

# Comprehensive Program Review

## FINAL SUMMARY REPORT

Associate Certificate in Emergency Management

Associate Certificate in Emergency Management Exercise  
Design

School of Public Safety, Emergency Management Division

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Date Submitted: September 7, 2022



# Comprehensive Program Review Final Summary Report (FSR)

*Associate Certificate in Emergency Management  
Associate Certificate in Emergency Management Exercise Design*

## 1. Self-Study Report Summary

### Conclusions

The selfstudy process involved a divisional team analyzing a variety of materials to determine the status and viability of the Associate Certificate in Emergency Management (EMANAS) and Associate Certificate in Emergency Management Exercise Design (EMEDA) programs.

During the program review, the selfstudy team determined the EMANAS program continues to address its initial purpose of developing applied emergency management knowledge and skills. Further, the EMEDA program continues to fulfill the purpose of the program in that it provides a systematic and auditable methodology for developing emergency management exercises that are aligned with international exercise practice. Both programs continue -2.9 (inac)-1.97

1. Engage with the Office of Indigenization to develop an EMD-specific Indigenization plan for the programs.
2. Conduct a review of EMEDAS core courses to ensure they reflect current best practice in the field.
3. Explore opportunities to incorporate communication skills (oral and written) in the EMANAS curriculum.
4. Redesign EMD's curriculum development and review process to identify strategies that increase accountability for curriculum quality.

- x Continuing with efforts to Indigenize curriculum
- x Engaging with PAC members to identify potential new course topics
- x Incorporating low level work integrated learning opportunities into the program.

## 2. External Review Team (ERT) Report Summary

The ERT indicated that overall, the site visit validated and supported the findings of the self-report.

The ERT found students and graduates felt the programs equipped them with valuable information, knowledge, and skills applicable to their fields of work. For students entering the field, the programs were valuable in supporting future employment and providing guidance on further education. Overall, faculty and students expressed to the ERT they felt supported by program staff.

While the students and graduates generally expressed a high degree of satisfaction with the programs, they did also highlight a desire for increased collaboration, discussion, and interaction with their fellow students, and between students and their instructors. The ERT also found there was a desire amongst students for more interactive, applied, and skills based activities in the programs. The site visit findings support the need to review and update course content and resources, better aligning with current trends, knowledge and best practices in the field (e.g., addressing the Sendai Framework). The site visit findings also supported the need to review the overall design of both the associate certificates as well as the assessments used in each course.

Overall feedback on the programs was positive, and included areas for program improvement, updating and restructuring.

## 3. Self-Study Team Response to ERT Report

The findings of the ERT closely align with the findings of the self study team. Of note are the focus on student experience and the potential impacts of reduced interaction with instructors and fellow students, particularly in online courses; the need to analyze curriculum to determine it is aligned with current practice, trends, and knowledge; to explore the potential restructuring of the EMANAS and EMEDAS programs as micro credentials; and to examine ways to support students in identifying potential employers. The suggestions/recommendations of the ERT provide useful guidance in operationalizing the various recommendations.

The self study team accepts the findings and suggestions/recommendations of the ERT and

Assurance Action Plan.) The final recommendations have been organized into groupings with each grouping having an overarching goal/output. These are:

1. Goal/Output: Implementation of strategic curriculum development initiatives.
  - a. Engage with the Office of Indigenization to develop an EMD-specific Indigenization plan for the programs.
  - b. Conduct a review of EMEDAS core courses to ensure they reflect current best practice in the field.
  - c. Explore opportunities to incorporate communication skills (oral and written) in the EMANAS curriculum.
  - d. Redesign EMD's curriculum development and review processes to identify strategies that increase accountability for curriculum quality.
  - e. Review EMANAS course content, texts, articles, and multimedia resources to ensure currency and relevancy and adjust as needed.
2. Goal/Output: Renewed program-related courses that incorporate applied training activities
  - a. Explore restructuring EMANAS and EMEDAS as a series of stackable credentials.
  - b. Gather feedback on demand for face-to-face delivery in both EMANAS and EMEDAS.
  - c. Develop a new competency framework for the Associate Certificate in Emergency Management and a program map to assess alignment against existing competencies.
  - d. Explore interactive experiential learning and/or work-integrated learning opportunities to enhance the applied learning elements of the programs.
  - e. Review assessment methods and adjust as needed to ensure an appropriate level of rigor in the assessments and/or marking and ensure that evaluation tools and strategies effectively measure achievement of learning outcomes.
3. Goal/Output: A communication strategy that actively engages program faculty and students in program decisions, processes, and professional development opportunities.
  - a. Identify strategies to improve engagement with instructors, better articulating their responsibilities with students and providing ways to empower and engage instructors with program and course related decision making.
  - b.

