

*Post-Secondary Homeland
Security Curriculum
Development for Economic,
Community, and Individual
Resilience*

Breakout Session - Panel 5 – 3.10.10, 1:30-3:00 p.m.

The 4th Annual DHS University
Network Summit, Washington D.C.

Panel Members

- **Moderator: Christine Springer**
(University of Nevada, Las Vegas)
- **Bethany Brown – Bridging the Gap Between the Concept and Courses for Practitioners**
(John Jay, College University of New York)
- **Emily Bentley – Vulnerable Populations**
(Savannah State University)
- **Keith Clement – Step-By-Step Guide for Integrating Resilience into Curriculum**
(Fresno State University)

ECEM Director

Dr. Christine Springer

- Director of Executive Masters in Crisis and Emergency Mgt since 2004
- Former Director of Intergovernmental and Community Relations for 3rd Largest Public Utility (Arizona)
- Former President of American Society for Public Administration(1994)
- Elected to Membership of Congressionally Chartered Think Tank: National Academy of Public Administration (1997)
- Former Director of Economic Development on Arizona Gov's Staff
- Author of 10 books on public management
- Degrees from University of Arizona, Arizona State University and Indiana University
- Associate Editor of Public Administration Review
- Columnist for Innovation Group, *Public Management* and *P.A. Times*



Panel 5 Abstract

This session targets those interested in building a homeland security curriculum as a stand-alone program or to augment existing education programs. In addition, the session targets those interested in applying for education grants from DHS S&T Office of University Programs because all panel members were awarded either DHS S&T Scientific Leadership Awards or Career Development Grants.



Resilience Defined

Resilience measures a community's ability to effectively absorb disasters, as well as respond, and coordinate consequence management tasks to recover from major disaster and crises involving mass casualties, damaged critical infrastructure, disruption of normal economic activity, dislocation of many citizens, widespread property and commercial losses, and sustained stress for vulnerable populations, law enforcement and emergency response professionals.



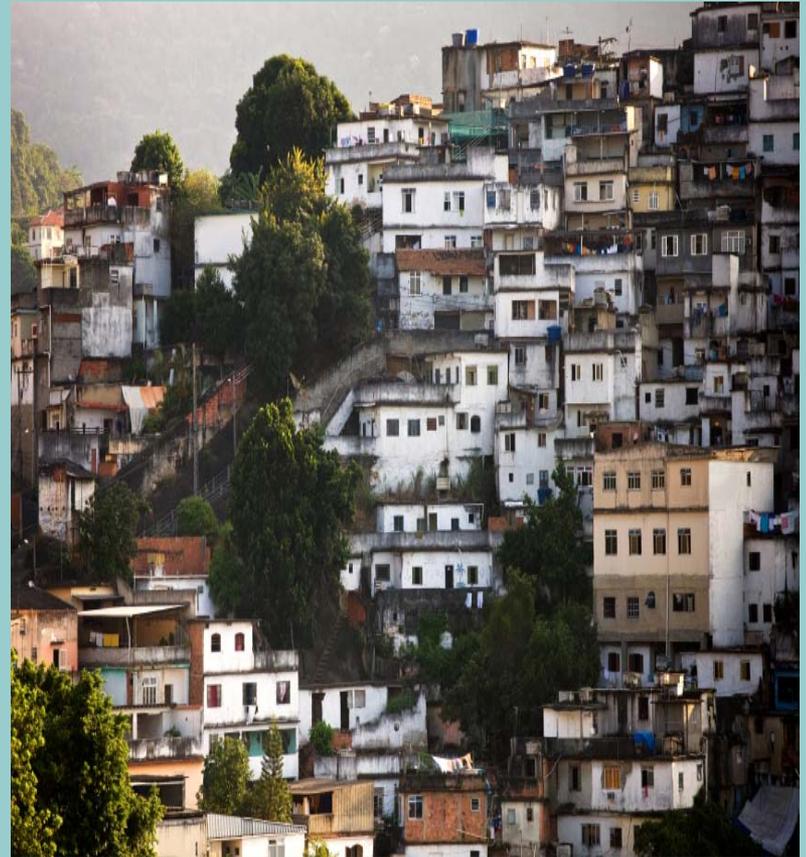
Objectives of “Resiliency”

Resilience aims to make our communities safer, stronger, and better prepared to manage any emergency situations by fostering successful public-private partnerships, cross-community collaboration in risk management, creative and innovative local problem solving, community commitment to better mitigation and response, and implementing sound programs that can be modeled for use by other communities.



Examples of Resilience

Community resilience is measured by the ability of a community to restore and resume most of its normal economic, commercial, educational, health, safety and government functions within 6 months after the crisis ends.



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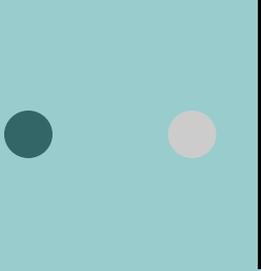
Types of Resiliency

- Economic Resiliency-

- Community Resiliency-

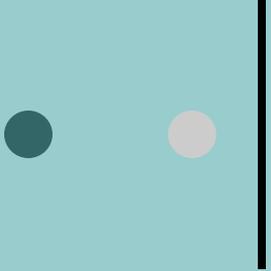
- Individual Resiliency-

- Academic Resiliency-



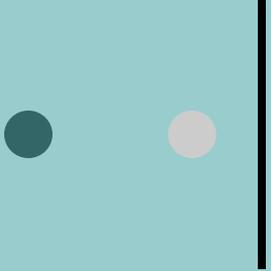
Where do you fit “resilience” in post-secondary curricula?

