



## BACK TO TOP

### Texas Higher Education Coordinating Board Texas Public General Academic and Health-Related Institutions

### Proposal for a New Bachelor's or Master's Degree Program Full Request Form

**Directions:** Texas public institutions of higher education must complete this form to propose: (1) Bachelor's or Master's Degree programs in engineering; (2) Bachelor's or Master's degree programs that have an estimated cost of more than \$2 million in the first five years of operation; and (3) Bachelor's or Master's degree programs that do not meet the certification requirements set forth in Coordinating Board Rules, Subchapter C, Section 5.44 (a) (3).

Institutions should notify the Division of Academic Quality and Workforce of its intent to plan a new engineering program via a letter submitted through the online portal prior to submission of the Full Request Form.

Institutions submit Planning Notification through the [Document Submission Portal](#) as a letter to the Assistant Commissioner of the Academic Quality and Workforce Division. The letter should include the title, degree designation, CIP code of the program, the anticipated date of submission of the proposal, and a brief description of the program.

In completing the proposal, the institution should refer to the document *Standards for Bachelor's and Master's Degree Programs*, which prescribes specific requirements for new degree programs.

This form requires the signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program and the notification of other Texas public institutions of higher education; (2) a member of the Board of Regents (or designee) certifying Board approval.

**Questions:** Contact the Division of Academic Quality and Workforce at 512-427-6200.

### Administrative Information

1. Institution: Sam Houston State University

2. Proposed Program:

Show how the proposed program would appear on the Coordinating Board's Program Inventory (e.g., Bachelor of Business Administration degree with a major in Accounting).

Bachelor of Science in Homeland Security Studies  
Bachelor of Arts in Homeland Security Studies

3. Proposed CIP Code:

List of CIP Codes may be accessed online at [www.txhighereddata.org](http://www.txhighereddata.org)

43.0301.00 Homeland Security

4. Semester Credit Hours Required: BA 120/BS 122 semester credit hours.

For Bachelor's Degree Programs the number should be 120 SCH (*if the number of SCH exceeds 120 for a Bachelor's Degree program, the institution must submit documentation explaining the compelling academic reason*).

5. Location and Delivery of the Proposed Program: Online

Provide the location of instruction and how the proposed program will be delivered to students (*e.g., face-to face to students on the main campus in Lubbock*).

6. Administrative Unit:

Identify where the program would fit within the organizational structure of the university (*e.g., Department of Electrical Engineering within the College of Engineering*).

The Department of Security Studies within the College of Criminal Justice.

7. Program Description:

Describe the proposed program and the educational objectives.

Homeland Security (HS) is an emerging and evolving discipline that continues to have a significant impact on the public and private sectors. While HS initially developed with a focus on counterterrorism, Al Qaeda's failure to successfully follow up the 9/11 attacks with additional attacks, coupled with the systemic failures that led to the poor overall response to Hurricane Katrina of late August 2005, brought about a shift in the focus of HS to preparedness for "all hazards." Counterterrorism was to remain a pillar of HS, but the field was increasingly viewed as one focused on preventing, coping with, and recovering from a variety of large-scale challenges. Moreover, threats such as Severe Acute Respiratory Syndrome (SSARS), Avian Influenza, and other health emergencies, as well as the threat of cyber-attack against critical infrastructures, came to also be increasingly viewed as part of the HS sphere.

Terrorism, natural disasters, cyber-attacks against critical infrastructures, public health emergencies, large-scale organized crime, and similar issues all present challenges in terms of the ability of society, the economy, and the government to function when such events occur. Moreover, despite the fact that these are very different types of threats, they will require many of the same tools in order to cope with them. For example, prevention of terrorism and prevention of cyber-attacks require that law enforcement and intelligence agencies cooperate, share information, and design integrated strategies to track down and apprehend such threats domestically (or in concert with the military when the threat is based overseas). Similarly, critical infrastructure targets and industries must share information and engage in joint planning across their respective industries, with governmental authorities. This same type of information-sharing and joint planning is important in preparing for, and responding to, natural disasters, such as Hurricane Harvey and environmental disasters, such as Deepwater Horizon. Another example of the importance of information-sharing and strategic integration can be found in the interplay between law enforcement, fire, civil defense, emergency medical services, hospitals, and the public health system. These must share information, train together, and integrate their strategies because they will all be brought into play, not only in the event of terrorism (with the public health system being a key part of the picture in chemical, biological, or nuclear terrorism scenarios), but also in the case of natural disasters, disease outbreak, and other crisis scenarios. Additionally, the strategic integration, information-sharing, and common planning mentioned in the examples above must not only be horizontal across practitioner areas, but also vertical in bringing together federal, state, local, tribal, territorial, and international partners, as well as the all-important private sector (which, as noted, plays a key role in critical infrastructure protection but is also crucial for disaster response and recovery).

