovery.
- Discuss contemporary Emergency Management challenges faced by government and industry.
- Have knowledge of relevant emergency organizations and critical partnership interrelationships;
- Demonstrate understanding of the political and legal environment affecting the planning and execution of Emergency management.

- Understand the professional and ethical responsibilities of an Emergency Management professional; and Emergency Management career options.
- Demonstrate competency in writing through the preparation of short papers and other class assignments.
- Use critical thinking skills and interpersonal skills throughout the course.

EMGT 1150: Introduction to Tribal Emergency Management (Zendejas, E.) (Introduced Spr. 2016)

A student successfully completing this course will be able to:

- Understand the notion of sovereignty and Federal and State recognition to validate the existence of Native American Nations.
- Understand the importance of Tribal Nation citizenship rather than the identity as a "Native American" or "American Indian".
- Demonstrate an understanding in the field of Tribal Management and Emergency Services (TMES), including the understanding of the National Preparedness Goal and its five core capabilities: Prevention, Protection, Mitigation, Response, and Recovery, while introducing the efforts to address and mitigate disasters.
- Have a basic understanding of the National Response Framework (NRF), Emergency Operations Center (EOC) Operations, Emergency Operations Planning (EOP), and how Unified Command structures function with a focus on how to apply these principles to TMES.
- Have knowledge of critical supporting emergency organizations and critical partnership interrelationships.
- Demonstrate understanding of the U.S. local, state, and federal government and Tribal Governments and how political and legal issues in these bodies affect the planning and execution of TMES.
- Understand the professional and ethical responsibilities of an Emergency Management professional; and TEM career options.
- Use critical thinking skills and interpersonal skills throughout the course.

EMGT 2020: Emergency Management Strategies and Communications (Mancuso)

A student successfully completing this course will be able to:

- Describe and demonstrate knowledge of the National Incident Management System and Incident Command System in terms of purpose, function, and structure.
- Demonstrate knowledge of communication channels within the Emergency Management framework as they relate to federal, state, and local governments and agencies.
- Identify and describe critical issues in the Emergency Management field and apply standardized strategic reactions to mitigate, prepare, respond and recover from those issues.
- Use critical thinking and analysis skills to evaluate disaster situations and implement Emergency Management services.

EMGT 2050: Political and Legal Foundations in Emergency Services (O'Neil)

A student successfully completing this course will be able to:

- Identify and describe key players and their role and powers in provision of Emergency Management including federal, state, and local agencies, Non-Profit Organizations, Non-Governmental Organizations, volunteer groups, and private sector companies.
- Identify and describe the administrative functions and obligations of Emergency Management professionals within the political realm including decision-making, budgeting, resource allocation, and applicable federal acts.
- Identify and describe key legal aspects of the Emergency Management environment including constitutional authorization, federal preemption, OSHA standards, and legal torts and liabilities.
- Identify and describe the legal obligations of Emergency Management professionals in the context of disaster response and worker environment.

EMGT 2060: Foundational Indian Law & Policy Issues (Zendejas, J.)

A student successfully completing this course will be able to:

- Understand the legal significance of the Marshall Trilogy (*Johnson v. McIntosh; Cherokee Nation v. Georgia and Worcester v. Georgia)* and other Supreme Court case law that have shaped federal Indian policy and impacted tribal nation and tribal citizens throughout U.S. history.
- Understand the legal cases that have impacted the United States Indian Policy that have evolved over time, specifically, the Treaty Era, Removal, Assimilation, Reorganization; Termination and Self-Determination Policies.
- Understand the important historic Supreme Court case law that has helped shape the relationship between the U.S. and Indian Tribes which has led to Federal Indian policy.
- Understand the legal issues involving the Trust Doctrine, Tribal Nation Sovereignty, Federal/Tribal Civil Jurisdiction authority, and current legal and legislative emergency management topics and events that impact Indian country.
- Understand the key legal aspects of Federal/Tribal law and how it impacts administrative functions and obligations of Tribal emergency managers including decision-making, budgeting, and resource allocation.
- Understand the key players and their legally defined roles and powers in provision of TEM including Tribal, federal, state, and local agencies, Non-Profit Organizations, Non-Governmental Organizations, volunteer groups, and private sector companies within the jurisdictional authority of tribal nations.
- Understand the key legal aspects of the TEM environment including constitutional authorization, federal preemption, OSHA standards, and legal torts and liabilities.
- Understand the applicable federal acts, constitutional authorization, federal preemption, OSHA standards and legal torts and liabilities and how they affect tribal emergency management programs.
- Understand the legal obligations of Tribal Emergency Management professionals in the context of disaster response and worker environment.
- Understand the tribal code process and how revision of existing tribal can assist in the implementation of tribal emergency management functions.

EMGT 2500: Disasters and Vulnerable Populations (Bennet) (To Be Introduced Summer 2016)

A student successfully completing this course will be able to:

- Demonstrate an understanding of the human experience in disasters.

- Recognize that disasters are fundamentally social events that reflect the ways we live and structure our homes and communities.
- Examine and articulate the effects of disaster on specific groups: Children, women, elderly, disabled, rescue and relief workers, cultural, socioeconomic, etc.
- Recognize how preexisting social forces influence particular outcomes in disasters.
- Develop an understanding of evacuees, specifically response to warnings, the mass panic myth, disaster subcultures, evacuation resistors, and where they go.
- Demonstrate competency in writing through the preparation of short papers and other class assignments.
- Use critical thinking skills and interpersonal skills throughout the course.

EMGT 3040: Preparedness/Planning and Risk Mitigation (O'Neil)

A student successfully completing this course will be able to:

- Identify and analyze critical issues in the Emergency Management field and apply standardized strategic methods to incorporate appropriate mitigation and preparedness plans.
- Evaluate potential risk/disaster scenarios and implement Emergency Management services.
- Develop a competent community analysis report and risk preparedness plan.
- Demonstrate an understanding of the complex ethical, social, political, and legal influences that affect Emergency Management professionals and organizations as well as their communities.
- Demonstrate an understanding of resource development and allocation and how collaborative efforts are established among various local, state, and federal government agencies, as well as with private organizations.

EMGT 3020: Federal/Tribal Government to Government Relations (Zendejas, J.) (Spring 2015 Introduction)

A student successfully completing this course will be able to understand:

- That tribal governments are recognized in the U.S. Constitution and affirmed by the U.S. Supreme Court.
- The legal and historic significance of the doctrines of Discovery and Conquest on early tribal governments.
- The Guardian/Ward legal theory adopted by the U.S. Supreme Court in Cherokee Nation v. Georgia.
- The recognition of tribal government sovereignty by the U.S. Supreme Court in Worcester v. Georgia.
- How federal legislation developed the federal/tribal government to government relationship.
- How Indian Reorganization Act tribal constitutions were drafted and implemented throughout Indian country.
- The paradigm shift to a federal/tribal government to government relationship as a result of the Indian Self Determination Act of 1975.
- How the challenges of implementing Emergency Management principles within the government to government relationship specific to the Stafford Act.
- How current tribal governments operate under the Indian Self Determination Act "638 contracting" process.

EMGT 3080: Intra- and Non-Governmental Organization and Cooperation in Emergency Management (Bennett)

A student successfully completing this course will be able to:

- Demonstrate mastery of the methods of collaboration and communication between Emergency Management Service providers including federal, state, and local agencies, Non-Profit Organizations, Non-Governmental Organizations, volunteer groups, and the health sector.
- Identify and describe the administrative functions and obligations of Emergency Management professionals within the political realm and various levels of federal, state, local government, and nonprofit and private organizations involved with emergency management.
- Identify and use decision-making, budgeting, coalition building, and resource allocation employed in emergency services operations.
- Describe the National Response Framework (NRF).

EMGT 4020: Protecting and Sustaining Tribal Economies (Zendejas, E.) (Projected Fall 2016)

A student successfully completing this course will be able to understand:

- That tribal governments have the constitutional enumerated power to manage the economic affairs of the tribe.
- That Section 17 of the Indian Reorganization Act of 1934 authorized tribal governments to create and operate tribal corporations for the benefits of the tribe.
- That the sources of economic revenue that sustains tribal governments include; natural resources, 638 In-Direct funds, tribal corporate revenue and taxation.
- That tribal natural resources may include; water rights, minerals, non-renewable resources and agriculture.
- That tribal business entities that sustain tribal economies may include; gaming, tobacco, oil, gas, and mining.
- Tribal taxing authority over non-Indian business entities in Indian country and how that may assist in sustaining tribal economies.
- How the Trust Doctrine may hinder private enterprise through “fractionation” and “checkerboarding.”
- How vulnerable tribal economies are to the threat of man-made and natural disasters and how tribal economies have been damaged by those types of disasters.
- How the Doctrine of Sovereign Immunity has been utilized to protect tribal economies.
- How to assist tribal governments prepare and plan for economic disaster by implementing Emergency Management principles.
- How the Indian Self Determination Act, 638 Contracting, and the Stafford Act may be utilized to assist tribal governments in protecting and sustaining their tribal economies through times of disaster.

EMGT 4050: Integration of Contemporary Issues in Tribal Emergency Management (Zendejas, E.)

A student successfully completing this course will be able to:

- Identify and analyze critical issues in TMES and apply standardized strategic methods to incorporate appropriate mitigation and preparedness plans.

- Identify and analyze recent tribal code development and implementation throughout Indian country.
- Demonstrate and understanding of collaboration, communication, and financing among TMES providers including federal, state, and local agencies, Non-Profit Organizations, Non-Governmental Organizations, volunteer groups, and the health sector in terms of response and recovery.
- Evaluate potential risk/disaster scenarios and implement TMES services.
- Demonstrate an understanding of the complex ethical, social, political, and legal influences that affect TMES professionals and organizations as well as their communities.
- Demonstrate an understanding of resource development and allocation and how collaborative efforts are established among various local, state, and federal government agencies, as well as with private organizations.
- Identify contemporary TMES issues, explore best practice strategies, and identify TMES funding resources, specifically including PL93-638 contracting, grant and tribal taxation for purposes of supporting TMES initiatives.
- Identify and describe keys aspects of the legal environment including constitutional authorization, federal preemption, OSHA standards, and legal torts and liabilities that affect provision of TMES Services.
- Analyze recent U.S./Tribal case law and legislation and examine how it affects tribal nations and their citizens.

EMGT 4060: Disaster Response and Recovery (Bennett)

A student successfully completing this course will be able to:

- Describe the purpose and function of the National Response Framework (NRF), the National Incident Management System (NIMS), and Incident Command System (ICS).
- Demonstrate mastery of the methods of collaboration, communication, and financing among Emergency Management Service providers including federal, state, and local agencies, Non-Profit Organizations, Non-Governmental Organizations, volunteer groups, and the health sector in terms of response and recovery.
- Identify and describe the administrative functions and obligations of Emergency Management professionals within the political realm including decision-making, budgeting, coalition building, and resource allocation.
- Identify and describe keys aspects of the Emergency Management legal environment including constitutional authorization, disaster declaration, and federal preemption.
- Use critical thinking and analysis skills to evaluate disaster situations and implement Emergency Response and Recovery services.

EMGT 4200: Internship in Emergency Management (O'Neil)

A student successfully completing this course will be able to:

- Apply theoretical/academic framework to real-world situations.
- Demonstrate proficiency of the core functions of Emergency Management.
- Navigate the job application process successfully.
- Use critical thinking skills and interpersonal skills throughout the course and internship work experience.

EMGT 4990: Capstone Project in Emergency Management (O'Neil)

A student successfully completing this course will be able to:

- Perform unbiased analysis of a contemporary issue in EMGT through use of time series or comparative analysis methodologies.
- Demonstrate knowledge of applicable critical economic, operations, and statistical analytical evaluation tools and techniques.
- Demonstrate ability to use technical resources, including the library, and emergency management data bases.
- Show familiarity with contemporary emergency management issues.
- Use critical thinking skills and interpersonal skills throughout the course
- Demonstrate competency in technical writing through the preparation of a formal project research paper.
- Articulate expertise in project area via PowerPoint and poster board presentations, and answer technical questions on area of emergency management as well as research methods and analysis procedures.

Implementation Plan

At the end of each academic year the faculty will assess the courses listed below.

The faculty will be responsible for identifying any deficiencies and making recommendations for changes. The director of the program will oversee and monitor the process and provide assistance to those the need it. The faculty feel the end of the academic year makes for the best timing to do the assessment. If changes are needed the summer can be used to make adjustments.

The evidence that will be examined is listed by each course next to the objectives. Each faculty member will review the artifact followed by discussion and come to a consensus. Evidence will include projects (both group and individual), papers, assignments, and exams. All evidence is stored electronically on a university storage drive and the visiting team will have access to the files. At this time there is no expiration date on the files.

May 2017

EMGT 1000 – Introduction to Emergency Management
EMGT 2020 – Emergency Management Strategies and Communications
EMGT 2050 – Political and Legal Foundations in Emergency Services
EMGT 3040 – Preparedness/Planning and Risk Mitigation

August 2017

Student Centric Environment Goals and Actions
Focus on Academic Excellence Goals and Actions
Faculty Development to Enhance Student Education Goals and Actions

May 2018

EMGT 2500 -- Disasters and Vulnerable Populations

EMGT 4060 -- Disaster Response and Recovery
EMGT 4200 -- Internship in Emergency Management
EMGT 4990 -- Capstone Project in Emergency Management

August 2018

Student Centric Environment Goals and Actions
Focus on Academic Excellence Goals and Actions
Faculty Development to Enhance Student Education Goals and Actions

May 2019

EMGT 1150 - Introduction to Tribal Emergency Management
EMGT 2060 - Foundational Indian Law & Policy Issues
EMGT 3020 - Federal/Tribal Government to Government Relations
EMGT 4020 - Protecting and Sustaining Tribal Economies
EMGT 4050 - Integration of Contemporary Issues in Tribal Emergency Management

August 2019

Student Centric Environment Goals and Actions
Focus on Academic Excellence Goals and Actions
Faculty Development to Enhance Student Education Goals and Actions

May 2020 (Begin three year rotation)

A. Assessment Report (nothing in this section)
B. Academic Department Indicators (need to put the information here)

Include Excel Sheet and PDF sheets here from review file.

C. Assessment Report
D. Academic Department Indicators (Encl. 8)
E. Faculty Curriculum Vitae (Encl. 9)

V. Optional Attachments Enclosures

Enclosure 1

Emergency Management Degree Plan Overview

COLLEGE OF PUBLIC AFFAIRS AND COMMUNITY SERVICE

EMERGENCY MANAGEMENT

Bachelor of Science Emergency Management

Emergency Management develops skills in preventing, planning and preparing for, responding to, and recovering from large scale natural or man-made disasters and public events that require inter-agency and/or inter-jurisdictional involvement. The Bachelor of Science in Emergency Management prepares students for careers in both the private and public sectors.

Degree Requirements

Total credit hours required: 120 hours

General Education Requirements: 40-46 hours

Emergency Management Core: 30 hours

Concentration Areas: Two at 15 hours each

Electives: 14+

University General Education Requirements

Fundamental Academic Skills (15 hours)

English (9 hours)

Intermediate Algebra or Higher Math (3 hours)

Public Speaking (3 hours)

Distribution Requirements (25 hours)

Humanities/Fine Arts (9 hours)

Social Sciences (9 hours)

Natural and Physical Sciences (7 hours)

Cultural Diversity Courses (6 hours)

Emergency Management Core (30 hours)

EMGT 1000 Introduction to Emergency Management

EMGT 2020 Emergency Management Strategies and Communications

EMGT 2050 Political and Legal Foundations in Emergency Services

PA 2170 Introduction to Public Administration

PA/CRCJ 3000 Applied Statistics/Data Management

EMGT 3040 Preparedness Planning and Risk Mitigation

EMGT 3080 Intra/Non-Governmental Organization and Cooperation

EMGT 4060 Disaster Response and Recovery

EMGT 4200 Internship in Emergency Management

EMGT 4990 Capstone in Emergency Management

Concentration Areas (Two at 15 hours each)

*Aviation Administration

*Criminology and Criminal Justice

*Fire Service Management

*Gerontology

*Geospatial Science

*Information Technology and Communication

*Intelligence and Security

*Native American Studies

*Natural Disasters

*Planning and Preparing for Urban Hazards

*Private Sector Management

Public Administration and Management

Public Health

*Indicates available minor

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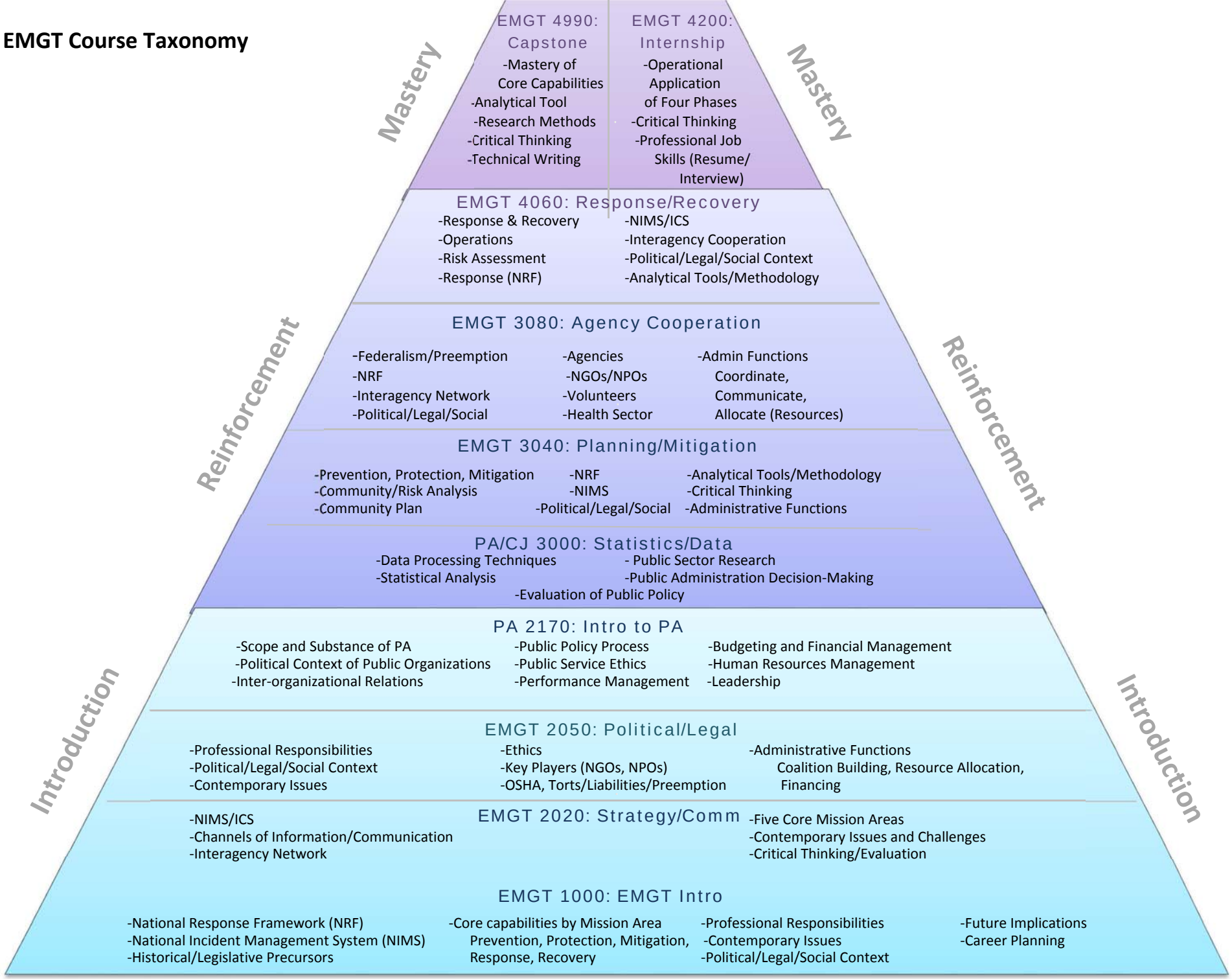
The University of Nebraska at Omaha is an equal opportunity educator and employer with a comprehensive plan for diversity.

