

EIU Model Template for completing an RME form. Please direct any questions to the Office of the VPAA.

Instructions: Use this form when seeking approval from the IBHE to: 1) elevate an existing option to a stand-alone degree program, 2) change a program's degree designation, 3) create a new post-baccalaureate certificate program, 4) offer an existing program at a new off-campus location out of EIU's region, or 5) develop a new (but temporary) research or service center. NOTE: If your request is for a research or service center, please adapt the questions as appropriate. **Under question 6, answer only 6.c. (growth and need for the program).**

1. Name of the program (provide the previous and the new program name, if applicable)

New name: Bachelor of Applied Arts & Sciences: Emergency Management

Previous name: B.S. Public Health: Emergency Management & Disaster Preparedness

2. CIP (classification of instructional programs) code

See <https://nces.ed.gov/pubs2002/cip2000/>. If in doubt, leave this item blank.

3. Learning goals and assessment methods

The National Preparedness Goal describes five mission areas: prevention, protection, mitigation, response, and recovery, along with 32 core capabilities, that address the greatest national risks. As the students entering our program will be first responder practitioners, our programmatic student learning goals will focus on providing the higher order, meta-analytical skills required to fully actualize this goal.

Programmatic Student Learning Goals: at the completion of this program, students will be able to:

- Conduct a situational assessment, and provide decision makers with decision-relevant information regarding the hazard, the at-risk population, and the status of response.
- Identify necessary commodities, equipment, and services to support affected community, and design synchronized logistics capabilities to maintain and/or restore affected supply chains.
- Develop, implement, assess, and evaluate a strategic, operational, and/or tactical level emergency response plan.

Student learning will be assessed at two key points in the curriculum:

- PUBH 4250: Program Planning: Program Planning Proposal and Presentation (assesses writing, analysis, presentation skills, and overall readiness for practicum).
- Completion of PUBH 4275B: self-assessment of learning experience utilizing retrospective pretesting exit survey; final Emergency Response Plan project.

4. Catalog copy for new program, including all required courses and total hours for degree completion

Bachelor of Applied Arts & Sciences in Emergency Management

Total Course Hours: 45

Total Hours for Degree: 120

Core Required Courses: (36 hours)

PLS 4893: Budgeting in Gov and Nonprofit Organizations (3 credits)

PUBH 2270: Community & Public Health (3 credits)

PUBH 3700: Health Behaviors: Theory & Practice (3 credits)

PUBH 4250: Planning Health Programs (capstone course) (3 credits)

PUBH 4275A: Internship (12 credits)

PUBH 4275B: Internship (12 credits)

Elective courses: select 9 hours from the following (9 credits)

CMN 3470: Small Group Communication (3 credits)

GEO 3020: Natural Disasters **OR** GEO 3200: Human Interactions with the Environment (3 credits)

NUR 2613: Medical Terminology (3 credits)

PUBH 2900: Human Diseases (3 credits)

PUBH 2700: Foundations of Health Literacy (3 credits)

PLS 4873: Human Resources Management in Public & Nonprofit Organizations **OR** PUBH 4770: Health Services Administration (3 credits)

SOC 4240: Sociology of Disasters **OR** PLS 4763: Environmental Politics & Policy (3 credits)

Students may earn up to 12 hours through Credit by Prior Learning (CPL). CPL may be used to gain credit for required and/or elective courses in the major.

All of these courses already exist at Eastern Illinois University.

5. Program alignment with college goals and the university mission

EIU Mission: Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student/faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

The College of Health & Human Services seeks to train and educate our future health and human services professionals. We also seek to minimize barriers between current practitioners and their professional advancement goals. Currently, many of the first responder/emergency management professions are moving to higher level educational requirements, and front-line practitioners are unable to advance into administration or less physically demanding jobs because their professional training is at the associate's degree level. For example, impending CoAEMSP accreditation changes will require ambulance service directors to have a bachelor's degree, and EMS program directors to have a master's degree. Many fire departments already give preference to applicants with a bachelor's degree because they know they are already eligible for promotion into fire management or administration.

This degree program will also serve the mission of the University, and many of the goals pertaining to accessibility, enrollment and retention. The population of prospective students we can serve with this program currently has only limited engagement with the University, so it is a new prospect pool. They are also a prospect pool with access to financial support for continuing their education through employers and numerous grant programs. Many are veterans, and can utilize the GI Bill to attend school. And they are a pool of students who will persist to degree completion.