- Homeland Security (HS) and Emergency Management (EM) degree and certificate programs.
- As a specific course in a stand-alone HS-EM degree or certificate program.
- As smaller units/modules in courses related to preparedness, continuity, resiliency, first responders, vulnerability and community support.



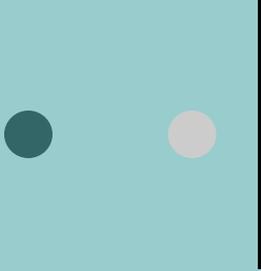
Step-by-Step Guide: Integrating Resilience Into the Curriculum

- Step 1: Evaluate the Need/Demand for the proposed EM-HS academic program on campus.
- Step 2: Build Partnerships between the Academic, Professional, Local Community and Key Stakeholders; help establish networks, create linkages, and gain program “buy-in.”



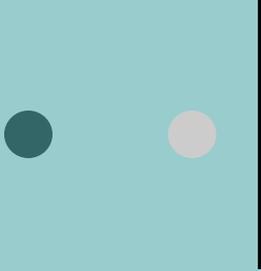
Step-by-Step Guide: Integrating Resilience Into the Curriculum

- Step 3: Develop EM-HS academic program objectives and goals.
- Step 4: Develop Content including core knowledge, theory, methods, skills, abilities, practical application, and professional norms (ethics).
 - Resilience involves a healthy mix of Theory and Practice in the curricula.



Step-by-Step Guide: Integrating Resilience Into the Curriculum

- Step 5: “Curriculum map” EM-HS program content into core and specialized courses and materials.
- Step 6: Develop core and specialty (elective) classes that incorporate resiliency into the program.
- Step 7: Prepare for the campus academic curriculum review process.

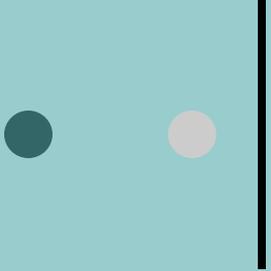


Step-by-Step Guide: Integrating Resilience Into the Curriculum

- Step 8: Promote/market the program.
- Step 9: Involve resiliency with faculty EM-HS research agendas.
- Step 10: Program Evaluation “Are we teaching what we think in programs?”

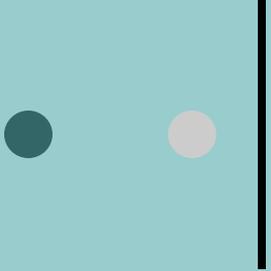
How effective are we at teaching resiliency?

How can we improve teaching resiliency in EM-HS programs?



Additional ways to include resiliency in the curriculum

- Inclusion of resiliency on Course Description, Student Learning Objectives on class syllabus.
- Inclusion of resiliency in Course Content, Reading Assignments, and Student Evaluation Measures.
- Including resiliency as exercises, drills, tabletops, and service learning.



ONE EXAMPLE...

- **UNLV ECEM COURSES DEALING WITH RESILIENCE INCLUDE**

INTRO TO CRISIS AND EMERGENCY MGT

SCIENCE OF CATASTROPHES

INTERGOVERNMENTAL AFFAIRS

ORGANIZATIONAL LEADERSHIP

COMMUNITY PREPAREDNESS

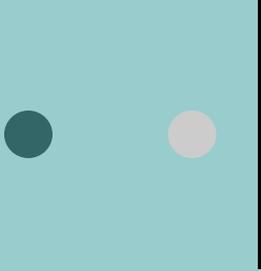
HUMAN CONSIDERATIONS

RISK AND MITIGATION

PREVENTION AND PLANNING

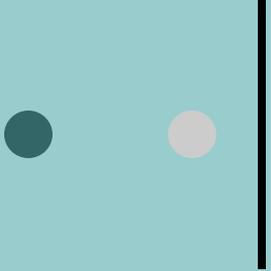
RESPONSE AND RECOVERY

CAPSTONE: RESILIENCE IMPLEMENTED



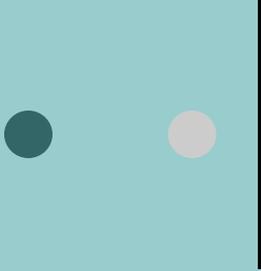
UNLV ECEM CAPSTONE PROJECT REQUIRES...

- 1) COMPREHENSIVE RESEARCH PAPER
ON RESILIENCE
- 2) RESEARCH REPORT ON RESILIENCE
STRATEGIES FOR SELECTED CRITICAL
INFRASTRUCTURES
- 3) COMPLETION OF A LOCAL GOVT
RESILIENCE ANALYSIS PROJECT IN
CONJUNCTION WITH A LOCAL GOVT



Resiliency in Graduate and Undergraduate Programs

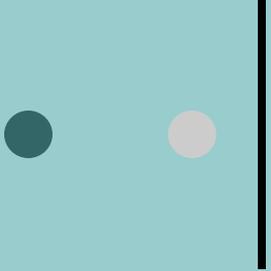
- Important to include “resiliency” in graduate/undergraduate programs.
- Bloom’s taxonomy distinguishes between academic skills and utilization of knowledge and content.



Understanding Vulnerability

SSU HSEM Curriculum

- SSU HSEM program introduces terminology & concepts related to vulnerability in HSEM 1101, Intro to HSEM
- Incorporates social vulnerability in HSEM 3250, Risk & Vulnerability Assessment
- Explores fully in HSEM 3140, Social Diversity Issues in HSEM



Vulnerability & Resilience

- HSEM 3140 examines social vulnerability factors (Cutter, et al) & how they impact vulnerability to/in disasters
- Students discuss resilience in terms of how to address vulnerability factors to improve household & community resilience

- ● | RESILIENCE
INTO UNIVERSITY
CURRICULUM AND
COURSES

QUESTIONS
AND
CONCLUDING
THOUGHTS