University of Nebraska Omaha

Enclosure 2

Emergency Management Pyramid

EMGT Course Taxonomy



Enclosure 3

Emergency Management Degree Plan 2015-2016

COLLEGE OF PUBLIC AFFAIRS AND COMMUNITY SERVICE
School of Public Administration Emergency Services Program
Bachelor of Science in Emergency Management

(2015/2016 Catalog)

Emergency Management develops skills in preventing, planning and preparing for, responding to, and recovering from large scale natural or man-made disasters and public events that require inter-agency and/or inter-jurisdictional involvement. The Bachelor of Science in Emergency Management prepares students for careers in emergency management in both the private and public sectors. The degree is also beneficial to career professionals in related disciplines who desire an educational foundation for career advancement. The Bachelor of Science in Emergency Management requires 120 credit hours.

University General Education Requirements (40 to 46 hours, grades of C- or better)

Fundamental Academic Skills (15 hours)

English (9 hours)
Intermediate Algebra or Higher Math (3 hours)
Public Speaking (3 hours)

Distribution Requirements (25 hours)

Humanities/Fine Arts (9 hours)
Social Sciences (9 hours)
Natural and Physical Sciences (7 hours)
Cultural Diversity Courses (6 hours – may be used to meet Humanities and Social Science requirements)

Core Requirements (30 hours, grades of C- or better)

EMGT 1000 Introduction to Emergency Management
EMGT 2020 Emergency Management Strategies and Communications: National Incident Management System
EMGT 2050 Political and Legal Foundations in Emergency Services
PA 2170 Introduction to Public Administration
PA/CRCJ 3000 Applied Statistics and Data Processing in the Public Sector
EMGT 3040 Preparedness Planning and Risk Mitigation
EMGT 3080 Intra and Non-Governmental Organizations and Cooperation
EMGT 4060 Disaster Response and Recovery
EMGT 4200 Internship in Emergency Management
EMGT 4990 Capstone

Concentration Areas (Choose two 15 hour concentration areas, grades of C- or better)

Aviation Administration*
Criminology and Criminal Justice*
Fire Service Management*
Gerontology*
Geospatial Science*
Information Technology and Communication*
Intelligence and Security*
Native American Studies*
Natural Disasters*
Planning and Preparing for Urban Hazards*
Private Sector Management*
Public Administration and Management
Public Health

***Indicates concentrations in which a minor and/or a certificate are also available.**

The University of Nebraska at Omaha is an equal opportunity educator and employer with a comprehensive plan for diversity.

Aviation Administration: Emphasis on threats related to air travel, airport security, and disaster response.

Required Courses:

- AVN 1000 Introduction to Aviation
- AVN 2020 Airline Operations **OR** AVN 2050 Introduction to Airports
- AVN 4080 Airport Security

Six credit hours from the following:

- AVN 3000 Business and Corporate Aviation
- AVN 3150 Aviation Law
- AVN 3090 Airport Planning
- AVN 4100 Marketing in Public, Nonprofit and Aviation Organizations
- AVN 3600 International Aviation
- AVN 3700 Transportation Analysis
- AVN 4050 General Aviation Services

Criminology and Criminal Justice: Emphasis on the role of law enforcement in emergency situations and threat management, emergencies in prison/institutional settings, and so on.

Required Course:

- CRCJ 1010 Survey of Criminal Justice

Twelve credit hours (9 hours must be upper division) from the following:

- CRCJ 2030 Police and Society
- CRCJ 2210 Survey of Corrections
- CRCJ 3350 Criminology
- CRCJ 3970 Criminal Justice Internship
- CRCJ 4030 Criminal Justice Organization and Administration
- CRCJ 4060 Criminal Justice Ethics
- CRCJ 4210 Institutional Corrections
- CRCJ 4350 Community-based Corrections
- CRCJ 4760 Terrorism
- CRCJ 4800 Special Topics in Criminal Justice (Topic must be approved by academic advisor)

Fire Service Management: Emphasis on fire safety and technology and the role of fire and rescue services in emergency and disaster situations.

Required Courses:

- FSMT 2200 Codes and Inspections
- FSMT 2410 Fire Strategy and Tactics

Nine credit hours from the following:

- FSMT 3020 Fire Dynamics
- FSMT 3140 Fire Related Human Behavior
- FSMT 3350 Fire Prevention Organization and Management
- FSMT 3680 Analytical Approaches to Public Fire Protection **OR** FSMT 4860 Applications of Fire Research
- FSMT 4300 Adv. Principles of Fire and Emergency Services Safety and Survival
- FSMT 4450 Fire and Emergency Services Administration

Geospatial Science: An emphasis on the use of Geographic Information Systems, Remote Sensing, Global Positioning and Cartography, to understand people, places and their relative position on earth's surface, which aids in planning, preparedness and assistance in emergency situations.

Take one course from the following:

- GEOG 1000 Fundamentals of World Regional Geography
- GEOG 1020 Introduction to Human Geography
- GEOL 1010 Environmental Geology

Take one course from the following:

- GEOG 1030 Introduction to Physical Geography (5)
- GEOG 1050 Human Environment Geography (4)
- GEOG 1090 Introduction to Geospatial Sciences (4)

Take courses from the following to reach a 15 hour minimum:

- GEOG 3530 Cartography and GIS and GEOG 3540 Cartography and GIS Lab (4)
- GEOG 4020 Quantitative Methods in Geography
- GEOG 4030 Computer Mapping and Data Analysis
- GEOG 4050 Geographic Information Systems I (4)
- GEOG 4630 Environmental Remote Sensing (4)
- GEOG 4660 Geographic Information Systems II (4)

Gerontology: An emphasis on the physical, psychological, and social aspects of aging with special attention to protecting this population in times of disaster.

Required Courses:

- GERO 2000 Intro to Gerontology
- GERO 4460 Psych of Adult Aging and Development
- GERO 4670 Programs and Services for the Elderly

Six credit hours from the following:

- GERO 4350 Issues in Aging (Topic must be approved by academic advisor)
- GERO 4470 Mental Health and Aging
- GERO 4500 Legal Aspects of Aging
- GERO 4510 Long-Term Care Administration
- GERO 4550 Health Aspects of Aging
- GERO 4690 Working with Minority Elderly
- GERO 4940 Practicum

Information Technology and Communication: Emphasis on communication systems, information sharing and access, and threats to information assurance and security.

Required Courses:

- IASC 1100 Introduction to Information Security
- CIST 2100 Organizations, Applications and Technology
- ISQA 3420 Managing in a Digital World

Six credit hours from the following:

- CIST 3110 Information Technology Ethics
- ISQA 3910 Introduction to Project Management
- CIST 3600 Information Security and Policy
- IASC 4360 Foundations of Information Assurance
- ISQA 3310 Managing the Data Base Environment
- ISQA 3400 Business Data Communications
- ISQA 4880 Systems Simulation and Modeling

Intelligence and Security: Emphasis on intelligence gathering and analysis and the role of politics in formation of national and international security programs.

Required Courses:

- PSCI 2210 Intro to International Relations
- PSCI 3260 US Foreign Policy
- PSCI 4250 Intelligence and National Security

Six credit hours from the following:

- PSCI 2500 Introduction to Comparative Politics
- PSCI 3220 International Organizations
- PSCI 3250 Global Security Issues
- PSCI 3500 European Politics
- PSCI 3580 Gov. and Pol. of Russia and Post-Soviet States
- PSCI 3640 Government and Politics of China and East Asia
- PSCI 3660 Government and Politics of Japan and East Asia
- PSCI 3680 Government and Politics of Latin America
- PSCI 3700 Government and Politics of the Middle East
- PSCI 4200 International Relations of East Asia
- PSCI 4210 International Relations of the Middle East
- PSCI 4240 International Conflict Resolution
- PSCI 4260 International Law
- PSCI 4270 International Environmental Science and Policy
- PSCI 4280 Inter-American Politics
- PSCI 4620 Islam and Politics
- PSCI 4500 Government and Politics of Great Britain
- PSCI 4520 Politics of France

Native American Studies: Emphasis on the knowledge of tribal government and law as well as how tribal governments interface with the local, state and federal government.

Required Courses:

- NAMS 1100 Introduction to Native American Studies
- NAMS 4920 Federal Indian law
- NAMS 4920 Tribal Government
- NAMS 4920 Gaming and Economic Development
- NAMS 4920 Environmental Issues & Native Americans

Natural Disasters: An emphasis on naturally occurring disasters and their scientific nature including prediction, preparedness and response.

Take two courses from the following:

- GEOG 1030 Introduction to Physical Geography (5)
- GEOL 1010 Environmental Geology
- GEOG 1050 Human Environment Geography (4)

Take two courses from the following to reach a 15 hour minimum:

- GEOG 3510 Meteorology with(out) GEOG 3514 Lab
- GEOG 4260 Process Geomorphology
- GEOG 4330 Soil Genesis Morphology & Classification
- GEOG 4340 Water Resources
- GEOG 4610 Environmental Monitoring & Assessment

Planning and Preparing for Urban Hazards: An emphasis on geography including human populations and their impact on dealing with urban hazards, such as natural or manmade disasters.

Take two courses from the following:

- GEOG 1000 Fundamentals of World Regional Geography
- GEOG 1020 Introduction to Human Geography
- GEOG 1030 Introduction to Physical Geography (5)
- UBNS 1010 Introduction to Urban Studies

Take courses from the following to reach a 15 hour minimum:

- GEOG 3130 Economic Geography
- GEOG 3930 Political Geography
- GEOG 4120 Urban Geography
- GEOG 4160 Urban Sustainability

Private Sector Management: Emphasis on business principles including business continuity planning, sustainability and resiliency.

Required Courses:

- ACCT 2000 Accounting Basics
- ECON 2200 Micro Economics
- MKT 3310 Principles of Marketing
- MGMT 3490 Principles of Management
- MGMT 3710 Entrepreneurial Foundations

Public Administration and Management: Emphasis on budgeting, organizational structure, human resources, and planning.

Required Courses:

- PA 4300 Seminar in Public Policy
- PA 4390 Public Budgeting
- PA 4410 Public Personnel Management **OR** PA 3500 Nonprofit Management

Six credit hours from the following:

- PA 2000 Leadership and Administration
- PA 3180 Elements of Public Management
- PA 4430 Municipal Administration
- PA 4440 Organizational Development and Change
- PA 4530 Strategic Planning

Public Health: Emphasis on the role of healthcare in disaster situations including epidemics, pandemics, bio-terrorism and other public health issues.

Required Courses:

- HED 1500 Foundations in Public Health
- HED 4130 Community Health
- HED 4880 Health Policy

Six credit hours from the following:

- HED 4040 Epidemiology and Prevention of Disease (PE 2400 required prerequisite)
- HED 4960 Public Health Education: Planning and Organization (HED 4040 required prerequisite)
- HED 3310 General Safety Education
- HED 4950 Public Health Leadership and Advocacy

For more information please contact:

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College of Public Affairs and Community Service
School of Public Administration
Emergency Services Program
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Enclosure 4

Emergency Management Gender-Minority Report

Term	# Enrolled	Male	%	Female	%	African American	%	Asian	%	Hispanic/ Latino	%	Native American	%	White	%	Not Specified	%	Interracial	%	AVSC	First Gen	GDRH	HNRS	PROJ	STAT	TLCS	Greek
1128	**2**	2	100.0%											2	100.0%												
1131	**5**	4	80.0%	1	20.0%									5	100.0%												
1138	**21**	16	76.2%	5	23.8%					1	4.8%	1	4.8%	15	71.5%	3	14.3%	1	4.8%								
1141	**28**	21	71.4%	7	28.6%	1	3.6%			1	3.6%			20	71.5%	4	14.3%	2	7.2%								
1148	**41**	32	78.1%	9	21.9%	4	9.8%			2	4.9%	1	2.5%	29	70.8%	4	9.8%	1	2.5%								
1151	**53**	41	77.4%	12	22.6%	4	7.6%	1	1.9%	1	1.9%	1	1.9%	37	69.9%	5	9.5%	4	7.6%								
1158	**77**	54	70.0%	23	29.8%	5	6.4%	3	3.8%	3	3.8%		1.2%	54	70.0%	6	7.7%	6	7.7%	1	32	3	3	1	3	3	3
1161																											
1168																											
1171																											
1178																											

four digits
first number is century
next two numbers is the year
four number 1-spring, 5-summer, 8-fall

data taken from web-focus [program enrollment software available to academic advisors]

Enclosure 5

UNO Undergraduate Student Standards

Undergraduate Students

http://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php

Under the Bylaws of the Board of Regents of the University of Nebraska [Sections 2.9 and 4.1(i)], the respective colleges of the University have jurisdiction over procedural matters concerning academic dishonesty. Just as the task of inculcating values of academic honesty reside with the faculty, the faculty are entrusted with the discretionary authority to decide how incidents of academic dishonesty are to be resolved. If a faculty member suspects that a student has intentionally violated the principles of academic honesty, the faculty member shall initiate the following procedures, starting at step 1, continuing only as necessary to steps 2 or 3.

Step 1

The faculty member shall request a meeting with each student involved. At the meeting, the faculty member shall:

1. Attempt to ascertain the facts pertinent to the incident;
2. Explain to the student the basis for the suspicion of academic dishonesty; and
3. Give the student an opportunity to explain the matter satisfactorily.

If the student offers an unsatisfactory explanation, the faculty member shall inform the student of the penalty for the offense, and shall explain to the student his or her rights to mediation, as described in step 2, and appeal as described in step 3. Any penalty imposed by the faculty member, such as retaking a test or rewriting a paper, or failure for the work involved or failure for the course, shall be limited to the course. If the student admits responsibility and accepts the penalty, the faculty member may consider the case closed, but will keep a confidential record of the action taken and retain any pertinent materials relating to the academic dishonesty until the end of the next regular semester following imposition of the penalty for academic dishonesty. A penalty of "F" for the course must be reported to the department chair and to the registrar. A faculty member who imposes a penalty for academic dishonesty may report the student and the penalty imposed to the department chair, the dean, and to the Assistant Vice Chancellor for Student Affairs. If a faculty member reports any action taken to a department chair, a dean, the registrar, or the Assistant Vice Chancellor, the faculty member shall inform the student.

Step 2:

If the faculty member and student cannot reach agreement as to the matter of an alleged incident of academic dishonesty, they may request the departmental chair to serve as a confidential mediator, exploring the student's intentions, the gravity of the suspected offense, and the appropriateness of the penalty. If the matter is satisfactorily resolved among these three parties, a record of the resolution shall be retained by the chair. Violation of the policy may be reported to Student Affairs. If reported, the student will be notified.

Step 3:

If the matter of an alleged incident of academic dishonesty cannot be mediated as provided in Step 2, or if either the faculty member or the student do not wish the departmental chair to mediate, either party may request the dean of the college to convene an appropriate college standing committee with student representation or impanel a committee with student representation to consider the matter of the alleged academic dishonesty. The college committee will be drawn from the instructor's college. The college committee will function in accordance with the procedural guarantees provided in Section 5.4 of the Bylaws of the Board of Regents of the University of Nebraska. If the committee finds the student did not violate the policy, the faculty member will award a grade for the student's work and course without prejudice, and all records related to the incident will be destroyed in the absence of an appeal. If the committee finds that the student has violated the policy, it will uphold the faculty member's proposed penalty. The dean will:

- Convey the committee's decision to the Assistant Vice Chancellor for Student Affairs;
- Retain the evidence and records of the committee's proceedings in accordance with the policies of the Board of Regent's and UNO on the retention of disciplinary records; and
- Inform the student and faculty member of the committee's decision.

Policy

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following:

Cheating

Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise.

Fabrication and Falsification

Falsifying or fabricating any information or citation in any academic exercise, work, speech, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.

Plagiarism

Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person.

Abuse of Academic Materials and/or Equipment

Destroying, defacing, stealing, or making inaccessible library or other academic resource material.

Complicity in Academic Dishonesty

Helping or attempting to help another student to commit an act of academic dishonesty.

Falsifying Grade Reports

Changing or destroying grades, scores or markings on an examination or in an instructor's records.

Misrepresentation to Avoid Academic Work

Misrepresentation by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid timely submission of academic work or to avoid or delay the taking of a test or examination.

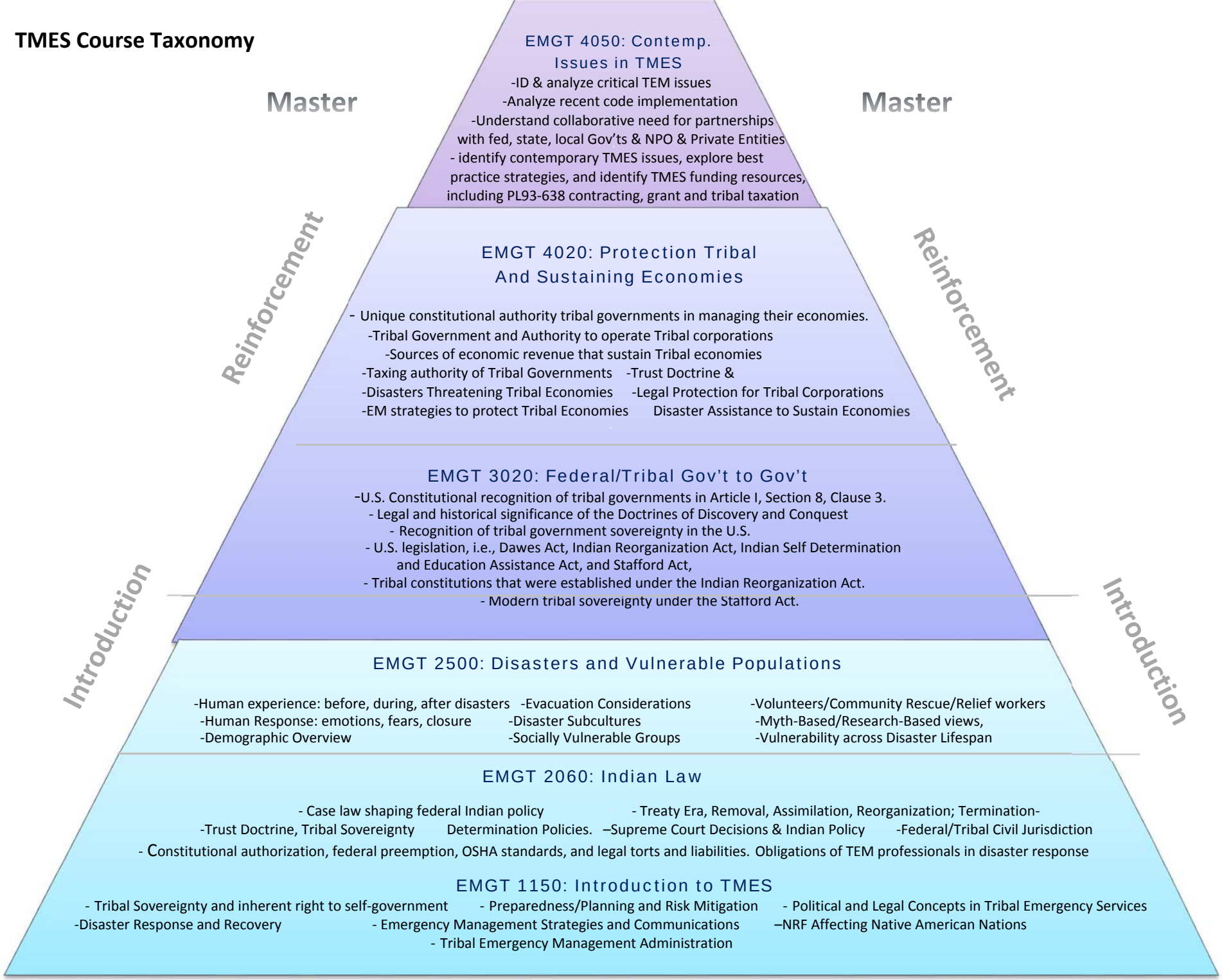
Other Academic units and members of the faculty may prescribe and give students prior notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard of conduct shall constitute misconduct under Sanctionable Conduct and the University Disciplinary Procedures. The Office of Academic and Student Affairs maintains a record of students who violate the policy on Academic Integrity. Repeat offenders may be subject to disciplinary action under the "UNO Student Code of Conduct."