6. Program alignment with IBHE strategic plan: A Thriving Illinois

<https://ibhestrategicplan.ibhe.org/>

Briefly describe how the program will address the three goals of *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*: a) **equity**: close the equity gaps for students who have historically been left behind, b) **sustainability**: build a stronger financial future for individuals and institutions, and c) **growth**: increase talent and innovation to drive economic growth. **(PLEASE ANSWER ONLY 6.c. growth and need for the program.)**

6a) equity: close the equity gaps for students who have historically been left behind

Eastern Illinois University is committed to fostering a learning community where all members feel welcomed and valued. The university provides equality of opportunity in all areas of campus life, and we strive to recognize and appreciate the unique value of our students, faculty, and staff. Every member of campus has the right to learn and work in an environment free of discrimination and harassment, and, beyond that, our goal is for all members of our community to develop a strong sense of belonging to Eastern Illinois University. As an institution with a Fall 2023 first-time full-time cohort that identified as 45.68% non-white, EIU is a significantly diverse community of undergraduate and graduate students, as the following composition demonstrates:

- American Indian/Alaska Native 0.13%
- Black/African American 11.86%
- Asian 3.56%
- Hispanic/Latino 14.21%
- Two or More Races 1.92%
- Native Hawaiian/Other Pacific Islander 0.07%
- White 54.32%
- International 10%
- Unclassified 3.95%

EIU has a long and established commitment to providing enhanced support for underrepresented students. Below, we present an overview of critical resources, programs, and offices:

- **Office of Inclusion and Academic Engagement (OIAE)** (formerly the Office of Minority Affairs) intentionally connects students from underrepresented groups to high-impact practices such as undergraduate research, study abroad, and internships. Indeed, the office's core mission is to connect minority students with the resources and experiences necessary to thrive. Further, staff offer personal support, answer questions, provide information on special scholarships and internships, dispense relevant academic information, and provide general information on campus life and social activities.
- **TRiO Student Support Services** is a comprehensive federally-funded program offering undergraduate students academic assistance. Students can become participants at any point in their program (freshman through senior) and remain in the program until they receive their undergraduate degree from EIU. There is no charge for services provided to students through student support services. TRiO reports to OIAE and is co-located with the Academic Success Center in McAfee Hall.
- **Gateway** is housed in the OIAE. The program is longstanding and a highly successful provisional admission program. Specifically, Gateway is an intensive academic program that supports provisionally admitted students in Year 1, and as needed in Year 2. Gateway students participate in regular mentor meetings and are required to participate in a range of co-curricular activities such as study tables and tutoring.
- **Office of Accessibility and Accommodations** is committed to facilitating the provision of equal access and opportunity to all campus programs and services for students with disabilities. One of four core units in the Academic Success Center (ASC) housed in McAfee Hall, the office works with students and faculty to ensure EIU is able to maximize student success by ensuring the institution is positioned to meet the accommodations and needs of all learners.
- **Testing & Evaluation Operations (TEO)** supports the educational mission of the university by providing high-quality testing, exam scoring, evaluation and survey services for faculty, students, and staff. In addition, TEO provides testing services to the local community. Services for all constituents are provided in a professional, secure, and accessible environment that supports academic success. TEO reports to the Academic Success Center (ASC) and is housed in McAfee Hall.

- **Academic Support Center** is a specialized unit supporting students returning to campus who may be on academic probation or readmitted following an academic dismissal. A member unit of the ASC, the center coordinates and staffs several EIU courses focused on academic skills development and offers workshops and one-on-one counseling.

6b) sustainability: build a stronger financial future for individuals and institutions

EIU’s historical value proposition has been to provide Illinois residents a high-quality education at an affordable price point. Therefore, EIU continues to be the lowest cost of attendance of all four-year public institutions and has specifically developed scholarship programs that simultaneously support academic excellence and access. Several scholarships enable students to effectively and efficiently leverage financial aid and merit-based programs.

Since this degree is designed for non-traditional students, here are the scholarships designed for transfer students:

Automatic Scholarships: Academically talented students entering Eastern Illinois University will automatically be offered the Transfer Academic Excellence Scholarship at the time of application to the university. This scholarship is automatically renewable for a total of 2 years (4 semesters). Eligible students are required to maintain full-time consecutive undergraduate enrollment in fall and spring semesters, and maintain specific GPA requirements.

Competitive Scholarships: Eastern Illinois University offers over 600 scholarship opportunities to new and continuing students e.g., Honors Transfer Student Scholarship.

Success and Engagement Award: Students who do not meet the GPA requirements for the Transfer Academic Excellence Scholarships but showcase leadership and involvement can receive \$2,000 (\$1,000 annually). Students must be enrolled full-time (12+ hours) and maintain Satisfactory Academic Progress in order to receive this award. Students can apply for annual renewal contingent upon earning a minimum cumulative GPA of 2.5 and the submission of a narrative describing continued involvement within EIU’s campus community.