This program is designed to provide students with a broad overview of the homeland security field and allow them to develop basic knowledge and competency in a wide range of areas within the larger discipline. Accordingly, the program will help students:

- Examine the phenomena of terrorism and counterterrorism;
- Comprehend the role of emergency management in the homeland security enterprise;
- Apply intelligence approaches and methodologies to understand homeland security challenges;
- Discuss the role of critical infrastructures in homeland security;
- Interpret legal and ethical issues in the homeland security context;
- Identify strategic planning and communications challenges and tools;
- Recognize transportation and border security challenges and policy options;
- Identify key public health challenges and methods of operation in the homeland security context; and
- Understand the role of interoperability, information-sharing, and multi-agency coordination within the homeland security enterprise.

Upon completion of this program, students will be able to:

- Gather and assess data in support of policy measures in homeland security-related agencies or private sector entities engaged in some aspect of homeland security;
- Produce effective written products in support of policy measures in homeland security-related agencies or private sector entities engaged in some aspect of homeland security; and
- Apply a broad homeland security knowledge base to enhancing communication and coordination between governmental agencies and between governmental agencies and the private sector.

The program can be completed 100% online. Students will also have the option to take some courses face-to-face at the university's main campus.

8. Proposed Implementation Date: 09/01/2019

Provide the date that students would enter the proposed program (MM/DD/YYYY).

9. Institutional and Departmental Contacts:

Provide contact information for the person(s) responsible for addressing any questions related to the proposal.

1. Name: Nadav Morag, PhD  
Title: Associate Professor and Chair  
E-mail: morag@shsu.edu  
Phone: (936) 294-4128

10. Notification to Area Institutions:

Provide a copy of the notification sent to area institutions.

The institution proposing the new bachelor's or master's degree program must notify all public institutions of higher education within 50 miles of the teaching site of their intention to offer the program at least 30 days prior to submitting their request to the Coordinating Board. If objections occur, the proposing institution must resolve those objections prior to submitting the

request to the Coordinating Board. If the proposing institution cannot resolve the objection(s), and the institution wishes to submit the proposed program, the proposing institution may request the assistance of the Assistant Commissioner of Academic Quality and Workforce to mediate the objections and determine whether the proposing institution may submit the proposed program. No new program will be approved until all objections are resolved.

## Proposed Program Information

### I. Need

#### A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

The field of Homeland Security is primarily concerned with preventing, mitigating, responding to, and recovering from events and processes that can or have the potential to cause significant disruption in the functioning of the economy and society, as well as the ability of government to function. Accordingly, the field is very broad and encompasses a wide array of practitioner disciplines. Below is an abridged list of those disciplines and the types of agencies associated with them:

- Law enforcement (federal, state, and local).
- Intelligence (FBI, DHS Intel, state and local police intelligence, Fusion Centers).
- Fire and emergency medical services.
- Hospital and health systems.
- Defense support for civil authorities and homeland defense (US Northern Command, state National Guard forces).
- Emergency management (FEMA, state, county and local emergency management agencies).
- Cybersecurity (Secret Service, FBI, US Computer Emergency Response Team - USCERT, private sector entities).
- Transportation security (Coast Guard, Transportation Security Administration, state police agencies).
- Border security and immigration (Customs and Border Protection, Immigration and Customs Enforcement, US Citizenship and Immigration Services).
- Public health (Centers for Disease Control and Prevention, state, county and local public health agencies).
- Critical infrastructure sectors:
  - Agriculture and food.
  - Financial services.
  - Chemical.
  - Commercial facilities.
  - Communication.
  - Critical manufacturing.
  - Dams.
  - Defense industrial base.
  - Energy.
  - Nuclear reactors, materials and waste.
  - Water.
  - Government facilities.
  - Emergency services.
  - Information technology.
  - Transportation.
  - Healthcare and public health.

Naturally, not every role in a law enforcement agency, energy company, or hospital involves a homeland security focus, but each of the disciplines in the above list includes significant homeland security-related functions.