Also please see this link to the UNO Code of Conduct Policy
Code-of-Conduct-2015-with-appendix.pdf

Enclosure 6

Tribal Management and Emergency Services Pyramid

TMES Course Taxonomy



Enclosure 7

Historical Emergency Management and Fire Service Management Enrollment Totals

Emergency Management and Fire Service Management

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
EMGT 1000	37	21	89	110	18	152	150	28	180			
EMGT 2020	5		19			37			66			
EMGT 2050		8		33			44					
EMGT 3040			7			19			35			
EMGT 3080				13			28					
EMGT 4060			5			15			27			
EMGT 4200				1	1	1	1	1	1			
EMGT 4900									13			
EMGT 4990				3			7					
EMGT 8060							4					
EMGT 8430						2			11			
PA 8896					19			11				
Total Semester Enrollment	42	29	120	160	38	226	234	40	333			

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
FSMT 1600			9	33		59	60		100			
FSMT 2200			12			16			22			
FSMT 2300				10			11					
FSMT 2310			0									
FSMT 2410			8			14			24			
FSMT 2510				0								
FSMT 3020	6		6			8			8			
FSMT 3140	7		7			6			7			
FSMT 3350		12		16			18					
FSMT 3680		11		14			16					
FSMT 4300				13			10					
FSMT 4450			12			9			10			
FSMT 4860				13			2					
Total Semester Enrollment	13	23	54	99		112	117		171			
FSMT and EMGT Total	55	52	174	258	38	338	351	40	504			

Emergency Management and Fire Service Management
Course Enrollments by Semester On Campus and Online

	1128 On Campus	1128 Online	1131 On Campus	1131 Online	1138 On Campus	1138 Online	1141 On Campus	1141 Online	1145 On Campus	1145 Online	1148 On Campus	1148 Online	1151 On Campus	1151 Online	1155 On Campus	1155 Online	1158 On Campus	1158 Onilne
EMGT 1000	37		21		30	59	50	60		18	92	60	90	60		28	120	60
EMGT 2020	5				19						37						46	20
EMGT 2050			8				33						44					
EMGT 3040					7						19						35	
EMGT 3080							13						28					
EMGT 4060					5						15						27	
EMGT 4200							1		1		1		1		1		1	
EMGT 4900																	13	
EMGT 4990							3						7					
EMGT 8060														4				
EMGT 8430												2						11
PA 8896										19						11		
Total Enrollment	42		29		61	59	100	60	1	37	164	62	170	64	1	39	242	91

	1128 On Campus	1128 Online	1131 On Campus	1131 Online	1138 On Campus	1138 Online	1141 On Campus	1141 Online	1145 On Campus	1145 Online	1148 On Campus	1148 Online	1151 On Campus	1151 Online	1155 On Campus	1155 Online	1158 On Campus	1158 Onilne
FSMT 1600					9			33				59	30	30			39	61
FSMT 2200						12						16						22
FSMT 2300								10						11				
FSMT 2310					0													
FSMT 2410						8						14						24
FSMT 2510								0										
FSMT 3020	6				6							8						8
FSMT 3140	7				7							6						7
FSMT 3350			12					15						18				
FSMT 3680			11					14						16				
FSMT 4300							13							10				
FSMT 4450					12							9						10
FSMT 4860							13							2				
Total Enrollment	13		23		34	20	26	72				112	30	87			39	132

Emergency Management and Fire Service Management
Majors, Concentrations and Minors (via Web Focus)

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
BS in Emergency Management	2	5	21	28	41	53	77	
Minor in Emergency Management	n/a	n/a	8	9	22	35	29	
Minor in Fire Service Management	n/a	n/a	4	5	6	22	23	
BGS in Emergency Management	4	7	5	7	10	14	12	
BGS in Fire Service Management	14	15	19	20	15	22	18	
Semester Total:	**20**	**27**	**57**	**69**	**94**	**146**	**159**	

Enclosure 8

Emergency Management ADI Data Detail

Fall 2012 and spring 2013 ADI faculty record for Emergency Service Program

Term	Instructor Name	Program Unit	HR_TenureFlag	ADI_FacType	ADI_FacDepartmen	IR_Term_FTE	IR_Term_Salary	IR_Term_InstructionalFTE	Computed_ADI_InstructionalFTE	Computed ADI_InstructionalSalary	
Fall 2012	Kanger,Bernard J	Emergency Service Program		PART-TIME	PA	0.25	$3,500	1.00	0.13	$3,500.00	
Spring 2013	Kanger,Bernard J	Emergency Service Program		PART-TIME	PA	0.20	$3,500	1.00	0.10	$3,500.00	
Fall 2012	Lang,Anthony R	Emergency Service Program		PART-TIME	PA	0.25	$3,500	1.00	0.13	$3,500.00	
Spring 2013	Mancuso,Joseph S	Emergency Service Program	N	PART-TIME	PA	0.75	$41,000	1.00	0.38	$20,500.00	
Fall 2012	Mancuso,Joseph S	Emergency Service Program	N	PART-TIME	PA	0.75	$41,000	1.00	0.38	$20,500.00	
Spring 2013	O'Neil,Patrick D.	Emergency Service Program	E	FULL-TIME	PA	1.00	$61,174	**0.50**	**0.25**	**$15,293.50**	**has external funded workload =.50 in spring 2013**
Fall 2012	O'Neil,Patrick D.	Emergency Service Program	E	FULL-TIME	PA	1.00	$61,174	1.00	0.50	$30,587.00	
								FTE and Salary on ADI page: →	**1.85**	**$97,380.50**	

Fall 2012 and spring 2013 ADI course record for Emergency Service Program

Term	Instructor Name	Program Unit	ADI_FacType	ADI_FacDepartment	Course	Course No.	Section	Course Title	Course Level	Total_Census_SCH	
Fall 2012	Kanger,Bernard Joseph	Emergency Service Program	P-PART-TIME	PA	EMGT	2020	1	EMERG MGMT STRATEGIES A	1-LOWER	15	
Spring 2013	Kanger,Bernard Joseph	Emergency Service Program	P-PART-TIME	PA	FSMT	3350	1	FIRE PREVENTION	2-UPPER	33	
Fall 2012	Lang,Anthony R.	Emergency Service Program	P-PART-TIME	PA	FSMT	3020	1	FIRE DYNAMICS	2-UPPER	18	
Spring 2013	Mancuso,Joseph S	Emergency Service Program	P-PART-TIME	PA	EMGT	1000	1	INTRO TO EMERGENCY MAN	1-LOWER	60	
Fall 2012	Mancuso,Joseph S	Emergency Service Program	P-PART-TIME	PA	FSMT	3140	1	FIRE RELATED HUMAN BEHA	2-UPPER	18	
Spring 2013	Mancuso,Joseph S	Emergency Service Program	P-PART-TIME	PA	FSMT	3680	1	PUBLIC FIRE PROTECTION	2-UPPER	33	
Fall 2012	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	1000	1	INTRO TO EMERGENCY MAN	1-LOWER	108	
Spring 2013	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	2050	1	POLITICAL AND LEGAL FOUN	1-LOWER	24	
									EMGT SCH on ADI page: →	**309**	
Spring 2013	O'Neil,Patrick D.		F-FULL-TIME	PA	AVN	8030	850	INTERN IN AVIATION ADMIN	3-GRADUATE I	3	Did not include in Program SCH Here
Fall 2012	O'Neil,Patrick D.		F-FULL-TIME	PA	AVN	4080	1	AIRPORT SAFETY & SECURIT	2-UPPER	42	
Spring 2013	O'Neil,Patrick D.		F-FULL-TIME	PA	AVN	4990	1	AIR TRANSPORTATION	2-UPPER	27	
									Not included for EMGT SCH:	**72**	

I am not sure if the AVN course SCH should be included here. So did not include in the ADI page. But as I have mentioned, in ADI report, SCH taught by full-time faulty are reported into their home department. If you want to move Patrick's AVN SCH with the program unit, please let me know.

Fall 2013 and spring 2014 ADI faculty record for Emergency Service Program

Term	Instructor Name	Program Unit	HR_TenureFlag	ADI_FacType	ADI_FacDepartment	IR_Term_FTE	IR_Term_Salary	IR_Term_InstructionalFTE	Computed_ADI_InstructionalFTE	Computed ADI_InstructionalSalary
Fall 2013	Borer,Patrick V	Emergency Service Program		PART-TIME	PA	0.25	$3,500	1.00	0.13	$3,500.00
Fall 2013	Bowes,William Edward	Emergency Service Program	N	PART-TIME	PA	0.25	$4,000	1.00	0.13	$4,000.00
Spring 2014	Bowes,William Edward	Emergency Service Program	N	PART-TIME	PA	0.25	$3,500	1.00	0.13	$3,500.00
Fall 2013	Gottsch,Robert J	Emergency Service Program	N	PART-TIME	PA	0.25	$4,000	1.00	0.13	$4,000.00
Spring 2014	Gottsch,Robert J	Emergency Service Program	N	PART-TIME	PA	0.25	$7,500	1.00	0.13	$7,500.00
Spring 2014	Johnson,Paul William	Emergency Service Program		PART-TIME	PA	0.25	$4,000	1.00	0.13	$4,000.00
Fall 2013	Kanger,Bernard J	Emergency Service Program	N	PART-TIME	PA	0.50	$7,500	1.00	0.25	$7,500.00
Fall 2013	Lang,Anthony R	Emergency Service Program	N	PART-TIME	PA	0.25	$3,500	1.00	0.13	$3,500.00
Fall 2013	Langlois,Christopher J	Emergency Service Program	N	PART-TIME	PA	0.25	$4,000	1.00	0.13	$4,000.00
Spring 2014	Langlois,Christopher J	Emergency Service Program	N	PART-TIME	PA	0.25	$4,000	1.00	0.13	$4,000.00
Spring 2014	Mallory,Daniel V	Emergency Service Program		PART-TIME	PA	0.25	$4,000	1.00	0.13	$4,000.00
Fall 2013	Mancuso,Joseph S	Emergency Service Program	N	FULL-TIME	PA	1.00	$60,000	1.00	0.50	$30,000.00
Spring 2014	Mancuso,Joseph S	Emergency Service Program	N	FULL-TIME	PA	1.00	$60,000	1.00	0.50	$30,000.00
Fall 2013	O'Neil,Patrick D.	Emergency Service Program	E	FULL-TIME	PA	1.00	$62,251	1.00	0.50	$31,125.50
Spring 2014	O'Neil,Patrick D.	Emergency Service Program	E	FULL-TIME	PA	1.00	$62,251	1.00	0.50	$31,125.50
Fall 2013	Palensky,James R.	Emergency Service Program	N	PART-TIME	PA	0.25	$4,000	1.00	0.13	$4,000.00
Spring 2014	Pippin,Michael Edward	Emergency Service Program		PART-TIME	PA	0.50	$7,500	1.00	0.25	$7,500.00
Fall 2013	Smith,Melanie R.	Emergency Service Program	N	PART-TIME	PA	0.25	$4,000	1.00	0.13	$4,000.00
								FTE and Salary on ADI page:	**4.00**	**$187,251.00**

Fall 2013 and spring 2014 ADI course record for Emergency Service Program

Term	Instructor Name	Program Unit	ADI_FacType	ADI_FacDepartment	Course	Course No.	Section	Course Title	Course Level	Total_Census_SCH
Fall 2013	Borer,Patrick V	Emergency Service Program	P-PART-TIME	PA	FSMT	2410	850	STRAT & TACTICS FIRE & EM	1-LOWER	24
Fall 2013	Bowes,William Edward	Emergency Service Program	P-PART-TIME	PA	EMGT	1000	851	INTRO TO EMERGENCY MAN	1-LOWER	90
Spring 2014	Bowes,William Edward	Emergency Service Program	P-PART-TIME	PA	EMGT	1000	851	INTRO TO EMERGENCY MAN	1-LOWER	90
Fall 2013	Gottsch,Robert J	Emergency Service Program	P-PART-TIME	PA	FSMT	1600	1	FIRE CHEMISTRY	1-LOWER	27
Spring 2014	Gottsch,Robert J	Emergency Service Program	P-PART-TIME	PA	FSMT	2300	850	FIRE INVESTIGATION	1-LOWER	30
Spring 2014	Gottsch,Robert J	Emergency Service Program	P-PART-TIME	PA	FSMT	1600	850	FIRE CHEMISTRY	1-LOWER	99
Spring 2014	Johnson,Paul William	Emergency Service Program	P-PART-TIME	PA	EMGT	3080	1	INTRA/NON-GOVT ORG & CO	2-UPPER	42
Fall 2013	Kanger,Bernard Joseph	Emergency Service Program	P-PART-TIME	PA	EMGT	2020	1	EMERG MGMT STRATEGIES A	1-LOWER	57
Fall 2013	Lang,Anthony R	Emergency Service Program	P-PART-TIME	PA	FSMT	2200	850	CODES AND INSPECTIONS	1-LOWER	36
Fall 2013	Langlois,Christopher J	Emergency Service Program	P-PART-TIME	PA	FSMT	3020	1	FIRE DYNAMICS	2-UPPER	18
Spring 2014	Langlois,Christopher J	Emergency Service Program	P-PART-TIME	PA	FSMT	4300	1	SAFETY AND SURVIVAL	2-UPPER	39
Spring 2014	Mallory,Daniel V	Emergency Service Program	P-PART-TIME	PA	FSMT	3350	850	FIRE PREVENTION	2-UPPER	45
Fall 2013	Mancuso,Joseph S	Emergency Service Program	F-FULL-TIME	PA	EMGT	1000	850	INTRO TO EMERGENCY MAN	1-LOWER	87
Fall 2013	Mancuso,Joseph S	Emergency Service Program	F-FULL-TIME	PA	EMGT	1000	1	INTRO TO EMERGENCY MAN	1-LOWER	87
Spring 2014	Mancuso,Joseph S	Emergency Service Program	F-FULL-TIME	PA	EMGT	1000	1	INTRO TO EMERGENCY MAN	1-LOWER	150
Spring 2014	Mancuso,Joseph S	Emergency Service Program	F-FULL-TIME	PA	EMGT	1000	850	INTRO TO EMERGENCY MAN	1-LOWER	90
Fall 2013	Mancuso,Joseph S	Emergency Service Program	F-FULL-TIME	PA	FSMT	4450	1	FIRE/EMERGENCY SERVICES	2-UPPER	36
Spring 2014	Mancuso,Joseph S	Emergency Service Program	F-FULL-TIME	PA	FSMT	3680	850	PUBLIC FIRE PROTECTION	2-UPPER	39
Spring 2014	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	2050	1	POLITICAL AND LEGAL FOUN	1-LOWER	99
Fall 2013	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	3040	1	PREPARE/PLANNING & RISK M	2-UPPER	21
Spring 2014	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	4200	1	INTERNSHIP IN EMERGENCY	2-UPPER	3
Spring 2014	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	4990	1	CAPSTONE PROJECT	2-UPPER	9
Fall 2013	Palensky,James R.	Emergency Service Program	P-PART-TIME	PA	FSMT	3140	1	FIRE RELATED HUMAN BEHA	2-UPPER	21
Spring 2014	Pippin,Michael Edward	Emergency Service Program	P-PART-TIME	PA	FSMT	4860	1	APPLICATIONS OF FIRE RESE	2-UPPER	39
Fall 2013	Smith,Melanie R.	Emergency Service Program	P-PART-TIME	PA	EMGT	4060	1	DISASTER RESPONSE AND RE	2-UPPER	15
									EMGT SCH on ADI page: →	**1,293**
								This AY full-time faculty taught only EMGT and FSMT courses		

Fall 2014 and spring 2015 ADI faculty record for Emergency Service Program											
Term	**Instructor Name**	**Program Unit**	**HR_TenureFlag**	**ADI_FacType**	**ADI_FacDepartment**	**IR_Term_FTE**	**IR_Term_Salary**	**IR_Term_InstructionalFTE**	**Computed_AY_InstructionalFTE**	**Computed AY_Instructional Salary**	
Fall 2014	Borer,Patrick V	Emergency Service Program	N	PART-TIME	PA	0.25	$4,000	1.00	0.13	$4,000.00	
Spring 2015	Borer,Patrick V	Emergency Service Program	N	PART-TIME	PA	0.24	$3,500	1.00	0.12	$3,500.00	
Fall 2014	Bowes,William Edward	Emergency Service Program	N	PART-TIME	PA	0.50	$7,000	1.00	0.25	$7,000.00	
Spring 2015	Bowes,William Edward	Emergency Service Program	N	PART-TIME	PA	0.24	$3,500	1.00	0.12	$3,500.00	
Fall 2014	Gottsch,Robert J	Emergency Service Program	N	TA	PA	0.50	$7,000	1.00	0.25	$7,000.00	
Spring 2015	Gottsch,Robert J	Emergency Service Program	N	TA	PA	0.48	$7,000	1.00	0.24	$7,000.00	
Spring 2015	Johnson,Paul William	Emergency Service Program	N	PART-TIME	PA	0.24	$3,500	1.00	0.12	$3,500.00	
Fall 2014	Langlois,Christopher J	Emergency Service Program	N	PART-TIME	PA	0.25	$3,500	1.00	0.13	$3,500.00	
Spring 2015	Langlois,Christopher J	Emergency Service Program	N	PART-TIME	PA	0.24	$3,500	1.00	0.12	$3,500.00	
Spring 2015	Mallory,Daniel C.	Emergency Service Program	N	PART-TIME	PA	0.24	$3,500	1.00	0.12	$3,500.00	
Fall 2014	Mancuso,Joseph S	Emergency Service Program	N	FULL-TIME	PA	1.00	$61,264	1.00	0.50	$30,632.00	
Spring 2015	Mancuso,Joseph S	Emergency Service Program	N	FULL-TIME	PA	1.00	$61,264	1.00	0.50	$30,632.00	
Fall 2014	O'Neil,Patrick D.	Emergency Service Program	E	FULL-TIME	PA	1.00	$63,548	1.00	0.50	$31,774.00	
Spring 2015	O'Neil,Patrick D.	Emergency Service Program	E	FULL-TIME	PA	1.00	$63,548	1.00	0.50	$31,774.00	
Fall 2014	Palensky,James R.	Emergency Service Program	N	PART-TIME	PA	0.50	$7,000	1.00	0.25	$7,000.00	
Spring 2015	Pippin,Michael Edward	Emergency Service Program	N	TA	PA	0.24	$3,500	1.00	0.12	$3,500.00	
Fall 2014	Rice, Lyndsey C	Emergency Service Program	N	PART-TIME	PA	0.25	$3,500	1.00	0.13	$3,500.00	
Spring 2015	Rice, Lyndsey C	Emergency Service Program	N	PART-TIME	PA	0.24	$3,500	1.00	0.12	$3,500.00	
Fall 2014	Zendejas, Jordan L	Emergency Service Program	N	FULL-TIME	PA	1.00	$55,000	0.00	**0.00**	**$0.00**	**did not teach in fall 2014**
Spring 2015	Zendejas, Jordan L	Emergency Service Program	N	FULL-TIME	PA	1.00	$55,000	1.00	0.50	$20,625.00	
							FTE and Salary on ADI page: →		**4.71**	**$208,937.00**	