Panther Promise Tuition Waiver (up to \$2,500): File the FAFSA and possess a household income between \$55,000 and \$100,000

EIU Promise: A last-dollar tuition and fees scholarship for first-time students reducing total tuition and fees to \$0 for individuals with household incomes less than \$66,000 and a 3.0 GPA or higher.

Phi Theta Kappa: One-time award worth \$1,000. Fall admission only. Associate degree required.

6c) growth and need for the program: increase talent and innovation to drive economic growth

6C1. summary of similar programs in the state or peer institutions

Institution	Program Name	# Enrolled, Fall 2022
SIU-C	Fire Services Admin	89
WIU	Fire Services Admin	69
WIU	Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other	26
Indiana State University	Safety Management	*data not available

6C2. Demand for graduates of the program; empirical and/or other data

Based on data from the Bureau of Labor Statistics, projected growth in emergency management professions is at least average. However, these statistics do not incorporate the impact of impending credentialing changes into their estimates, and do not distinguish bachelor’s trained employee prospects from associate’s trained prospects.

- Emergency Management Directors: projected 3% growth (average). Requires a bachelor’s degree. \$38/hour.
- EMTs/Paramedics. Do not currently require a bachelor’s degree, but the degree is required for job advancement into administration. Faster than average growth rate. \$19/hour
- Firefighters. Do not currently require a bachelor’s degree, but degree is a common requirement in urban firefighter units. Average growth rate. \$25/hour
- Disaster Relief careers: Employment in relief agencies has more than doubled since 1990, with continued growth projected.

6C3. Types of careers for which the program will prepare graduates

1. Ambulance Service Director
2. Control Room Operator
3. Safety Coordinator or Director
4. Disaster Recovery Manager
5. Environmental Health & Safety Officer
6. EMS System Director
7. Fire Administration and Management
8. Emergency management for private, public, and municipal sector employers
9. FEMA
10. State EMA
11. Disaster Relief Agency Administration

6C4. Timeline for meeting IBHE minimum program enrollment (currently 40 students in undergraduate programs and 10 students in graduate programs, both by the fifth fall semester of enrollment)

Academic Year	# Enrolled Fall 10th day	# Graduates
24-25	8	--
25-26	15	4
26-27	20	10
27-28	30	10
28-29	40	10

7. Admission and graduation requirements

Admission requirements and graduation requirements are the same as are required by the University as a whole: Transfer students must have earned a CGPA of 2.00/4.00. If they have fewer than 24 earned credits of college-level work, they must meet Beginning Freshmen requirements: a minimum cumulative GPA of 2.5/4.0 scale and a minimum ACT score of 18/new SAT score of 960. Students who choose to apply as test-optional must have a 2.8 GPA on a 4.0 scale and demonstrate successful completion of college preparatory curriculum to be recommended for admission. Those who fall between a 2.5 and 2.8 GPA will be reviewed to determine eligibility for admission.

Graduation requirements: All University General Education Requirements; all major course requirements; 30 hours in residence; 40 hours upper division courses; 12 hours in residence in courses applicable to the major GPA; 120 hours total with CGPA of 2.00 in all courses attempted; Electronic Writing Portfolio submissions. Up to 24 hours of Applied Learning, and up to 12 hours of Credit through Prior Learning (CPL) may count toward the degree.

8. Impact on other programs at EIU

Will the program require courses from other departments and do they have the capacity? Will this program compete with other programs on campus? If the proposed program includes courses from another department, then evidence of consultation with that department must be provided.

With the creation of this BAAS degree program, we will sunset our existing online BS Public Health: Emergency Management & Disaster Preparedness program. All of the courses, either required or elective, in the new program were included in the original BS PUBH: EMDP program, so we will not be increasing the burden on those departments (Political Science; Geology & Geography; Nursing; Sociology, Anthropology, & Criminology). As this program will specifically focus on meeting the educational needs of practicing first responders by providing a degree completion program specifically tailored to their needs, and satisfying employers' requirements to be eligible for tuition reimbursement, it will not inherently compete with any other programs on campus. All departments involved were consulted when their courses were originally added to the EMDP curriculum, and with each iteration of the program.

9. Staffing needs

Expected faculty, staff, and administrative costs for the first five years
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As we are migrating a currently existing program from one format to another, we do not expect any immediate additional costs. We have the faculty, staff and administrative support to manage this degree program.

10. Resource needs

Expected space needs, lab equipment, library, technology costs for the first five years

This is an online program so there will no additional physical space needs or costs.

11. External funding, fees, or income (if applicable)
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Not applicable

12. Dates of consultation with appropriate dean(s) and provost

Provost Jay Gatrell: May 2023

Dean John Storsved: May 2023

Interim Provost Ryan Hendrickson: October 2023