According to a 2010 study, which constitutes the most up-to-date information available, by Pierce College's Center of Excellence for Homeland Security, the Department of Labor and the Department of Education identified fifteen industry sectors that were identified as high-demand sectors, and HS was included in this list as it was seen to meet the following criteria:

1. A field projected to add substantial numbers of new jobs.
  2. A field being transformed by technology and innovation
- (see [https://www.olympic.edu/sites/default/files/files/HS\\_Trends\\_Analysis.pdf](https://www.olympic.edu/sites/default/files/files/HS_Trends_Analysis.pdf), p. 13).

According to a 2016 survey conducted by the Department of Labor's Bureau of Labor Statistics (<https://www.bls.gov/ooh/a-z-index.htm#H>), the employment outlook for some HS-related fields is as follows:

- Law Enforcement – *projected 7% growth through 2026.*
- Firefighters– *projected 7% growth through 2026.*
- Emergency Management – *projected 18% growth through 2026.*

A January 2018 nationwide search for homeland security jobs on Indeed.com (as noted earlier in the document, the program will be online and thus available to students throughout the country and overseas) resulted in 47,152 positions being offered (<https://www.indeed.com/jobs?q=Homeland+Security&l=&noci=1>).

A February 2018 job search on LinkedIn using the key words "homeland security" turned up 19,062 results (<https://www.linkedin.com/jobs/search/?keywords=homeland%20security&location=United%20States&locationId=us%3A0>).

The Department of Homeland Security (DHS), the nation's third largest federal department, employs over 240,000 persons across the country in a range of homeland security fields. As students will be able to complete this program entirely online, it will be open to DHS employees nationwide. <https://www.dhs.gov/about-dhs>

## **B. Student Demand – Provide short- and long-term evidence of demand for the program.**

According to a 2013 study by Kendra Stewart and John Vocino ([http://www.naspaa.org/JPAEMessenger/Article/VOL19-1/04\\_StewartVocino.pdf](http://www.naspaa.org/JPAEMessenger/Article/VOL19-1/04_StewartVocino.pdf)), the number of institutions offering homeland security degrees increased from zero to over 150 in the period between 1995 and 2007.

The leading program in homeland security education is the DHS-funded Center for Homeland Defense and Security (CHDS) at the Naval Postgraduate School. Among its other activities, CHDS seeds other academic programs around the country by providing its curriculum and curricular ideas to other institutions that join its University and Agency Partnership Initiative (UAPI). SHSU is a member of the UAPI network. The UAPI network is also used to keep member institutions apprised of developments in homeland security education and thus has served as a resource in providing information on the state of homeland security education nationally. Based on UAPI statistics, there are currently 113 programs offering certificates in homeland security, 59 programs offering Associate's degrees, 101 programs offering Bachelor's

degrees, 98 programs offering Master's degrees, and 10 programs offering doctoral degrees. All told, there are 376 institutions that offer a certificate or degree in homeland security studies and this demonstrates a healthy student demand nationwide. (<https://www.uapi.us/partners-list>).

Student demand for the program can also be demonstrated by the enrollments of peer-competitor programs, that is, of large national programs from institutions with a strong reputation. Below are 2016 student enrollment numbers from a representative sample of peer-competitor programs:

Student Enrollment In Peer-Competitor Programs Over Time

Institution	Degree Program	2012	2013	2014	2015	2016
John Jay College, CUNY	Fire and Emergency Service	105	97	96	98	110
John Jay College, CUNY	Security Management	120	143	139	146	134
University of Maryland – UMUC	Homeland Security	N/A	N/A	N/A	N/A	151
University of Maryland – UMUC	Public Safety Administration	N/A	N/A	N/A	N/A	497

The proposed program is likely to attract students nationally due to the reputation of the College of Criminal Justice. In 2017, the College was ranked #1 in online criminal justice programs in the nation by *US News and World Report* (<https://shsucj.blogspot.com/2017/01/cj-college-1-for-online-graduate.html>).

**C. Existing Programs –** Identify existing similar programs and their locations in Texas. Provide enrollments and graduates of these programs for the last five years, and explain how the proposed program would not unnecessarily duplicate existing programs.