Fall 2014 and spring 2015 ADI course record for Emergency Service Program

Term	Instructor Name	Program Unit	ADI_FacType	ADI_FacDepartment	Course	Course No.	Section	Course Title	Course Level	Total_Census_SCH
Fall 2014	Borer,Patrick Vernon	Emergency Service Program	P-PART-TIME	PA	FSMT	2410	850	STRAT & TACTICS FIRE & EMERG	1-LOWER	42
Spring 2015	Borer,Patrick Vernon	Emergency Service Program	P-PART-TIME	PA	FSMT	1600	850	FIRE SCIENCE	1-LOWER	90
Fall 2014	Bowes,William Edward	Emergency Service Program	P-PART-TIME	PA	EMGT	1000	850	INTRO TO EMERGENCY MANAGE	1-LOWER	90
Spring 2015	Bowes,William Edward	Emergency Service Program	P-PART-TIME	PA	EMGT	1000	850	INTRO TO EMERGENCY MANAGE	1-LOWER	90
Fall 2014	Bowes,William Edward	Emergency Service Program	P-PART-TIME	PA	FSMT	4450	850	FIRE/EMERGENCY SERVICES AD	2-UPPER	27
Fall 2014	Gottsch,Robert J	Emergency Service Program	K-TA	PA	FSMT	1600	850	FIRE CHEMISTRY	1-LOWER	93
Fall 2014	Gottsch,Robert J	Emergency Service Program	K-TA	PA	FSMT	1600	851	FIRE CHEMISTRY	1-LOWER	84
Spring 2015	Gottsch,Robert J	Emergency Service Program	K-TA	PA	FSMT	2300	850	FIRE INVESTIGATION	1-LOWER	33
Spring 2015	Gottsch,Robert J	Emergency Service Program	K-TA	PA	FSMT	1600	1	FIRE SCIENCE	1-LOWER	90
Spring 2015	Johnson,Paul William	Emergency Service Program	P-PART-TIME	PA	EMGT	3080	1	INTRA/NON-GOVT ORG & COOP	2-UPPER	84
Fall 2014	Langlois,Christopher J	Emergency Service Program	P-PART-TIME	PA	FSMT	3020	850	FIRE DYNAMICS	2-UPPER	24
Spring 2015	Langlois,Christopher J	Emergency Service Program	P-PART-TIME	PA	FSMT	4300	850	SAFETY AND SURVIVAL	2-UPPER	30
Spring 2015	Mallory,Daniel C.	Emergency Service Program	P-PART-TIME	PA	FSMT	3350	850	FIRE PREVENTION	2-UPPER	54
Fall 2014	Mancuso,Joseph	Emergency Service Program	F-FULL-TIME	PA	EMGT	2020	1	EMERG MGMT STRATEGIES AND	1-LOWER	111
Fall 2014	Mancuso,Joseph	Emergency Service Program	F-FULL-TIME	PA	EMGT	1000	1	INTRO TO EMERGENCY MANAGE	1-LOWER	138
Fall 2014	Mancuso,Joseph	Emergency Service Program	F-FULL-TIME	PA	EMGT	1000	2	INTRO TO EMERGENCY MANAGE	1-LOWER	138
Spring 2015	Mancuso,Joseph	Emergency Service Program	F-FULL-TIME	PA	EMGT	1000	1	INTRO TO EMERGENCY MANAGE	1-LOWER	138
Spring 2015	Mancuso,Joseph	Emergency Service Program	F-FULL-TIME	PA	EMGT	1000	2	INTRO TO EMERGENCY MANAGE	1-LOWER	132
Spring 2015	Mancuso,Joseph	Emergency Service Program	F-FULL-TIME	PA	FSMT	3680	850	PUBLIC FIRE PROTECTION	2-UPPER	48
Fall 2014	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	3040	1	PREPARE/PLANNING & RISK MIT	2-UPPER	57
Fall 2014	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	4060	1	DISASTER RESPONSE AND RECO	2-UPPER	45
Fall 2014	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	4200	1	INTERNSHIP IN EMERGENCY MG	2-UPPER	3
Spring 2015	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	4200	1	INTERNSHIP IN EMERGENCY MG	2-UPPER	3
Spring 2015	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	4990	1	CAPSTONE PROJECT	2-UPPER	21
Fall 2014	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	8430	1	RESPONSE, RECOVERY & RESILI	3-GRADUATE I	6
Spring 2015	O'Neil,Patrick D.	Emergency Service Program	F-FULL-TIME	PA	EMGT	8060	850	PLANNING, PREPAREDNESS, ANI	3-GRADUATE I	12
Fall 2014	Palensky,James R.	Emergency Service Program	P-PART-TIME	PA	FSMT	3140	850	FIRE RELATED HUMAN BEHAVIO	2-UPPER	18
Fall 2014	Palensky,James R.	Emergency Service Program	P-PART-TIME	PA	FSMT	2200	850	CODES AND INSPECTIONS	1-LOWER	48
Spring 2015	Pippin,Michael Edward	Emergency Service Program	K-TA	PA	FSMT	4860	850	APPLICATIONS OF FIRE RESEARC	2-UPPER	6
Fall 2014	Rice,Lyndsey Christina	Emergency Service Program	P-PART-TIME	PA	EMGT	1000	851	INTRO TO EMERGENCY MANAGE	1-LOWER	90
Spring 2015	Rice,Lyndsey Christina	Emergency Service Program	P-PART-TIME	PA	EMGT	1000	851	INTRO TO EMERGENCY MANAGE	1-LOWER	90
Spring 2015	Zendejas,Jordan Lyndsay	Emergency Service Program	F-FULL-TIME	PA	EMGT	2050	1	POLITICAL AND LEGAL FOUNDA	1-LOWER	132
									EMGT SCH on ADI page: →	**2,067**
								This AY full-time faculty taught only EMGT and FSMT courses		

ADI 13-14 emergency management program degree count							
			PS_ID	**PS_LastName**	**PS_FirstName**	**PS Academic Plan**	**First Concentration***
EMGT	2.00 All Other Bach. De	1	82180257	Rath	Katie	EMGTBSEM	CACJ
		Total	1	1	1	1	1
FSMT	1.00 BGS Degrees	1	56769368	Hamernik	Corbin	OPTN1BGS	FSMT
		2	3236671	Holdcroft	Bryan	OPTN1BGS	FSMT
		3	67469976	Johnson	Zane	OPTN1BGS	FSMT
		4	51952677	Longenecker	Todd	OPTN1BGS	FSMT
		5	56484927	Thompson	Hunter	OPTN1BGS	FSMT
		Total	5	5	5	5	5
Total			6	6	6	6	6
ADI 14-15 emergency management program degree count							
			PS_ID	**PS_LastName**	**PS_FirstName**	**PS Academic Plan**	**First Concentration***
EMGT	1.00 BGS Degrees	1	42948648	Svatos	Derek	OPTN1BGS	EMGT
		Total	1	1	1	1	1
	2.00 All Other Bach. De	1	71549662	Huetter	Stephen	EMGTBSEM	CACJ
		2	85668087	Walsh	Nicholas	EMGTBSEM	CACJ
		3	5486374	Brdicko	Cody	EMGTBSEM	CACJ
		Total	3	3	3	3	3
	Total	N	4	4	4	4	4
FSMT	1.00 BGS Degrees	1	61093096	McClun	Jason	OPTN1BGS	FSMT
		2	80291919	Roach	Derek	OPTN1BGS	FSMT
		3	41480217	Meyer	Mathew	OPTN1BGS	FSMT
		4	56565787	Fowler	Travis	OPTN1BGS	FSMT
		5	58619901	Meyer	Michael	OPTN1BGS	FSMT
		Total	5	5	5	5	5
Total			9	9	9	9	9

fall 2012 emergency management program enrollment count						
ADI_Program Code	**ADI_Report_Group**		**ID**	**Name**	**Plan**	**First Concentration***
EMGT	2 Undergraduate, BGS degree students	1	11069089	Conroy, Seth A	OPTN1BGS	EMGT
		2	62132301	Dibbern, Daniel J	OPTN1BGS	EMGT
		Total	2	2	2	2
	1 Undergraduate, No BGS degree students	1	85668087	Walsh, Nicholas R	EMGTBSEM	
		Total	1	1	1	1
FSMT	2 Undergraduate, BGS degree students	1	81968181	Benak, Timothy A	OPTN1BGS	FSMT
		2	91913846	Connor, Matthew J	OPTN1BGS	FSMT
		3	30201931	Decker, Nelson M	OPTN1BGS	FSMT
		4	56565787	Fowler, Travis A	OPTN1BGS	FSMT
		5	56769368	Hamernik, Corbin J	OPTN1BGS	FSMT
		6	37302686	Howe, Nicholas E	OPTN1BGS	FSMT
		7	61093096	McClun, Jason R	OPTN1BGS	FSMT
		8	41480217	Meyer, Mathew R	OPTN1BGS	FSMT
		9	58619901	Meyer, Michael T	OPTN1BGS	FSMT
		Total	9	9	9	9
Total			12	12	12	12

fall 2013 emergency management program enrollment count						
ADI_Program Code	**ADI_Report_Group**		**ID**	**Name**	**Plan**	**First Concentration***
EMGT	1 Undergraduate, No BGS degree students	1	4319795	Archuletta,Koby Daniel	EMGTBSEM	FPST
		2	5486374	Brdicko,Cody Jacob	EMGTBSEM	
		3	58268055	Cate,Ryan Scott	EMGTBSEM	NOCONC
		4	37309092	Fields,Nicholas Ryan	EMGTBSEM	FPST
		5	48009034	Grossman,Hunter	EMGTBSEM	
		6	85498522	Haese,Terry	EMGTBSEM	FPST
		7	65003122	Hernes,Tyrel David	EMGTBSEM	FPST
		8	87527430	Klamm,Mark	EMGTBSEM	FPST
		9	27496150	McCann,Steven Paul	EMGTBSEM	
		10	27048387	Pearson,Brian Dean	EMGTBSEM	CACJ
		11	82180257	Rath,Katie M.	EMGTBSEM	CACJ
		12	70480669	Richardson,Matthew Alan	EMGTBSEM	FPST
		13	9317275	Ryan,Philip C	EMGTBSEM	AVNA
		14	16912329	Stevens,Mark	EMGTBSEM	FPST
		15	85668087	Walsh,Nicholas R	EMGTBSEM	PAAM
		Total	15	15	15	15
	2 Undergraduate, BGS degree students	1	71549662	Huetter,Stephen M.	OPTN1BGS	EMGT
		2	58771457	Nelson,Mark D	OPTN1BGS	EMGT
		3	77230800	Newman,Jody	OPTN1BGS	EMGT
		4	46163282	Omoto,Leslie Jean	OPTN1BGS	EMGT
		5	45406339	Price,Marty	OPTN1BGS	EMGT
		Total	5	5	5	5

FSMT	2 Undergraduate, BGS degree students	1	25920845	Broberg,Ryne	OPTN1BGS	FSMT
		2	91913846	Connor,Matthew J.	OPTN1BGS	FSMT
		3	80898026	Denny,Michael Paul	OPTN1BGS	FSMT
		4	73027150	Doran,Kyle	OPTN1BGS	FSMT
		5	56565787	Fowler,Travis Aaron	OPTN1BGS	FSMT
		6	56769368	Hamernik,Corbin J	OPTN1BGS	FSMT
		7	3236671	Holdcroft,Bryan G.	OPTN1BGS	FSMT
		8	37302686	Howe,Nicholas E.	OPTN1BGS	FSMT
		9	67469976	Johnson,Zane Russell	OPTN1BGS	FSMT
		10	51952677	Longenecker,Todd Michael	OPTN1BGS	FSMT
		11	61093096	McClun,Jason R.	OPTN1BGS	FSMT
		12	41480217	Meyer,Mathew Ryan	OPTN1BGS	FSMT
		13	58619901	Meyer,Michael Timothy	OPTN1BGS	FSMT
		14	80291919	Roach,Derek Jeffrey	OPTN1BGS	FSMT
		15	56484927	Thompson,Hunter R.	OPTN1BGS	FSMT
		Total	15	15	15	15
	7 Undergraduate Minors	1	80193701	Johanek,Katherine E.	FSMTMIN	
		Total	1	1	1	1
Total			36	36	36	36

fall 2014 emergency management program enrollment count						
ADI_Program Code	**ADI_Report_Group**		**ID**	**Name**	**Plan**	**First Concentration***
			PS Student NUID	PS Student Name	PS_P1P1	PS_P1SP1
EMGT	1 Undergraduate, No BGS degree students	1	4319795	Archuletta,Koby Daniel	EMGTBSEM	FPST
		2	4762258	Blake-Cooks,Lashaye She	EMGTBSEM	PAAM
		3	5486374	Brdicko,Cody Jacob	EMGTBSEM	CACJ
		4	25920845	Broberg,Ryne	EMGTBSEM	FPST
		5	20276858	Brooks,James Dillon	EMGTBSEM	ITAC
		6	63704718	Cahill,Carter John	EMGTBSEM	FPST
		7	58268055	Cate,Ryan Scott	EMGTBSEM	NOCONC
		8	91193979	Champaign,Victoria E.	EMGTBSEM	FPST
		9	6702643	Corrales,Rafael	EMGTBSEM	ISEC
		10	88125706	Davila,Mauricio	EMGTBSEM	PSMT
		11	19255052	Devine,Tonya	EMGTBSEM	ISEC
		12	62132301	Dibbern,Daniel James	EMGTBSEM	FPST
		13	72634911	Driscoll,Stephen	EMGTBSEM	PAAM
		14	2973838	Gorrell,Donald	EMGTBSEM	FPST
		15	65003122	Hernes,Tyrel David	EMGTBSEM	FPST
		16	27340541	Hoover,Alan	EMGTBSEM	FPST
		17	92245365	Howard,Mary Kathleen	EMGTBSEM	ISEC
		18	71549662	Huetter,Stephen M.	EMGTBSEM	CACJ
		19	41452845	Jack,Nicolas L	EMGTBSEM	
		20	36701980	Kasper,Lauren Alexandri	EMGTBSEM	
		21	87527430	Klamm,Mark	EMGTBSEM	CACJ
		22	27297101	Maher,Cory Clayton	EMGTBSEM	
		23	7557676	May,Matthew Lane	EMGTBSEM	FPST
		24	27496150	McCann,Steven Paul	EMGTBSEM	
		25	62717186	McEvoy,Robert	EMGTBSEM	FPST
		26	24866415	McKenzie,Travis	EMGTBSEM	NOCONC
		27	99610849	Minic,Marko	EMGTBSEM	NOCONC

fall 2014 emergency management program enrollment count						
ADI_Program Code	**ADI_Report_Group**		**ID**	**Name**	**Plan**	**First Concentration***
		28	76472243	Morton,Teriyana	EMGTBSEM	
		29	48640469	Novak,Tyler	EMGTBSEM	FPST
		30	96408784	Revis,Jonathan	EMGTBSEM	FPST
		31	70480669	Richardson,Matthew Alar	EMGTBSEM	
		32	2336836	Roseborough,Jordan	EMGTBSEM	ISEC
		33	95950340	Rosemann,Eric	EMGTBSEM	
		34	44309474	Sleight,Benjamin Andrew	EMGTBSEM	CACJ
		35	1628274	Sterling,Eric Joseph	EMGTBSEM	FPST
		36	60445846	Stewart,Renee	EMGTBSEM	NOCONC
		37	85668087	Walsh,Nicholas R	EMGTBSEM	CACJ
		38	21303992	Wheatley,Ryan Paul	EMGTBSEM	CACJ
		Total	38	38	38	38
	2 Undergraduate, BGS degree stu	1	41919433	Casady,Jason	OPTN1BGS	EMGT
		2	11069089	Conroy,Seth Aaron	OPTN1BGS	EMGT
		3	15429306	Hanway,Jamie	OPTN1BGS	EMGT
		4	50737620	Hawthorne,Amanda Nicol	OPTN1BGS	EMGT
		5	64494067	Jeppesen,Wayne Ray	OPTN1BGS	EMGT
		6	34137601	Lotz,Edward	OPTN1BGS	EMGT
		7	58771457	Nelson,Mark D	OPTN1BGS	EMGT
		8	45406339	Price,Marty	OPTN1BGS	EMGT
		9	73617184	Reyes,Irvin	OPTN1BGS	EMGT
		10	42948648	Svatos,Derek J.	OPTN1BGS	EMGT
		Total	10	10	10	10
	7 Undergraduate Minors	1	26460926	Anania,Joseph Gregory	EMGTMIN	
		2	40220856	Anderson,Cody M	EMGTMIN	
		3	62005280	Benck,Matthew R.	EMGTMIN	
		4	5667804	Blecha,Joseph L.	EMGTMIN	
		5	15154701	Cunningham,Haley Nicol	EMGTMIN	
		6	15857545	Docken,Shane A.	EMGTMIN	
		7	82249944	Farris,Paxton Spath	EMGTMIN	
		8	64647286	Ferryman,Seth Donald	EMGTMIN	
		9	70273274	Hannafious,Cory Joseph	EMGTMIN	
		10	56433205	Heser,Michael Jess	EMGTMIN	

fall 2014 emergency management program enrollment count						
ADI_Program Code	**ADI_Report_Group**		**ID**	**Name**	**Plan**	**First Concentration***
		11	13803495	Holtmeyer,Timothy Alan	EMGTMIN	
		12	61714076	Kampschnieder,Logan	EMGTMIN	
		13	67371250	Knowlton,Kyle Craig	EMGTMIN	

fall 2014 emergency management program enrollment count						
ADI_Program Code	**ADI_Report_Group**		**ID**	**Name**	**Plan**	**First Concentration***
		14	33120025	Kreifels,James Daniel	EMGTMIN	
		15	38448931	Palensky,Caleb Michael	EMGTMIN	
		16	81427420	Redding,Benjamin James	EMGTMIN	
		17	91700107	Steckelberg,Bryon C	EMGTMIN	
		18	16912329	Stevens,Mark	EMGTMIN	
		19	26553314	Sullivan,Madeline Kay	EMGTMIN	
		20	40449428	Webb,Lucas David	EMGTMIN	
		21	8981910	Wilson,Alisha Marie	EMGTMIN	
		Total	21	21	21	21
FSMT	7 Undergraduate Minors	1	5486374	Brdicko,Cody Jacob	FSMTMIN	
		2	71549662	Huetter,Stephen M.	FSMTMIN	
		3	87527430	Klamm,Mark	FSMTMIN	
		4	48109101	Newton,Taylor John	FSMTMIN	
		5	48640469	Novak,Tyler	FSMTMIN	
		6	1628274	Sterling,Eric Joseph	FSMTMIN	
		Total	6	6	6	6
	2 Undergraduate, BGS degree stu	1	80898026	Denny,Michael Paul	OPTN1BGS	FSMT
		2	73027150	Doran,Kyle	OPTN1BGS	FSMT
		3	56565787	Fowler,Travis Aaron	OPTN1BGS	FSMT
		4	47167435	Gloska,David Enoch	OPTN1BGS	FSMT
		5	66353717	Grabenstein,Anthony	OPTN1BGS	FSMT
		6	95488175	Hallowell,Joseph Robert	OPTN1BGS	FSMT
		7	37095620	Hernon Jr,Thomas	OPTN1BGS	FSMT
		8	13728274	Limmer,Jordan Christoph	OPTN1BGS	FSMT
		9	88347767	Mathis,Maria Carmen	OPTN1BGS	FSMT
		10	41480217	Meyer,Mathew Ryan	OPTN1BGS	FSMT
		11	58619901	Meyer,Michael Timothy	OPTN1BGS	FSMT
		12	91764529	Morrison,Martin	OPTN1BGS	FSMT
		13	46610420	Rixstine,Dave	OPTN1BGS	FSMT
		14	16912329	Stevens,Mark	OPTN1BGS	FSMT
		15	82520431	Sullivan,Matthew Phillip	OPTN1BGS	FSMT
		Total	15	15	15	15

fall 2014 emergency management program enrollment count						
ADI_Program Code	**ADI_Report_Group**		**ID**	**Name**	**Plan**	**First Concentration***
Total			90	90	90	90

fall 2015 emergency management program enrollment count						
ADI_Program Code	**ADI_Report_Group**		**ID**	**Name**	**Plan**	**First Concentration***
EMGT	1 Undergraduate, NonBGS degree students	1	14295145	Alarjani,Abdulrahman Abdullah	EMGTBSEM	NMST
		2	19327226	Aldarh Sr,Nasser Mohammed	EMGTBSEM	PUBH
		3	7431685	Alderh,Nassir Saad	EMGTBSEM	PUBH
		4	51929087	Aldossary,Saud Sultan	EMGTBSEM	FPST
		5	10482101	Alhenaki,Ahmed Salaiman	EMGTBSEM	NMST
		6	17704886	Allen,Nicki Katherine	EMGTBSEM	CACJ
		7	78126239	Andersen,Justin	EMGTBSEM	FPST
		8	61100773	Anderson,Durrell Jordan	EMGTBSEM	PUBH
		9	4319795	Archuletta,Koby Daniel	EMGTBSEM	PAAM
		10	23450579	Arter,Seth Edward	EMGTBSEM	AVNA
		11	43721655	Becerra,Shawn	EMGTBSEM	PSMT
		12	4762258	Blake-Cooks,Lashaye Sheree	EMGTBSEM	PAAM
		13	59036395	Bolton,Corie Nicole	EMGTBSEM	PUBH
		14	25920845	Broberg,Ryne	EMGTBSEM	PSMT
		15	20276858	Brooks,James Dillon	EMGTBSEM	ITAC
		16	29611476	Buethe,Joshua	EMGTBSEM	FPST
		17	52232088	Caniglia,Adam Richard	EMGTBSEM	FPST
		18	41919433	Casady,Jason	EMGTBSEM	PAAM
		19	58268055	Cate,Ryan Scott	EMGTBSEM	FPST
		20	91193979	Champaign,Victoria E.	EMGTBSEM	PPUH
		21	6702643	Corrales,Rafael	EMGTBSEM	PUBH
		22	72634911	Driscoll,Stephen	EMGTBSEM	PAAM
		23	4119173	Gerch,Tyler Dylan	EMGTBSEM	FPST
		24	4920760	Gittler,Blake M	EMGTBSEM	FPST
		25	2973838	Gorrell,Donald	EMGTBSEM	ISEC
		26	46196752	Gouldsmith,Matthew Joe	EMGTBSEM	PPUH
		27	48009034	Grossman,Hunter	EMGTBSEM	
		28	59506634	Harpold,Amanda	EMGTBSEM	NMST
		29	65003122	Hernes,Tyrel David	EMGTBSEM	ITAC
		30	609428	Hindt,Lexy	EMGTBSEM	PAAM
		31	5757892	Horney,Kayla Danielle	EMGTBSEM	ISEC

		32	85959152	Hurley,Morgan	EMGTBSEM	NDIS
		33	12553623	Johnson,Caleb Ryan	EMGTBSEM	FPST
		34	34719951	Jones,Jen Michel	EMGTBSEM	PUBH
		35	36701980	Kasper,Lauren Alexandria	EMGTBSEM	PAAM
		36	77070139	Kennedy,James Alan	EMGTBSEM	GEOS
		37	87527430	Klamm,Mark	EMGTBSEM	FPST
		38	1350697	Krager,Lacey	EMGTBSEM	NDIS
		39	4224702	Lesher,Tim	EMGTBSEM	GEOS
		40	27297101	Maher,Cory Clayton	EMGTBSEM	FPST
		41	18015799	Matzen,Shawn Christopher	EMGTBSEM	ISEC
		42	7557676	May,Matthew Lane	EMGTBSEM	PUBH
		43	97008741	May,Paul William	EMGTBSEM	FPST
		44	25683665	McEvilly,Chase Stephen	EMGTBSEM	NOCONC
		45	99610849	Minic,Marko	EMGTBSEM	NOCONC
		46	76472243	Morton,Teriyana	EMGTBSEM	ITAC
		47	80272838	Murrell,Sekou	EMGTBSEM	FPST
		48	48640469	Novak,Tyler	EMGTBSEM	PUBH
		49	27934993	Nyffeler,Joey	EMGTBSEM	FPST
		50	54653014	Petsch,Nicholas J	EMGTBSEM	FPST
		51	18780568	Rashilla,James Anthony	EMGTBSEM	FPST
		52	95707609	Ripley Jr,Charles Dana	EMGTBSEM	ISEC
		53	73683170	Rivera,Shary Crysal	EMGTBSEM	CACJ
		54	2336836	Roseborough,Jordan	EMGTBSEM	ITAC
		55	95950340	Rosemann,Eric	EMGTBSEM	PSMT
		56	28194201	Sackett,Zane	EMGTBSEM	ISEC
		57	12806102	Salvatore,Cody Richard	EMGTBSEM	FPST
		58	41081867	Simmons,Koehl	EMGTBSEM	
		59	68809056	Spencer,Nathan	EMGTBSEM	FPST
		60	12316335	Spicka,Matthew Philip Ronald	EMGTBSEM	
		61	91700107	Steckelberg,Bryon C	EMGTBSEM	ITAC
		62	57408506	Tesseny,Sean Thomas	EMGTBSEM	FPST
		63	70844203	Thompson,Malik J	EMGTBSEM	FPST
		64	50276191	Timperley,Zachary Allan	EMGTBSEM	FPST
		65	92245365	Van Beek,Mary Kathleen	EMGTBSEM	ISEC

		66	40211762	Velasquez,Candelaria Lopez	EMGTBSEM	
		67	69108310	Wallace,Jordan Elizabeth	EMGTBSEM	PUBH
		68	42754529	Watson,Sarah Elizabeth	EMGTBSEM	PAAM
		69	21303992	Wheatley,Ryan Paul	EMGTBSEM	FPST
		70	30803768	Winkel,Margaret	EMGTBSEM	PUBH
		Total	70	70	70	70
	2 Undergraduate, BGS degree students	1	11217614	Bu Amer,Murtada	OPTN1BGS	EMGT
		2	63557395	Eilenstine,Tonya L	OPTN1BGS	EMGT
		3	67447842	Haner,Cody	OPTN1BGS	EMGT
		4	15429306	Hanway,Jamie	OPTN1BGS	EMGT
		5	34137601	Lotz,Edward	OPTN1BGS	EMGT
		6	99517731	Mcconnell,Tyler James	OPTN1BGS	EMGT
		7	55031290	Mitchell,Angela	OPTN1BGS	EMGT
		8	42435240	Moreno,Maria L.	OPTN1BGS	EMGT
		9	58771457	Nelson,Mark D	OPTN1BGS	EMGT
		10	35902843	Pilcher,LaVada	OPTN1BGS	EMGT
		11	45406339	Price,Marty	OPTN1BGS	EMGT
		12	73617184	Reyes,Irvin	OPTN1BGS	EMGT
		Total	12	12	12	12
	7 Undergraduate Minors	1	26460926	Anania,Joseph Gregory	EMGTMIN	
		2	40220856	Anderson,Cody M	EMGTMIN	
		3	62005280	Benck,Matthew R.	EMGTMIN	
		4	17585576	Blundell,Kelsey Rose	EMGTMIN	
		5	4319489	Diaz,Marcos	EMGTMIN	
		6	10442152	Ewing,Zachary M	EMGTMIN	
		7	64647286	Ferryman,Seth Donald	EMGTMIN	
		8	52177640	Hannafious,Cole Jacob	EMGTMIN	
		9	70273274	Hannafious,Cory Joseph	EMGTMIN	
		10	56433205	Heser,Michael Jess	EMGTMIN	
		11	13803495	Holtmeyer,Timothy Alan	EMGTMIN	
		12	97971624	Johnson,Miranda Lynn	EMGTMIN	
		13	17452343	Kadavy,Peter Leo	EMGTMIN	
		14	61714076	Kampschnieder,Logan	EMGTMIN	

		15	60536755	Ketchum,Brandon Lee	EMGTMIN	
		16	14417571	Lockner,Clinton James	EMGTMIN	
		17	73387728	Lovely,Mitchell David	EMGTMIN	
		18	82589579	Padrnos,Jordan Anthony	EMGTMIN	
		19	75586717	Payne,Camron Lee	EMGTMIN	
		20	81427420	Redding,Benjamin James	EMGTMIN	
		21	69865945	Samson,Kaylee M	EMGTMIN	
		22	16912329	Stevens,Mark	EMGTMIN	
		23	68856763	Stuelke,Dustin B.	EMGTMIN	
		24	37010881	Taylor,Brandon	EMGTMIN	
		25	7642687	Thedens,Timothy David	EMGTMIN	
		26	16531904	Thompson,Tyler Charles	EMGTMIN	
		27	24139756	Titus,Shane Matthew	EMGTMIN	
		28	40449428	Webb,Lucas David	EMGTMIN	
		Total	28	28	28	28
FSMT	7 Undergraduate Minors	1	4319795	Archuletta,Koby Daniel	FSMTMIN	
		2	43721655	Becerra,Shawn	FSMTMIN	
		3	25920845	Broberg,Ryne	FSMTMIN	
		4	20276858	Brooks,James Dillon	FSMTMIN	
		5	93775475	Buckley,Colin	FSMTMIN	
		6	52232088	Caniglia,Adam Richard	FSMTMIN	
		7	58268055	Cate,Ryan Scott	FSMTMIN	
		8	2973838	Gorrell,Donald	FSMTMIN	
		9	65003122	Hernes,Tyrel David	FSMTMIN	
		10	87527430	Klamm,Mark	FSMTMIN	
		11	16740987	Kurtz,Alec Jordan	FSMTMIN	
		12	27297101	Maher,Cory Clayton	FSMTMIN	
		13	7557676	May,Matthew Lane	FSMTMIN	
		14	24866415	McKenzie,Travis	FSMTMIN	
		15	48640469	Novak,Tyler	FSMTMIN	
		16	54653014	Petsch,Nicholas J	FSMTMIN	
		17	18780568	Rashilla,James Anthony	FSMTMIN	
		18	95950340	Rosemann,Eric	FSMTMIN	
		19	12806102	Salvatore,Cody Richard	FSMTMIN	

		20	51779890	Slagle,Joseph	FSMTMIN	
		21	68856763	Stuelke,Dustin B.	FSMTMIN	
		22	50276191	Timperley,Zachary Allan	FSMTMIN	
		23	21303992	Wheatley,Ryan Paul	FSMTMIN	
		Total	23	23	23	23
	2 Undergraduate, BGS degree students	1	47056462	Bernard,William	OPTN1BGS	FSMT
		2	91060526	Douchey,Samuel	OPTN1BGS	FSMT
		3	4170827	Foulk,Matthew Lee	OPTN1BGS	FSMT
		4	66353717	Grabenstein,Anthony	OPTN1BGS	FSMT
		5	37095620	Hernon Jr,Thomas	OPTN1BGS	FSMT
		6	37302686	Howe,Nicholas E.	OPTN1BGS	FSMT
		7	46161612	Klein,Zachary Adam	OPTN1BGS	FSMT
		8	6331047	Lambert,Thomas	OPTN1BGS	FSMT
		9	13728274	Limmer,Jordan Christopher	OPTN1BGS	FSMT
		10	88347767	Mathis,Maria Carmen	OPTN1BGS	FSMT
		11	62717186	McEvoy,Robert	OPTN1BGS	FSMT
		12	91764529	Morrison,Martin	OPTN1BGS	FSMT
		13	92003327	Neville,Josh	OPTN1BGS	FSMT
		14	20280518	Panneton,Derek	OPTN1BGS	FSMT
		15	96408784	Revis,Jonathan	OPTN1BGS	FSMT
		16	46610420	Rixstine,Dave	OPTN1BGS	FSMT
		17	16912329	Stevens,Mark	OPTN1BGS	FSMT
		18	82520431	Sullivan,Matthew Phillip	OPTN1BGS	FSMT
		19	12910311	Wragge,Timothy Michael	OPTN1BGS	FSMT
		Total	19	19	19	19
Total			152	152	152	152

Enclosure 9

Faculty Curriculum Vitae

CURRICULUM VITA

Patrick D. O'Neil, PhD

Contact Information

School of Public Administration
Emergency Services Director
University of Nebraska at Omaha
CPACS 114
6001 Dodge Street
Omaha, NE 68182-0858

Phone: 402-554-3683
Cell: 402-305-1959
E-mail: poneil@mail.unomaha.edu
Fax: 402-554-3781

Professional Experience

Associate Professor- - University of Nebraska at Omaha, School of Public Administration

Director, Emergency Services Program – University of Nebraska at Omaha, School of Public Administration (July 2012 to Present)

-Directs coordination and provision of undergraduate and graduate degrees in Emergency Management and Fire Services Management

-Coordinates activities of eight Academic and Public EMGT/FSMT professionals

-Directs development and implementation of all marketing, recruitment, and retention strategies for programs

-Directs coordination, development, and delivery of course curriculum and lecture materials

Program Development: Constructed and guided the development and implementation through University and State approval system for four degree programs (3 undergraduate and 1 graduate) in Emergency Management and Fire Services Management.

-Constructed, guided the approval process, and implemented over 30 new undergraduate and graduate courses to support degree programs based on outcome and skill based education taxonomy.

-Collaborated and coordinated with three other University Colleges to construct, gain approval, and implement thirteen professional academic concentrations/minors to support the Emergency Management BS curriculum

Tribal Emergency Management Program: Working in partnership with Native American Studies to develop a scaled emergency management education outreach program tailored for tribal communities (the only one of its kind in the nation).

-Instrumental in coordinating a Memorandum of Understanding between UNO and the Tribal Emergency Management Association (iTEMA), a national organization that is providing emergency management services to all 566 recognized Nations

-Received funding of $200,000 to construct and administer a Certificate in Tribal Emergency Management over a two year period for use by Tribal Nations

-Guided UNO's partnership with Little Priest Tribal Community College and Nebraska Indian Community College for development of an associate's degree and articulation agreements for emergency management education

- Helped construct and gain approval for concentration/minor in Tribal Emergency Management as part of the UNO BS Emergency Management Degree program.

-Developed and submitted for approval a certificate in Tribal Management and Emergency Services (Anticipated implementation May 2016)

Assistant Professor - University of Nebraska at Omaha, School of Public Administration, Aviation Institute (2009 – July 2012)

-Guided development of intermodal transportation and security course development

-Constructed, gained approval, and implemented two new graduate courses in transportation safety and security

-Efforts contributed to UNO Aviation Institute receiving the prestigious Loening Trophy in 2012 as the Most Outstanding Collegiate Aviation Program in the country

Research Associate- Aviation Institute and School of Public Administration, College of Public Affairs and Community Service, University of Nebraska at Omaha (2007– 2008 [December])

- Member of a University of Nebraska at Omaha collaborative group conducting research for the development of efficient industrial, commercial and residential energy programs for the Omaha Public Power District

Adjunct Instructor- Aviation Institute and School of Public Administration, College of Public Affairs and Community Service, University of Nebraska at Omaha (2004 – 2005)

- History of Aviation and Aerospace (AVIATION 1040)

Research Assistant- Aviation Institute, School of Public Administration University of Nebraska at Omaha (2001 – 2006)

- Compiled inventory of emerging aviation technology available for use in NASA Small Aircraft Transportation System (SATS)
- Assisted in coordination and conduct of survey of Advanced Space Technology Working Group for NASA Kennedy Space Center to aid in development of strategic planning for future American spaceport expansion.
- Compiled inventory of American space launch capabilities and industry by state
- Conducted review and comparative transportation analysis of American space transportation system (STS) policy development and implementation.
- Conducted assessment of the evolution of American Aviation Transportation Policy

United States Naval Officer- Captain (O-6) (1973 – 1999)

- Held positions requiring demonstrated senior leadership and management skills. Command-level assignments included Joint Staff, Aviation Command,
- Senior Department Head on Nuclear Aircraft Carrier, and other high-level positions of responsibility.
- Advisor for joint operations and national emergency response measures for the most senior members of the American military and US government, including the President, Secretary of Defense, Chairman of the Joints Chief of

Staff, and military Theater Commanders on use and counter measures for WMDs, asymmetric warfare, and terrorism.
- Demonstrated expertise in a wide range of national and international command aviation and transportation systems, including Command of Grumman EA-6B squadron throughout Desert Storm combat operations.

POSITIONS, USN:

Strategic Security Operations
Advised most senior members of government (President, Vice-President, members of the Senate, Congress and their staffs, Chairman, Commander, Joint Chiefs of Staff, Joint Chiefs of Staff, Unified Commanders and Units Commands and associated staffs) on national security matters, homeland defense, and emergency response programs (natural disasters, weapons of mass destruction, conventional warfare, asymmetric military operations, and terrorism).

Senior Naval Officer at Joint Staff National Airborne Operations Center
- Coordinated worldwide operations of the 747-200 aircraft and its crew of 80 personnel in support of the President, Secretary of Defense, and Chairman of the Joint Chiefs of Staff.
- Supervised operation of global command and control operations for Joint Staff in support of the President, Secretary of Defense, and FEMA

Air Officer on the USS Abraham Lincoln (CVN-74)
- Supervised department of 750 personnel responsible for scheduling, launch, and recovery of over 80 carrier-based aircraft on board a nuclear aircraft carrier. Responsible for all launch, recovery, fuel, and safety aviation systems.
- Controlled tower operations and aircraft within 5 miles and 5,000 msl feet of ship while directing the rest of Air Department operations.
- Participated in coordinated operations in Somalia and in other joint ventures involving numerous foreign countries

Commanding Officer VAQ-131 (Combat Operations Desert Storm)
- Directed all operations and controlled risk for 200 personnel assigned Grumman EA-6B squadron
- Senior conventional war planner and strike leader for Battle Group composed of 12 ships
- Directed and led planning execution of multiple complex combat missions targeting critical infrastructure and resources.

Flight Instructor
- Training Squadron VT-4 as intermediate and advanced jet aircraft flight instructor
- EA-6B aircraft flight instructor with VAQ-129
- Schedules officer responsible for tasking of 80 aircraft, 50 flight instructors, 110 students, and over 400 maintenance personnel

Aviation/Ground Facility Operations and Safety

Safety Officer Commander Medium Attack, Electronic Warfare Wing Pacific

- Navy Post Graduate School certified Aviation and Ground Safety Officer
- Coordinated safety operations for Master Tactical Jet Wing and supporting shore Facilities for 23 fleet operational units, 3 reserve commands, and depot engine repair facility, two major fleet replacement squadrons, and local Flying Club.
- Oversaw air and field operations of control tower, runway and approach/departure, construction and maintenance of runway, taxiway, field lighting and new building projects: and transportation programs and workplace safety for all military/civilian personnel.
  Constructed and managed master hazard identification and risk management plans and systems overseeing aviation commands and naval installation.
- Designated and experienced Federal Aircraft Mishap Investigator.
- Served in Inspector General capacity to evaluate operations and maintenance programs for aviation commands and supporting ground/industrial activities

Aircraft and Ground Support Maintenance/Operations

Maintenance officer for EA-6b and S-3 aviation squadrons

- Directed scheduled and unscheduled maintenance for numerous aircraft
- Coordinated all aspects of aircraft operation and ground support maintenance quality assurance program for aviation and maritime procedures

Additional Aviation Experience/Qualification

- Awarded Intelligence Sub-specialty
- Joint Staff/Joint Service
- Designated Naval Aviation Training Operations Standards Evaluator (military equivalent to FAA flight examiner)
- Qualified transportation and accident investigator
- Maintenance and aircraft acceptance test pilot
- Accumulated over 5000 hrs of flight experience

Education

Ph.D. Public Administration, University of Nebraska at Omaha, December 2008. (Dual specialization in Aviation and General Transportation)

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M.A. Strategic Studies and National Security, Naval War College, Newport RI, 1995. (Thesis equivalent) analyzed ability of Tofflerian Third Wave Military to conduct contemporary warfare.

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B.S. Psychology, Washington State University, 1972.

Research Activities and Publications

A. Publications

1. Journals (refereed)

O'Neil, P.D. (2014) Emergency evacuation orders: Considerations and lessons from hurricane Sandy. *Journal of Emergency Management, 12,* 3 219-227

O'Neil P.D. & Kriz, K.A. (2013) Do high reliability systems have lower error rates? Evidence from commercial aircraft accidents *Public Administration Review* 73, 4 601-612

O'Neil, P.D. & Krane, D. (2012) Policy and organizational change in the Federal Aviation Administration: The ontogenesis of a high reliability organization. *Public Administration Review 72*, 1 98-111

Ebdon, C., O'Neil, P.D. & Chen, G. (2012) The regional effects of the 2011 Missouri River floods: Disaster management in Omaha, Nebraska. *Municipal Finance Journal, 33, 2 35-59*.

O'Neil, P.D. (2011). High reliability systems and the provision of a critical transportation service. *Journal of Crisis and Contingency Management, 19, 3* 158-168

2. Published Book Chapters (Edited)

El-Kasaby, B., O'Neil, P., & Tarry, S.E. (2007). The evolution of policy and regulation in the first century of American aviation. In *Handbook of transportation policy and administration.* New York: Taylor & Francis.

3. Monographs (published)

O'Neil, P. & Tarry, S. (2002). *Annotated Bibliography of Technologies for the Small Aircraft Transportation System (SATS). University of Nebraska at Omaha Monograph Series*. UNO Criss Library Archives TL 522.N25 #No. 2002-3 (90%). Published on behalf of and submitted to the NASA Langley Small Aircraft Transportation System working group.

B. Articles Submitted and in Review

O'Neil, P.D. "The Colgan Accident and Congressional Action: When Corrective Policy Does Not Fix the Problem" Submitted to the Journal of Risk Research. Currently being revised for resubmission

C. Books (In Progress)

Book Proposal in progress to convert dissertation and the follow-on journal articles to book entitled*, Building a Reliable Organization: The Evolution of Error-Intolerance in the FAA,* into publishable format (Anticipated Submission in Fall 2016).

Co Authored Book (With Dr. Carol Ebdon) in progress: From Canals to Spaceports: Models of Public-Private Cooperation in U.S. Transportation Systems. The development of transportation systems in the United States is analyzed from a public-private collaborative viewpoint to gain perspective on issues impeding the development of space launch as a viable transportation mode (50% complete) Spring 2017 Draft Completion date .

D. Papers published in conference proceedings

O'Neil, P.D. & Kriz, K. (2012). Do high reliability systems have lower error rates? Evidence from commercial aircraft accidents. March 15-17. Transportation Research Forum, Tampa, Florida (competitively selected)

O'Neil, P.D. (2010). The Influence of High Reliability Systems on the Provision of Critical Transportation Services. March 10-13. Transportation Research Forum, Washington, D.C (competitively selected)

O'Neil, P.D. & Krane, D. A. (2009). Policy and Organizational Change in the Federal Aviation Administration: The Ontogenesis of a High Reliability Organization. Sept 3-6, 2009 Annual Meeting of the American Political Science Association, Toronto, Canada (competitively selected)

O'Neil, P.D (2009). Building Low-Error Public Transportation Systems. Portland, Oregon, Mar 16-19, 2009. Transportation Research Forum, 50th Annual Forum (competitively selected)

O'Neil, P. D. (2005). The Formation of Error-Intolerance in the Federal Aviation Administration (FAA). Oklahoma State University, Stillwater Oklahoma, April 20-21, 2005, *The 5th Annual Oklahoma Aviation Education Symposium Proceedings.* (competitively selected)

O'Neil, P.D. & Ebdon, C. (2005). Transportation Partnerships in Development of American Space Transportation. Oklahoma State University, Stillwater Oklahoma, April 20-21, 2005, *The 5th Annual Oklahoma Aviation Education Symposium Proceedings.* (competitively selected)

E. Papers presented at scholarly meetings

O'Neil, P.D. (2013). Emergency Evacuation Orders: Considerations and Effectiveness in NJ during Hurricane Sandy. Delivered at the 2013 American Society for Public Administration [ASPA] Conference: March 18, New Orleans, LA

O'Neil, P.D (2009). The Influence of High Reliability Systems on the Provision of Critical Transportation Services. Washington, DC. March 10-13, 2010. Annual Transportation Research Forum,

O'Neil, P.D. & Krane, D. A. (2009). Policy and Organizational Change in the Federal Aviation Administration: The Ontogenesis of a High Reliability Organization. Sept 3-6, 2009 Annual Meeting of the American Political Science Association, Toronto, Canada (competitively selected) (75%)

O'Neil, P.D (2009). Building Low-Error Public Transportation Systems. Portland, Oregon, Mar 16-19, 2009. Transportation Research Forum, 50th Annual Forum (competitively selected) (100%)

O'Neil, P. D. (2005). The Formation of Error-Intolerance in the Federal Aviation Administration (FAA). Oklahoma State University, Stillwater Oklahoma, April 20-21, 2005, *The 5th Annual Oklahoma Aviation Education Symposium Proceedings.* (competitively selected) (100%)

O'Neil, P.D. & Ebdon, C. (2005). Transportation Partnerships in Development of American Space Transportation. Oklahoma State University, Stillwater Oklahoma, April 20-21, 2005, *The 5th Annual Oklahoma Aviation Education Symposium Proceedings.* (competitively selected) (80%)

O'Neil, P. D. & Ebdon, C. (2004). "Models of Transportation Development in America: Lessons for Developing America's Space Transportation System." *The 45th Annual Research Forum, March 21-23, 2004 Northwestern University Proceedings.* (competitively selected, 80%)

O'Neil, P.D. (2004). The Evolution of Error-Intolerance in Public Organizations: A Comparative Analysis of the Federal Administration's Air Traffic Service & Security Programs. The Region 4 ASPA Conference October 28-30, 2004 (100%)

O'Neil, P., Box, R., & Bowen, B. (2003). Spaceport Development: A New Transportation Infrastructure Challenge. *The 44th Annual Research Forum Proceedings.* March 6-8, 2003, George Washington University. (competitively selected, 70%)

F. Conference Presentations

Challenges facing implementation of Tribal Emergency Academic programs. Bureau of Indian Affairs Workshop Oct 13-14 2015, University of Nebraska at Omaha, Omaha, Nebraska

The development and delivery of Tribal Emergency Management Education. Inaugural Native American Emergency Services Conference. New Orleans March 20-21, 2013 New Orleans, Louisiana

Policy's role in the evolution of error-intolerance in the National Aerospace and Science Administration. April 23, 2010. 120th Annual meeting of the Nebraska Academy of Sciences. Nebraska Wesleyan University, Lincoln, Nebraska.

Grants

Primary Investigator and grant originator for NASA Research Mini-Grant Award running from Oct 1 2009-Apr 2010. Awarded $6,958 to fund ¾ time of MPA graduate student supporting research: *Policy's role in the evolution of error-intolerance in the national Aerospace and Science Administration (NASA).*

Primary coordinator and grant writer to receive a UCAT Summer Curriculum Development Grant (Summer 2009). Received $2,000 to support group of four faculty members as initial step in the revision of seven academic courses (total of 22 credit hrs) and six lab courses (13 credit hrs & a total of 43 simulator events) supporting pilot training at UNO as part of an effort to convert instruction into an outcome-based format.

Associated Researcher for University of Nebraska Collaborative Research team (2008) funded by a $71,000 Omaha Public Power District grant to study energy efficiency programs. The research focused on collecting and analyzing existing energy efficiency programs used by various utilities and states, including incentives offered, program costs, and program outcomes to formulate recommendations for implementation of local energy conservation efforts.

Assistant Investigator, Collaborative Research Team (CRT). 2002-03 research funded by a $90,000 NASA EPSCoR grant to study the development and implementation of space ports in the United States. The CRT worked with NASA Kennedy Space Center's Advance Technology Working group to investigate strategies and facility design and operations for future space port sites in the United States and its territories. The CRT is made up of faculty, staff, and graduate students from UNO's Aviation Institute, School of Public Administration, and Center for Public Affairs Research, as well as representatives from the UNL College of Engineering.

Teaching Experience

Undergraduate

Introduction to Emergency Management (EMGT 1000) (36 students)

Political and Legal Foundations in Emergency Services (EMGT 2050) (33students)

Preparedness, Planning, and Risk Mitigation (EMGT 3040) (19 students)

Disaster Response and Recovery (EMGT 4060) (15 Students)

Emergency Management Capstone (EMGT 4990) (3 Students)

History of Aviation and Aerospace (AVIATION 1040) (44 students)

Aviation Safety (AVN 1160) (23 students)

Aviation Law (AVN 3150) (27 students)

International Aviation (AVN 3600) (18 students)

Transportation Analysis (AVN3700) (12 students)

Advanced Aircraft Systems (AVN 4020) (6 students)

Advanced Air Transport Flight Operations (AVN-4060) (directed study)

Aviation Safety and Security (AVN-4080) (12 Students)

Transportation Capstone Graduation Research (4990) (14students)

Graduate

Seminar in Global Emergency Management (PA 8896) (17 Students)

Planning, Preparedness, and Mitigation (EMGT 8060) (10 Students)

Disaster Response, Recovery, and Resiliency (EMGT 8430) (2 Students)

Seminar in Public Administration: Aviation Safety and Security (AVN 8100) (5 students)

Transportation Safety (AVN 8360) (11 Students)

Transportation Security (AVN 8060) (9 Students)

Over my academic career 92% of my students evaluated my teaching skills above average or superior.

Curriculum and Program Development

Expert in curriculum development and implementation at both graduate and undergraduate levels. Guided the creation of three new undergraduate courses of study and degree paths: Bachelor of Science in Emergency Management, Bachelor of General Studies with concentration in Emergency Management, and Bachelor of General Studies with concentration in Fire Services Management. Developed and received approval for provision of five-course concentration in Emergency Management for inclusion in Masters of Public Administration Program. Developed or supervised the development, approval, and implementation of a total of 15 new emergency management undergraduate courses, 13 fire service management undergraduate courses, and four new emergency management graduate (masters) courses. Graduate courses in intermodal transportation safety and security were also constructed to support the Aviation master's program.

New Courses Developed and implemented

Graduate

AVN 8100: GRADUATE SEMINAR IN TRANSPORTATION SAFETY AND SECURITY PROVISION

EMGT 8100: SPECIAL TOPICS IN EMERGENCY MANAGEMENT

EMGT 8896: SEMINAR IN GLOBAL EMERGENCY MANAGEMENT

EMGT 8060: PLANNING, PREPAREDNESS, AND MITIGATION

EMGT 8430: RESPONSE, RECOVERY, AND RESILIENCE

EMGT 8600: CONTEMPORARY ISSUES IN EMERGENCY MANAGEMENT

AVN 8060: TRANSPORTATION SECURITY

AVN 8360: TRANSPORTATION SAFETY

Undergraduate

EMGT 1000: INTRODUCTION TO EMERGENCY MANAGEMENT

EMGT 1150: INTRODUCTION TO TRIBAL EMERGENCY MANAGEMENT

EMGT 2020**:** EMERGENCY MANAGEMENT STRATEGIES AND COMMUNICATIONS: NATIONAL INCIDENT MANAGEMENT SYSTEM

EMGT 2050: POLITICAL AND LEGAL FOUNDATIONS IN EMERGENCY SERVICES

EMGT 2060: FOUNDATIONAL INDIAN LAW & POLICY ISSUES

EMGT 2500: DISASTERS AND VULNERABLE POPULATIONS

EMGT 3040: PREPAREDNESS/PLANNING AND RISK MITIGATION

EMGT 3020: FEDERAL/TRIBAL GOVERNMENT TO GOVERNMENT

EMGT 3080: INTRA- AND NON-GOVERNMENTAL ORGANIZATION AND COOPERATION IN EMERGENCY MANAGEMENT

EMGT 4020: PROTECTING AND SUSTAINING TRIBAL ECONOMIES

EMGT 4050: INTEGRATION OF CONTEMPORARY ISSUES IN TRIBAL EMERGENCY MANAGEMENT

EMGT 4060: DISASTER RESPONSE AND RECOVERY

EMGT 4200: INTERNSHIP IN EMERGENCY MANAGEMENT

EMGT 4900: SPECIAL TOPICS IN EMERGENCY MANAGEMENT

EMGT 4990: CAPSTONE PROJECT IN EMERGENCY MANAGEMENT

FSM 1600: FUNDAMENTALS OF FIRE SCIENCE

FSM 2200: CODES AND INSPECTIONS

FSM 2300: FIRE INVESTIGATION

FSM 2410: FIRE STRATEGY AND TACTICS

FSM 2310: FIRE PROTECTION SYSTEMS

FSMT 2510: BUILDING CONSTRUCTION FOR THE FIRE SERVICE

FSMT 3020: FIRE DYNAMICS

FSM 3140: FIRE RELATED HUMAN BEHAVIOR

FSM 3350: FIRE PREVENTION ORGANIZATION AND MANAGEMENT

FSM 3680: ANALYTICAL APPROACHES TO PUBLIC FIRE PROTECTION

FSMT 4300: ADVANCED PRINCIPLES OF FES SAFETY AND SURVIVAL

FSM 4450: FIRE AND EMERGENCY SERVICES ADMINISTRATION

FSM 4860: APPLICATIONS OF FIRE RESEARCH

Awards and Honors

- College of Public Affairs and Community Service Alumni Award for Excellence in Public Service-2013
- University of Nebraska at Omaha Outstanding Teacher Award, University of Nebraska Alumni Association April 11, 2013
- Distinguished Alumnus Award, In recognition of service and career accomplishments, University of Nebraska at Omaha Aviation Institute April 11, 2013
- Presidential Management Fellow Finalist (PMF) 2005
- NASA Research Fellow, NASA Langley and Kennedy Space Center 2001-2003

Professional Service and Memberships

Aviation Accreditation Board International

- Served on site visitation accreditation evaluation committee

American Society for Public Administration (ASPA)

Council for the Accreditation of Emergency Management Education

- Serves a Member on board of Advisers for establishment of accreditation body for Higher Emergency Management Education

Editorial Board and Journal Reviewer Positions

- *Journal of Air Transport*, Reviewer

Great Plains National Security Education Consortium

- Serves as advising member to select UNO Intelligence Consortium Scholars

International Association of Emergency Managers (IAEM)

- Member

Nebraska Emergency Management Agency

- Serves as general member and UNO representative

Nebraska Preparedness Partnership

- Serves as University Representative to develop state-wide organization of private and public partners to foster business sustainability during disasters and emergencies.

Tribal Emergency Management Association

- Education and Curriculum Development Advisor for implementation of Tribal Emergency Management
    - Development of Certificates, Associates Degree, and Bachelor of Science education that specialize in Native American Emergency Management Issues.

University of Nebraska Presidential Management Fellowship

- Selection Board Member
- Past PMF Selectee Finalist

University of Nebraska Doctoral Programs Committee

- Participates in Doctoral curriculum development and approval, application review, and in allocation of TA/RA Funding for students

University of Nebraska at Omaha Faculty Senate

- Represents College of Public Affairs and Community Service and School of Public Administration on University Faculty Senate
- Serves on Education Resources & Services (ER&S) subcommittee

UNO Alumni Board

- Alumni Board Member Representing the Faculty Senate

Academic Memberships

- American Society for Public Administration
    - Charter member of International Chapter
- American Political Science Association
- Transportation Research Forum
- Pi Alpha Alpha, Public Administration Honor Society

DeeDee Marie Bennett, Ph.D.

Assistant Professor
University of Nebraska at Omaha
School of Public Administration
Emergency Services Program
402-554-3714 (office)
dmbennett@unomaha.edu

ACADEMIC QUALIFICATIONS

2013	Ph.D. Fire and Emergency Management, Department of Political Science, Oklahoma State University, Stillwater, Oklahoma. *Dissertation: Community Development Block Grant Disbursements after Disasters: Assessing Social Vulnerability.*
2009	M.S. Public Policy, Georgia Institute of Technology, Atlanta, Georgia. *Thesis: Comparative Analysis Between the National Response Framework and Federal Emergency Management Agency Region IV Response Plans.*
2003	B.S. Electrical Engineering, Georgia Institute of Technology, Atlanta, Georgia.
2003	Certificate, Industrial and Organizational Psychology, Georgia Institute of Technology, Atlanta, Georgia

PROFESSIONAL POSITIONS

2015 – Present	Assistant Professor, Emergency Services Program, School of Public Administration, University of Nebraska at Omaha, Omaha, Nebraska.
2013 - 2015	Research Scientist, Center for Advanced Communications Policy (CACP), Georgia Institute of Technology (Georgia Tech), Atlanta, Georgia.
2012	Research Analyst, Wireless Rehabilitation Engineering Research Center (Wireless RERC), Georgia Institute of Technology (Georgia Tech), Atlanta, Georgia.
2011	Research Assistant, Wireless RERC, Georgia Institute of Technology (Georgia Tech), Atlanta, Georgia.
2011	Intern, Georgia Emergency Management Agency (GEMA), Atlanta, Georgia
2010 - 2013	Lecturer / Graduate Assistant, Oklahoma State University (OSU), Stillwater, Oklahoma
2004 - 2010	Research Engineer I, School of Electrical and Computer Engineering (ECE), Georgia Institute of Technology (Georgia Tech), Atlanta, Georgia

PEER-REVIEWED PUBLICATIONS

LaForce, Salimah, Helena Mitchell, Maureen Linden, Rich Rarey, and DeeDee Bennett. (2016) Optimizing Accessibility of Wireless Emergency Alerts: 2015 Survey Findings. *Journal on Technology & Persons with Disabilities.* (**Accepted)**

Bennett, DeeDee. (2016). *"*Science Fiction: The Future Wireless Technologies and People with Different Abilities*" Futures Journal* (**Submitted**).

Bennett, DeeDee, Brenda Phillips, and Elizabeth Davis. (2016). *"*The Future of Accessibility in Disaster Conditions: How Wireless Technologies Will Transform The Life Cycle of Emergency Management.*" Futures Journal.* (**Submitted**).

Bennett, DeeDee. (2014). "How do Emergency Managers Use Social Media?" *Journal of Emergency Management.* March/ April 2014 Volume 12 (3): 251-256.

Bennett, DeeDee. (2010). "State Emergency Plans: Assessing the Inclusiveness of Vulnerable Populations," *International Journal of Emergency Management,* Volume 7(1).

PEER-REVIEWED BOOK CHAPTERS

Bennett, DeeDee. (2016). Providing Critical Emergency Communications via Social Media Platforms: Cross-Case Analysis. *Routledge Handbook on Information Technology in Government* by (Eds.) Yu-Che Chen and Michael Ahn. Routledge. (Accepted**, forthcoming)**

Bennett, DeeDee, Paul Baker, and Helena Mitchell. (2016). "New Media and Accessible Emergency Communications." Chapter 22 in *Social Media and Disability* by (Eds.) Mike Kent and Katie Ellis. Ashgate. (Accepted, **forthcoming)**

Bennett, DeeDee, Brenda Phillips, Deborah Thomas, Eve Gruntfest, Jeanette Sutton. (2013). "New Ideas for Practitioners" Chapter 18 in *Social Vulnerability to Disasters, second edition,* by (Eds.) Deborah Thomas, Brenda Phillips, Alice Fothergill, Bill Lovekamp. CRC Press: Boca Raton, FL.

RECENT RESEARCH GRANTS

2015 – 2016 Principle Investigator: Social Media for Emergency Management (SMEM): Promoting Inter-organizational Collaboration. University of Nebraska-Omaha, CPACS Urban Research Grants. Co-PIs: Yu-Che Chen, Jooho Lee, Joe Mancuso. **9,400**

2015 – 2016 Principle Investigator: Emergency Management Higher Education Core Competencies Focus Group**.** U.S. Department of Homeland Security, Federal Emergency Management Agency, Emergency Management Institute. University of Nebraska at Omaha. **$2,072**

2014 – 2015 Project Director: Phase II. Public Response to Alerts and Warnings: Optimizing Ability of Message Receipt by People with Disabilities. U.S. Department of Homeland Security, Science and Technology Directorate. Georgia Institute of Technology.

2013 – 2014 Project Director. Education and Training of First Responders on IPWAS and the Development of Social Media for Emergency Management (SMEM) for People with Disabilities. Georgia Institute of Technology.

Program Manager. U.S. Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), IPAWS Alerts for People with Disabilities or Language Differences. Georgia Institute of Technology.

2013 – 2015 Project Director. Emergency Lifelines on Wireless Platforms. Rehabilitation Engineering Research Center for Wireless Technologies (WirelessRERC), National Institute of Disability and Rehabilitation Research (NIDRR) of the U.S. Department of Education. Georgia Institute of Technology.

2012 – 2013 Graduate Research Assistant. Using Cell Phone Data to Analyze Continuum of Disaster and Irregularity in Spatio-Temporal Movements. National Science Foundation (NSF). Oklahoma State University.

OTHER PUBLICATIONS

Bennett, DeeDee. (2015). "Just another Communications Tool." *IAEM Bulletin.* June 2015, Volume 32 (6).

Bennett, DeeDee. (2014). "Moving Towards Accessible Wireless Emergency Alerts: Sending and Receiving." *IAEM Bulletin.* October 2014 Volume 31(10): 30-31.

Mitchell, Helena, DeeDee Bennett and Salimah LaForce. (2011). "Planning for Accessible Emergency Communications: Mobile Technology and Social Media," *2nd International AEGIS Conference Proceedings,* Brussels.

Bennett, DeeDee. (2009). "A Comparative Analysis of State Emergency Plans: Improving Communications and Response to Vulnerable Populations," *Proceedings of the Wireless Emergency Communications Conference,* September 2009, Atlanta, Georgia.

REGULATORY FILINGS

Mitchell, Helena, John Morris, Salimah LaForce, DeeDee Bennett, Ed Price, and Frank Lucia. (2015). Comments filed in response to *Request for Updated Information and Comment of Wireless Hearing Aid Compatibility Regulations* [WT Docket Nos. 07-250 and 10-254] before the Federal Communications Commission: Washington, D.C., January 22, 2015.

Mitchell, Helena, Laura Levy, Salimah Laforce and DeeDee Bennett (2014). Comments in response to *Comment Requested to Refresh the Record* in EB Docket No. 04-296, on

Petition Filed by the Minority Media and Telecommunications Council Proposing Changes to Emergency Alert System (EAS) Rules to Support Multilingual EAS and Emergency Information. Federal Communications Commission: Washington, D.C., May 28, 2014.

Mitchell, Helena, Frank Lucia, Salimah Laforce and DeeDee Bennett. (2014). Comments filed in response to *Accessibility of User Interfaces and Video Programming Guides and Menus* [MB Docket No. 12-108] and *Accessible Emergency Information, and Apparatus Requirements for Emergency Information and Video Description: Implementation of the Twenty-First Century Communications and Video Accessibility Act of 2010* [MB Docket No. 12-107] before the Federal Communications Commission: Washington, D.C., February 25, 2014.

CONFERENCE PRESENTATIONS AND POSTERS

Bennett, DeeDee. (2015) "Disaster Research Meets Model Practices." *International Association of Emergency Managers.* November 2015, Las Vegas, NV (**Accepted**)

Bennett, DeeDee and Salimah LaForce (2015). "Accessible Wireless Emergency Alerts for People with Sensory Disabilities." *Natural Hazards Workshop*. July 2015, Broomfield, CO. (**poster**)

Bennett, DeeDee. (2015). "Science Fiction: The Future Wireless Technologies and People with Different Abilities" *Envisioning Inclusive Futures: The Migration of Wireless Technology Summit*. May 2015. Atlanta, GA

Bennett, DeeDee, Brenda Phillips, and Elizabeth Davis. (2015). "The Future of Accessibility in Disaster Conditions: How Wireless Technologies Will Transform The Life Cycle of Emergency Management." *Envisioning Inclusive Futures: The Migration of Wireless Technology Summit Proceedings.* May 2015. Atlanta, GA

Bennett, DeeDee. (2015). "Findings from People with Disabilities and Emergency Managers on the Use of Websites and Social Media to Deliver Accessible Emergency Alerts." *National Hurricane Conference.* May 2015, Austin TX.

Bennett, DeeDee. (2014). "Enabling Better Emergency Services for Persons with Disabilities." *M-Enabling Summit,* June 2014, Arlington, VA.

Bennett, DeeDee, Braeden Benson, and Helena Mitchell. (2014). "Are We Neglecting the 20%? Accessibility of Emergency Management Websites." *29th Annual International Technology and Persons with Disabilities Conference,* March 2014, San Diego, CA

Bennett, DeeDee. (2012). "Evidence-Based Best Practices for Disability Issues," 37th Annual *Natural Hazards Research and Application Workshop,* July 2012, Broomfield, CO.

Bennett, DeeDee. (2012). "Preparedness, Warnings and Protective Action,"*15th Annual Emergency Management Higher Education Conference*, June 2012, Emmitsburg, MD.

Bennett, DeeDee. (2012). "Social Media for Emergency Management," *66th Interdepartmental Hurricane Conference,* March 2012, Charleston, SC.

Bennett, DeeDee and Njoki Mwarumba. (2011). "Case Study of Campus-Wide Emergency Alert Warnings: Oklahoma State University," *22nd Annual OSU Research Symposium,* February 2011, Stillwater, OK

Bennett, DeeDee. (2009). "A Comparative Analysis of State Emergency Plans" Improving Communications and Response to Vulnerable Populations," *Wireless Emergency Communications Conference*, September 2009, Atlanta, GA.

BOOK CONTRIBUTIONS

Bennett, DeeDee. (2015, forthcoming). "Social Media and Vulnerable Populations," Contributor to *Koenig and Schultz's Disaster Medicine, second edition* by Kristi L. Koenig and Carl H. Schultz. Cambridge University Press.

Bennett, DeeDee and Njoki Mwarumba. (2011). "Box 4.5 Social Media and Emergency Management," Contributor *to Introduction to Emergency Management* by Phillips, B. Neal, D. and Webb, G. CRC Press: Boca Raton FL.

RESEARCH BRIEFS AND REPORTS

Bennett, DeeDee. (March, 2015) "Gaps in Wireless Emergency Alert (WEA) Effectiveness Research Brief," Center for Advanced Communications Policy (CACP) on-line publications. Atlanta, GA.

Bennett, DeeDee, Danielle Sharpe, and Amelia Williams. (2014). "Mobile Apps Catalog" Center for Advanced Communications Policy (CACP) on-line publications. Atlanta, GA. .

Bennett, DeeDee, Braden Benson, and Danielle Sharpe. (2014). "Dissemination of WEA: Survey of Alert Authorities." Center for Advanced Communications Policy (CACP) on-line publications. Atlanta, GA.

Bennett, DeeDee, Salimah Laforce, Helena Mitchell, and Ed Price. (October, 2013) "FM Radio and RBDS-Based Emergency Alerting: Possibilities and Potholes." Rehabilitation Engineering Research Center for Wireless Technologies (Wireless RERC) on-line publications. Volume 2013, Number 04

WORKING PUBLICATIONS

Benson, Braeden, DeeDee Bennett, and Helena Mitchell. "Content and Accessibility of Emergency Management Websites," Journal of Homeland Security and Emergency Management

Bennett, DeeDee. "Social Media and Emergency Management," Contributor to Second Edition, Introduction to Emergency Management by Phillips, B. Neal, D. and Webb, G. CRC Press: Boca Raton FL.

Bennett, DeeDee and Mwarumba Mwavita. "Equal Distribution of Federal Aid to Vulnerable Populations"

Bennett, DeeDee. "Social Media Platforms Growing Influence in Emergency Communications."

Bennett, DeeDee. (forthcoming). "Information Seeking Behavior after Wireless Emergency Alerts."

Bennett, DeeDee. "Research Brief on the dissemination of WEA: Survey of Alert Authorities."

INVITED PRESENTATIONS (non- conference)

Bennett, DeeDee and Salimah LaForce. (2015). "Reaching People with Disabilities: Wireless Emergency Alerting & Accessibility." Webinar. *Georgia Emergency Preparedness Coaltion for Individuals with Disabilities and Older Adults*. June 2015. Atlanta, GA. http://wirelessrerc.gatech.edu/content/newsroom/presentation-available-reaching-people-disabilities-wireless-emergency-alerting#sthash.ZNLO12OI.dpuf

Bennett, DeeDee. (2014). "Accessibility and Wireless Emergency Alerts," *Department of Homeland Security, Federal Emergency Management Agency, Integrated Public Alerts and Warnings,* Wireless Emergency Alerts Outreach Conference Call for Stakeholders.

Bennett, DeeDee. (2014). "Emergency Alerts and Warnings: Moving Forward" Oklahoma State, Political Science: Incident Management and Tactical Operations undergraduate course 3733. Stillwater, OK.

Bennett, DeeDee (2013). "Qualifying Exam Prep and Study Strategies" Oklahoma State Fire and Emergency Management Administration PhD Orientation, Stillwater, OK.

Bennett, DeeDee. (2011). "Including People with Disabilities in Emergency Management: Website Evaluation," *Georgia Emergency Preparedness Coalition for Individuals with Disabilities and Older Adults,* July 2011, Atlanta, GA.

COURSES TAUGHT

Emergency Management

Introduction to Emergency Management. (EMGT 1000) University of Nebraska at Omaha. School of Public Administration. Undergraduate. In person.

Disaster Response and Recovery. (EMGT 4060) University of Nebraska at Omaha. School of Public Administration. Undergraduate. In person.

Aim and Scope of Emergency Management. (POLS 3813) Oklahoma State University. School of Political Science. Undergraduate. In person and online.

Courses Scheduled

Intra/Non-Governmental Organization and Cooperation. (EMGT 3080) University of Nebraska at Omaha. School of Public Administration. Undergraduate. Online. **Spring 2016**

Disaster Response, Recovery and Resilience. (EMGT 8430) University of Nebraska at Omaha. School of Public Administration. Graduate. In person. **Spring 2016**

Guest Lectures

Social Vulnerability and Disaster (Undergraduate)
Disaster Recovery (Undergraduate)
Emergency Warnings (Undergraduate)

Family Policy and Disasters (Graduate)
Qualifying Exam Preparation and Study Strategy (Graduate)

CONTINUING EDUCATION

2013	University Program Assessment, Oklahoma State University
2013	IS-247.a Integrated Public Alert and Warning System (IPAWS)
2012	Solar Under the Sun Certified, Solar 2: Solar Panel Technician for sustainable communities in developing countries
2009	IS-100.a Introduction to the Incident Command System, FEMA
2009	IS-100.HE Introduction to the Incident Command System, FEMA
2009	Emergency Preparedness 101, Georgia Tech
2005	Certificate of RF and Wireless Engineering, Short Course
2004	Certificate of Fundamentals of Engineering, Short Course

SERVICE

Profession

2014 -Present	Reviewer: *Western Journal of Emergency Medicine.* Emory
2013 –Present	Reviewer: *Natural Hazards Review*.
2014- Present	William A. Anderson Fund, Feeder Council, Chair
2014	FEMA Emergency Alerts and Symbology Working Group
2011 - Present	International Association of Emergency Managers (IAEM), Member of the Emerging Technology Caucus

University/School

2015 – Present	University of Nebraska at Omaha (UNO) School of Public Policy, MPA Committee & Admissions
2015 – Present	UNO Emergency Management Student Group, Advisor

Community

2015	Member of the Nebraska Voluntary Organizations Active in Disasters (NEVOAD)
2012	Team Co-Leader of Solar Under the Sun project to Install Solar Panels in Haiti and Kenya for sustainable development

STUDENTS SUPERVISED

2014	Christina Touzet, Master's, Georgia State University
2014	Danielle Sharpe, Undergraduate Research Advisor, Georgia Tech
2013 -2014	Braeden Benson, Master's Capstone Project, Emory University

OTHER AFFILIATIONS / MEMBERSHIPS

2014- Present	Society of Broadcast Engineers, (SBE), Member
2014- Present	Institute of Electrical and Electronics Engineers (IEEE), Member
2012 - Present	Phi Kappa Phi Honor Society, Member
2011- Present	Golden Key International Honor Society, Lifetime Member
2008	IEEE MTT-S 2008 International Microwave Symposium, Steering Committee Member

Joseph S. Mancuso, MA, MSEFSL
2803 Leigh Lane
Papillion, NE 68133-3377

Cell: 402-616-9434 email: jsmancuso@unomaha.edu

Education:

Public Administration Doctoral Student
University of Nebraska at Omaha, Omaha, NE
College of Public Affairs and Community Service

2008 – Grand Canyon University, Phoenix, AZ
Master of Science, Executive Fire Service Leadership

2006 – Lincoln Southeast CC, Lincoln, NE
Associate of Applied Science, Fire Protection

1990 – University Nebraska/ Omaha, Omaha, NE
Master of Arts, Exercise Physiology

1985 –University Nebraska Omaha, Omaha, NE
Bachelor of Science, Education, PE, K-12

Professional Employment:

2012-Present
Omaha, NE

Instructor: University of Nebraska at Omaha

Primary Responsibilities: University Instructor for Fire Service Management and Emergency Management Programs. Also assisted in research, development and implementation of the Bachelor of Science in Emergency Management and Bachelor of General Studies, Fire service Management Area of Concentration by establishing core competencies, course curriculum, developing goals and objectives, vetting and hiring of adjunct instructors, network and marketing, and assisting with student enrollment.Plan, develop, and use a variety of teaching methods and materials that assist students in meeting course objectives and which are appropriate for students with differing educational and experiential backgrounds and learning styles.

2009-2010
City of Omaha, Omaha, NE

Acting Assistant Chief: Omaha Fire Department

Primary Responsibilities: One of three Operations Assistant Chiefs that are assigned to one of three Omaha Fire Department (OFD) platoons responsible for operations. Accountable for management and supervision of more than 200 fire suppression personnel, resource, equipment and apparatus allocation and staffing for 6 Battalions, 24 fire stations, 24 Engines, 9 Truck Companies, 3 Rescue Units, 15 Medic Units and 6 Battalion Chiefs. Additional responsibilities included strategic and tactical planning, staffing projections, budget management and daily training assignments, as well as liaison with Omaha Police Command Staff, Public Works Supervisors and other city departments, surrounding Mutual Aid agencies and local media outlets.

2007 – 2013
City of Omaha, Omaha, NE

Battalion Chief: Omaha Fire Department

Primary Responsibilities: Current assignment is Battalion 3-A Shift located in the Southeast area of Omaha. This area covers a densely populated urban area, populated

by a culturally diverse, mid – to – lower income citizenry. Experience in all Battalions and areas of the City of Omaha, with an emphasis in the high call frequency Battalions located in the southeast and downtown areas. Responsibilities include the routine maintenance, training, personnel management and leadership, and emergency operations of a specific Battalion consisting of 4 fire stations, housing 4 Engine Companies, 2 Truck Companies, and 2 Medic Units.

Oct 2007 – Apr 2010
City of Omaha, Omaha, NE

Battalion Chief, Training and Special Operations: Omaha Fire Department

Primary Responsibilities: Developed, proposed, communicated, and managed annual budgets for both entities. Responsible for establishing curriculum, developing courses, formulating lesson plans, scheduling training sessions, teaching classes and maintaining records for both fire operations and EMS. Implemented and supervised the in-station training program for all fire companies, providing individual and multi-company drills. Also responsible for probationary candidate basic training classes, including the Field Training Officer program. Supervised all EMT Intermediate and paramedic continuing education. The Bureau also researches and tests new firefighting equipment and procedures. Routinely assisted Omaha Human Resources in hiring and promotional exams. In addition, responsible for the administration of the Special Operations/Hazardous Materials units. This bureau has the Responsibility for the development and implementation of comprehensive Special operations training programs and in-station training for SO personnel.

Other Responsibilities/Accomplishment:

After Action Reports/Standard Operating Procedures: Either authored, co-authored, and/or edited numerous After Action Reports that outlined important mitigating and contributing factors of significant incidents, lessons learned, and industry best practices for review and dissemination among administrative and line personnel. Also authored, co-authored, edited, and approved over 50 pieces of the Omaha Fire Department's current Standard Operating Procedures. Examples are available upon request.

Events of National Significance: While representing the OFD as Special Operations Coordinator, regularly attended security and strategic planning meetings for the annual College World Series, the 2008 United States Olympic Swimming Trials, and the First Round of the 2008 March Madness at the Qwest Center. Acted as the fire department representative tasked with the following duties: inter-agency liaison; identify known and/or foreseeable hazards and assess the response capabilities of OFD personnel; identify and acquire necessary assets to mitigate unaddressed hazards; assign and equip resources; plan, schedule, brief/debrief and supervise on-duty response personnel; tactical commander during events; evaluate policies, procedures, and response activities; author/edit after-action post-event reports.

Employee Development: Budgeted for, scheduled, and obtained certification of all Training Bureau personnel to receive NFPA Firefighter II, Instructor I and Instructor II certification. Approved funding for all Training Bureau Captains to attend Skill Pathways Management/Leadership Skills seminar.

Jan- Oct 2007
City of Omaha, Omaha, NE

Battalion Chief, Fire Prevention/Public Education: Omaha Fire Department

Primary Responsibilities: Developed, proposed, communicated, and managed annual bureau budget. Commanding Officer of the Fire Prevention and Public Education Bureau, responsible for the enforcement of the City's Fire Prevention Code and educating the general public in fire safety via lectures, fire demonstrations and the distribution of fire safety material. Supervised 13 sworn personnel and 2 civilian support staff that review preliminary construction plans and blueprints, conduct on-site inspections of all

occupancy types, document findings for computer input and retrieval by emergency responders, and coordinate the department's Fire Management Zone Program. Also responsible for the planning, scheduling, equipping, evaluating, and refining of the appearance of fire apparatus and firefighters' presentations at schools, social functions, business and industry continuity planning, and public relations with organizations and the general public. Finally, filled the role of Public Information Officer, providing interviews and fire reports to local news media outlets.

Other Projects:

Urban Area Securities Initiative (UASI): UASI is a Department of Homeland Securities metropolitan grant for terrorism prevention and response. The UASI group is composed of various Department Heads and Tri County City officers and various agencies such as Omaha Metro Medical Response System (OMMERS), Douglas Co. Emergency Management, OPD, La Vista PD and FD, Papillion FD, and Sarpy County Law Enforcement. In 2007, represented OFD in the Urban Area Working Group to acquire UASI funding. The group was successful in returning the Omaha metro area to UASI status.

Grant Writing and Management: Applied for and was awarded grants totaling hundreds of thousands of dollars from State Homeland Security Grant Program and private companies for smoke detector installation and other public fire education programs.

Problem Resolution Team: Re-established a previously discontinued program to identify, assess, and resolve condemned properties in economically challenged areas of the city. Routinely networked with department representatives from City of Omaha Legal Department, Planning Department, Police Department, and concerned citizen groups and neighborhood associations to decrease the fire related incidents at condemned or abandoned properties.

CWS Safety and Security: Developed a program to ensure the safety and security of patrons of the multiple temporary restaurant and assembly locations during the College World Series. Up to 2007, no formal policy or procedure existed to inspect the tents and enforce local fire codes during the CWS.

2004 – 2013 Urban Search and Rescue
FEMA Nebraska Task Force – 1

Primary Responsibilities: Entered the program as Rescue Specialist (RS). Served as Rescue Squad Officer, responsible for 6 RS. Later promoted to Rescue Team Manager, responsible for 2 Rescue Squads. Received FEMA Safety Officer training in 2007 and moved to Task Force Safety Officer.

Special Projects:

2010 Full Scale Exercise (FSE) Management Team: Served as Safety Officer for management team during pre-exercise planning and deployment.

2000-2006 Fire Captain: Omaha Fire Department
City of Omaha, Omaha, NE

Primary Responsibilities: As the supervisor of a crew of four, responsible for the management and supervision of routine equipment and facility maintenance; individual and multi-company training; tactical decision-making; crew resource management; communication throughout the chain of command; personnel management; and personnel accountability and adherence to safety policies and procedures. Possess a broad range of experience on all types of response vehicles; at least 2 years' experience on an engine, a truck company, and the Special Operations Unit.

Special Projects:

2005 Hurrican Katrina: Contracted employee of Federal Emergency Management Agency (FEMA) to assist as Community Service representatives to displaced people from New Orleans, LA. Fourteen days in Dallas, TX at the Dallas Convention Center, supervised over twenty other firefighters from different parts of the country ushering thousands of displaced individuals and families through the bureaucratic process required for financial assistance. Primary responsibilities included: leadership in scheduling, assigning, and providing logistics for the dedicated firefighters who assisted in this effort; presented 20-25 introductory and guidance presentation to groups of 35-50 displaced residents per day; evaluation of on-going processes and assigning corrective actions. Similar functions performed upon arrival in New Orleans from September 18 – October 2, 2005. Designated as the Logistics Section Chief for the firefighters of Task Force 83 under the direct supervision of Newark, NJ Deputy Chief Paul Malool (ret). Practical experience in the National Incident Management System (NIMS).

2004 LFR/OFD Collaboration: LFR administers the DHS FEMA USAR team, NETF-1. In an effort to meet federal staffing requirements, LFR requested personnel from the OFD to become members of NETF-1. Assisted EMS BC Mark Lane and City of Omaha Legal Department in the contract negotiations required for OFD to become a Participating Agency in the USAR program.

2003 Special Operations Bureau: With only general guidance from the EMS BC, was tasked with developing a Special Operations Coordinator job description, laying the groundwork for a new position in the department's structure. Routinely worked with City of Omaha Law Department (Hazardous Materials Cost Recovery Program); Mayor's Office Grant Administrators (several Aid to Firefighters and UASI grants); Omaha Police Department Command Staff (College World Series Emergency Preparedness Plan); State of Nebraska Emergency Management and National Guard personnel (CWS); City of Omaha Public Works (traffic control and other CWS issues). Duties with the SOB also included assisting the United States Secret Service for presidential visits to the metro. Advised and directed Secret Service HAZMAT personnel in security matters for the presidential visit.

2002 Fitness and Wellness Program: Assisted EMS BC Brian Sorensen with the expenditure of $531,000 for a fitness and wellness program for the OFD. Initially worked with the Mayor's Grant Administration staff to determine grant requirements. Responsibilities included writing the Request for Proposal (RFP), evaluating bids, purchasing and acquiring, and finally approving the remittance of funds to close the deal for $291,000 for exercise equipment and $240,000 in service contracts. Throughout the process, educated and updated City Council members and the City Council Chief of Staff to address concerns regarding the grant; the grant required significant oversight and matching funds. Planned meetings, made presentations, provided research and technical expertise that eventually led to the approval of all contracts and the maintenance of the fitness and wellness program for the term of the grant.

1999-2000
City of Omaha, Omaha, NE

Fire Apparatus Engineer: Omaha Fire Department

Primary Responsibilities: The safe operation of fire department apparatus enroute to, on the scene of, and returning from fire and emergency services requests from the public. Assignments included engine, truck and Special Operations units.

1992-1999
City of Omaha, NE

Firefighter: Omaha Fire Department

Primary Responsibilities: Performed in various capacities as crew member of engine and truck companies, and Special Operations Unit. Held certifications that allowed the completion of tactical assignments at fires, Emergency Medical Service requests, extrication incidents, hazardous materials incidents, trench rescue operations, and technical rescue operations. Also involved in all aspects of fire department public relations.

2012 – Present Instructor/Coordinator: Fire Service Management, College of Public Affairs and Community Service, University of Nebraska at Omaha, Omaha, NE.

Primary Responsibilities: Teaching six (6) hours of college courses in the Fire Service Management Program. Also responsible for developing the newly approved Bachelor of Science in Emergency Management and Bachelor in General Studies, Fire service Management Area of Concentration by establishing core competencies, course curriculum, marketing, and assisting with student enrollment at the direction of the program director.

2010 – 2012 Contracted Consultant: College of Public Administration and Community Services, University of Nebraska at Omaha, Omaha, NE

Primary Responsibilities: Research and develop courses and programs for Bachelor's Degree in Emergency Management and Bachelor of General Studies in Fire Service Management, as well as advise and collaborate with representatives from other CPACS departments.

2007 – 2011 Adjunct Instructor: College of Engineering, University of Nebraska at Omaha
Omaha, NE

Primary Responsibilities: Plan, develop, and use a variety of classroom instruction methods and materials that assist students in meeting educational objectives in the Fire Protection Technology program. Advise and counsel university students with different educational and experiential backgrounds in pursuit of fire service careers.

1985-1992 Teacher/Coach: Omaha Public Schools System
Omaha, NE

Primary responsibilities: Classroom management, curriculum selection, planning, scheduling, student accountability, lesson delivery, testing and evaluation and other duties involved in the education of high school and junior high age children. Regularly met with administrators, other teachers, business and industry representatives, and parents to enhance the learning environment in the school.

National Fire Academy Executive Fire Officer Program Graduate:

- Executive Leadership 2006
- Executive Analysis of Fire Service Operations Management 2005
- Strategies for Risk Reduction 2004
- Executive Development 2003

Unpublished Papers:

- *Recruiting Practice in Omaha, NE 2006*
- *Exploring a Local USAR Team in Omaha, NE, 2005*
- *Alternative Funding for the Omaha Fire Department, 2004*
- *Overweight and Obesity on the Omaha Fire Department, 2003*

National Fire Academy/Emergency Management Institute:

- Introduction to the Incident Command System, I-100 for Federal Disaster Workers, 2005
- Incident Command System, Basic I-200 for Federal Disaster Workers, 2005
- National Incident Management System, IS-700, 2005
- National Response Plan, IS-800, 2005
- Basic Incident Command, IS 195, 2004
- Chemistry of Hazardous Materials, 1997

Department of Homeland Security/Nebraska Emergency Management Agency:

- Advanced ICS for Command and General Staff, ICS 400, 2008
- Intermediate ICS for Expanding Incidents, ICS 300, 2007
- WMD Terrorism Awareness for Emergency Responders, National Emergency Response and Rescue Training Center, 2004
- Incident response to Terrorist Bombings, New Mexico Institute of Mining and Technology, Energetic Materials Research and Testing Center, Socorro, NM, 2003
- WMD HAZ MAT Technician Course (COBRA), United States Department of Justice, Office of Justice Programs, Center for Domestic Preparedness, Auburn University, Anniston, AL, 2002
- Radiological Emergency Response, 2002
- NBC Domestic Preparedness Training, Jacksonville State University, Jacksonville, AL, 1999
- Tank Car Specialist, Association of American Railroads Transportation Technology Center, Pueblo, CO, 1997

FEMA Nebraska Task Force -1 Urban Search and Rescue:

- Mobilization Exercise Planning and Certificate, 2010, 2011
- Hurricane Dolly Deployment Certificate, 2008
- Mobilization Exercise Participation Certificate, 2007
- US&R Structural Collapse Technician, 2004
- Annual Continuing Education Certificates

National Fire Protection Association/ State Training Bureaus:

- NFPA 1521 Incident Safety Officer, NBFSPQ #286167, 2010 (NE)
- NFPA 1001 Fire Fighter Professional Qualifications, Firefighter II,IFSAC Cert. # 1216794, 2008 (IA)
- NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, Instructor I IFSAC #441724, 2005 (NE)
- NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, Instructor II IFSAC #1217288, 2005 (IA)
- NFPA 472 Hazardous Materials – Technician, 1995 (NE)
- NFPA 1001 Fire Fighter Professional Qualifications, Firefighter I, IFSAC Cert. # 001337, 1992 (NE)

Licensure and Certification:

- EMT – Intermediate, Creighton University, 1996
- Certificate of Completion of Apprenticeship, United States Department of Labor, 1995

Public Speaking:

Sought-after speaker on the subject of fire department administration, emergency management, and business continuity procedures due to extensive experience and training in the field of emergency management.

2011 Addressed numerous faculty committees, including the Faculty/Student Senate Committee and the College of Public Affairs and Community Service Faculty Committee regarding the need for a new Bachelor of Science in Emergency Management and Bachelor of General Studies – Emergency Management Area of Concentration and Fire

Service Management Area of Concentration. All programs were eventually approved and are currently being offered at the University of Nebraska at Omaha.

2010 Invited to speak to administration and security personnel on the subject of an emergency operations plan for 2000 member, inner-city church.

2007 Addressed representatives of all the resident agencies conducting business in the State Office Building at 1313 Farnam Street, Omaha, NE. The State Office Building has approximately 35 tenants, representing numerous public service agencies. I assisted the facilities manager in the development and communication of an emergency evacuation and procedures plan for the heads of all the agencies. Topics of the presentation was OFD priorities in the event of an emergency, how the agencies can partner with OFD to produce a successful mitigation plan, and develop business continuity plans for recovery. I delivered similar presentations to Metro Area Apartment Managers (2007 and 2008), Blue Cross/Blue Shield of Nebraska (2008), and ITT Criminal Justice Program (2008).

2007 Addressed the South Omaha Neighborhood Association regarding the OFD's operations at and investigation into a fatal fire that affected South Omaha's Latino community. Many business and civic leaders were in attendance, including Omaha City Councilperson Gary Gernandt, several South Omaha business leaders, heads of at least two Latino volunteer organizations, and concerned citizens. I briefly introduced the OFD's commitment to fire prevention through aggressive code enforcement. After a thorough explanation of our procedures, I answered several questions regarding the OFD's dedication to serve the south Omaha community, being sensitive to the many issues the non-English speaking residents have with civic authority.

2003 Asked to summarize the OFD's Fitness and Wellness Program to 23 fire executives from all parts of the country as well as the Executive Fire Officer Program administrators at the National Fire Academy in Emmitsburg, MD. Since Omaha's Wellness program was one of the first in the country that had received federal grant funding, the NFA administrators wanted a synopsis of the research, request for proposal process, and implementation of the program for others who may request grant funding for a similar program in their jurisdiction.

2002 Addressed the Omaha City Council regarding the expenditure of $531,000 for exercise equipment for 23 Omaha fire stations and service contracts for the Fitness and Wellness Program. Informed the council on the many factors we used to select the equipment and vendor, basing the decision on the amount of money, the various sizes of the planned fitness rooms, and the relative durability of the equipment we chose. Ultimately, the council accepted recommendations and approved the proposal

Awards and Commendations:

- Certificate of Academic Excellence, Ken Blanchard College of Business, Grand Canyon University, Phoenix, AZ, 2009
- Omaha Fire Department Exceptional Performance Citations, 1992, 1997, 1999
- Applied Research Project, *Recruiting Practices in the Omaha Fire Department* (2006) nominated for Excellence in Research Award, National Fire Academy, Emmitsburg, MD.
- University of Nebraska at Omaha, College of Engineering, Fire Protection Technology Program Teacher of the Year, 2008
- Rotary Club of Omaha, Firefighter of the Year, 2002
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Professional Organizations:

National Society of Fire Protection Engineers, Heartland Chapter, 2011
International Association of Fire Chiefs, 2007

LYNDSEY C. RICE

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OBJECTIVE

To maintain my position as the Academic Advisor/Recruitment Counselor in the School of Public Administration's Emergency Services Program, where I will utilize my skills and share with students my passion for education while helping them achieve their academic and career goals.

SUMMARY OF QUALIFICATIONS

- Organized, efficient, and a quick learner
- Self-motivated and eager to learn new skills
- Committed and dependable employee
- Experienced with numerous diversity issues
- Patient, open minded and a good listener
- Flexible, adaptable, and easy to work with
- Work well independently or in team settings

EDUCATION

Fort Hays State University (Hays, Kansas), GPA 4.0, December 2006
- Master of Science in Community Counseling

Chadron State College (Chadron, Nebraska), GPA 3.9, May 2004
- Bachelor of Arts in Psychology and Family and Consumer Science

PROFESSIONAL EXPERIENCE

University of Nebraska at Omaha (UNO), College of Public Affairs and Community Service (CPACS), (Omaha, Nebraska)
School of Public Administration, Emergency Services Program
Adjunct Instructor, August 2014 –present
- EMGT 1000 Introduction to Emergency Management
- Assisted in the development of EMGT 2500 Disasters and Vulnerable Populations

Academic Advisor/Recruitment Counselor, September 2013 - present
- Actively recruit and advise students for the Bachelor of Science in Emergency Management, the minors in Emergency Management, Fire Service Management and Tribal Emergency Management
- Attend UNO recruitment events such as Be A Mav Day and Dual Enrollment events
- Evaluate transcripts, complete degree plans, and keep track of process through DegreeWorks
- Maintain detailed student records while respecting FERPA
- Refer students to appropriate campus resources
- Collaborate with department/program chairs and/or Academic Advisors to ensure Emergency Management concentration areas are up to date and meeting student needs
- Assist in the development of new concentration areas
- Maintain and update the website and social media for the Emergency Services Program
- Create the course schedule each semester
- Update degree information for the undergraduate catalog
- Assist students with the UNO Emergency Management student group entitled MavReady
- Create and maintain all marketing/recruitment materials
- Devise and implement recruitment and retention strategies
- Assist in the creation of articulation agreements with area community colleges

PROFESSIONAL EXPERIENCE (continued)

Office of the University Registrar
Education Records Associate, June 2011 – December 2011

- Posted transfer student transcripts using PeopleSoft

Division of Continuing Studies (DCS)
Academic Advisor, July 2007 – September 2013

- Advised approximately 600 students primarily 21 and older in the Bachelor of General Studies (BGS) program, including online and Offutt Air Force Base students as well as other special populations
- Advised students on course selection and degree plans, paying close attention to University General Education requirements and maintaining detailed records and respecting FERPA
- Referred students to appropriate campus resources
- Evaluated transcripts, complete degree plans, and keep track of process through DegreeWorks
- Evaluated credit granted by the American Council on Education (ACE) and military trainings
- Collaborated with department/program chairs to ensure areas of concentration were up to date and meeting student/community needs
- Reviewed degree audits for all graduating students
- Oversaw the DCS Advantage, DCS Blacketer, and CPACS/DCS Honors scholarships
- Organized and planned DCS's celebration each year of National Nontraditional Student Week
- Ensured probation and suspension letters are sent out in a timely manner
- Prepared for and attend all DCS Faculty Academic Policy Committee meetings

Omaha Home for Boys (Omaha, Nebraska)
Junior/Senior Planner, August 2011 – February 2013

- Assisted high school Juniors and Seniors by preparing them to take the ACT
- Proctored practice ACT exams and assisted in ACT registration
- Assisted youth in applying to college, financial aid and scholarships
- Tutored Algebra Ready to high school aged youth

Case Manager, June 2006 – July 2007

- Maintained caseload of sixteen males ages 12 to 19
- Supervised 3 sets of House Parents and 2 Family Assistants
- Responsible for implementing and overseeing Family Home Program
- Liaison between administrative and other support staff
- Provided procedural information, ongoing support, advice and guidance, direct intervention, and timely reporting and documentation of crisis intervention
- Developed and oversaw youth treatment plans and service plans
- Arranged and lead Treatment Development and Review Team meetings
- Maintained contact with referring agencies and/or families
- Monitored reports from schools on youth behaviors and academic progress

Fort Hays State University Academic Advising & Career Exploration Center (AACE) (Hays, Kansas)
Graduate Assistant, Academic and Career Advisor, November 2004 – May 2006

- Advised undecided traditional and nontraditional students in class selection, resources, and majors
- Verified and assessed degree summaries for students pursuing an Associate's in General Studies
- Presented to classes and community
- Assisted students in career exploration and choosing a major
- Administered the Keirsey Temperament Sorter, Holland's Self Directed Search and DISCOVER
- Referred students to appropriate campus and community resources
- Coached students in managing dual responsibilities
- Understood and complied with FERPA
- Developed graduate assistant training handbook

UNIVERSITY COMMITTEES AND INVOLVEMENT

Academic Advising Council, 2007 – present
- President, July 2012 – July 2014
  - Chaired the Executive Committee
  - Presided over meetings
  - Assigned ad hoc committees
  - Acted as informal liaison between the campus and advisors
- Chair December, 2011 – July 2012
  - Organized and presided over meetings
  - Communicated announcements, updates and meetings notices to members
- Co-Chair, 2008 – December 2011
- Created and currently maintain the UNO Academic Advising website

CPACS Advisor Committee, September 2015 – present
Distance Education Advisory Group, October 2014 – present
MavLINK Dashboard Committee, 2012 – present
- Chaired Change Management Subcommittee, March 2014 – June 2014

UNO/Metropolitan Community College (MCC) Day Committee, 2011 – present
- Organized academic advising panel discussion
- Created documents regarding advisor information and college requirements for MCC advisors

Safe Space Ally Training, 2009, 2014
Academic Advising Steering Committee, July 2012 – July 2014
- Committee received the Chancellor's Strategic Planning Award, April 2013

University General Education Committee, 2011 – 2014
Military and Veteran Friendly Training, 2014
DegreeWorks Committee, 2011 – 2013
NU Articulation Conference, April 2013
- Presented information and updates related to undergraduate majors in CPACS

Enrollment Management Recruitment Action Team, 2013
- Worked with team members to create action items related to business practices so current and prospective students can easily access and navigate UNO services

Transfer Evaluation System (TES) Training, 2013
Academic Majors Expo Committee, 2012
CPACS Homecoming Tailgate Committee and Volunteer, 2010, 2011, 2012
Gate Keeper Training, 2012
Orientation Committee, 2011
Assessment of Advising Training, 2011
Commencement Volunteer

PROFESSIONAL MEMBERSHIPS AND INVOLVEMENT

National Academic Advising Association (NACADA), July 2007 - present
- Region 6 Conference, 2010, 2011, 2012, 2013, 2014, 2015
  - Co-Chair of the 2016 Region 6 Conference
  - Presented at the 2013 conference
  - Proposal reader volunteer, 2010
- National Conference, 2009 – 2015
- Nebraska Representative, 2012 – May 2015
- Co-organized and hosted the first Nebraska/South Dakota Drive In NACADA Conference, 2012
  - Session presenter "Professional Development: An Academic Advising Council"
- Selected to attend the 2011 NACADA Summer Institute
  - Completed an action plan for professionalizing the Academic Advising Council
  - Completed an action plan for creating a career center at UNO

PROFESSIONAL MEMBERSHIPS AND INVOLVEMENT (continued)

Association for Continuing Higher Education (ACHE), July 2007 – 2014
- ACHE Regional Conference, 2008
- ACHE National Conference, 2007

Kansas Academic Advising Network (KAAN), November 2004 to May 2006
- 2006 Round table presenter "Advising and Counseling: Two Pieces of the Academic Puzzle"

HONORS/AWARDS RECEIVED

- Selected as the UNO November 2015 Employee of the Month
- Acknowledged by Senior Vice Chancellor Terry Hines for students recognizing me on the graduation survey as the person who helped them the most on campus
- Summa Cum Laude, May 2004
- Most Outstanding Work in the Department of Psychology, May 2004
- Most Outstanding Work in the Department of Family and Consumer Science, May 2004

COMPUTER SKILLS

Operating Systems: Windows (All editions)
Software: Microsoft Word, Excel, Power Point, Publisher, Outlook (All editions), PeopleSoft, DegreeWorks, Blackboard, Transfer Evaluation System (TES), Starfish

REFERENCES

Available upon request