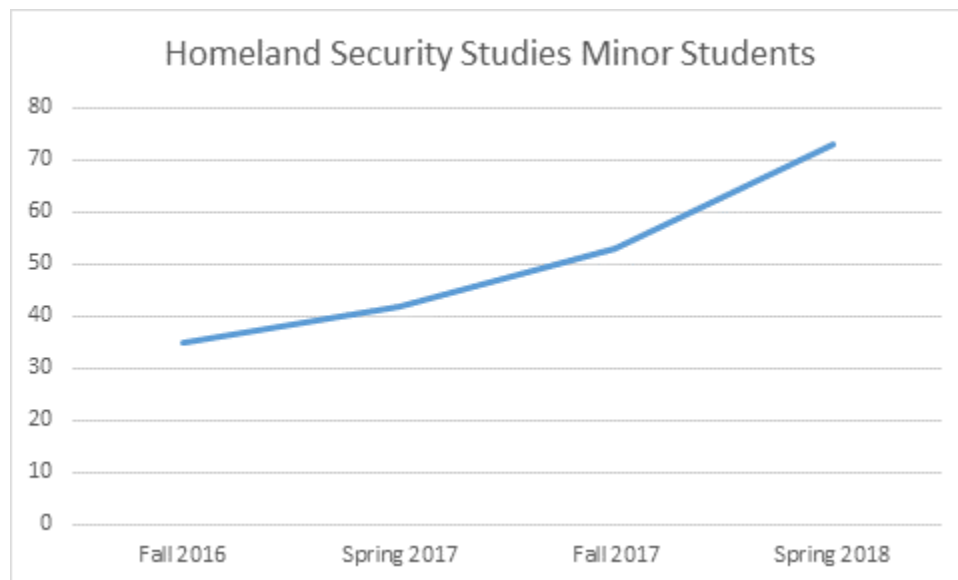
The Texas Higher Education Coordinating Board presently lists four Bachelor's level homeland security programs at: Texas Southern University (<http://bjmlspa.tsu.edu/political-science/degrees/emergency-management-and-homeland-security-b-s/>), Angelo State University, ([http://www.angelo.edu/dept/security\\_studies\\_criminal\\_justice/border\\_security\\_intro.php](http://www.angelo.edu/dept/security_studies_criminal_justice/border_security_intro.php)), Sul Ross University (<http://www.sulross.edu/HSCJ>), and the University of Texas at El Paso (<https://www.utep.edu/liberalarts/nssi/programs/undergraduate-program.html>). Given that three of these programs serve geographic areas far removed from the Houston-Conroe-Huntsville region, these programs are likely to enjoy less name recognition in the Houston-Conroe-Huntsville region than a Bachelor of Science/Arts program at Sam Houston State. Moreover, the Angelo State program focuses on border security; whereas, the proposed SHSU BS/BA in Homeland Security Studies will focus on the larger homeland security enterprise (of which border security is one component).

The table below shows the number of homeland security or related program graduates at each institution per year in which the respective programs were graduating students. All of these programs are residence programs with the exception of the UT El Paso program.

Institution	2014	2015	2016	2017
Texas Southern University	N/A	N/A	N/A	3
Angelo State University	30	20	13	8
Sul Ross University	N/A	N/A	N/A	1
University of Texas at El Paso	17	16	28	16

Although 4% of Texans hold SHSU baccalaureate degrees, the university's College of Criminal Justice produces the largest number of graduates in the field in Texas with 23% of all graduates in criminal justice and related programs holding degrees from the College. Students both inside and outside of Texas interested in this area are likely to seek degrees at SHSU due to the institution's reputation.

At present, SHSU offers a minor in Homeland Security Studies (<http://catalog.shsu.edu/undergraduate/colleges-academic-departments/criminal-justice/security-studies/minor-homeland-security-studies/>). This minor has been an increasingly popular choice for students in the Bachelor of Science in Criminal Justice program since it was rolled out in the fall of 2016. Below is a chart demonstrating the increase in enrollment since the minor became available to students. The enrollment projections in Section D below are based, in part, on the assumption that if students were given the opportunity to earn their degrees in Homeland Security Studies rather than minoring in that field, most of the students currently choosing the minor would opt for the proposed degree program.



**D. Enrollment Projections** – Complete the following table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. Include majors only and include anticipated attrition and graduation.



<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
New Students (freshmen + transfer)	50	58	67	77	89
Headcount at Start of Academic Year (Continuing + New)	50	96	110	126	145
Attrition/Graduation	24% of 50 students = 12 students	24% of 96 students = 23 students Graduation: 60% of original 50 students = 30 students	24% of 110 students = 26 students Graduation: 60% of yr 2 incoming = 35 students	24% of 126 students = 30 students Graduation: 60% of yr 3 incoming = 40 students	24% of 145 students = 35 students Graduation: 60% of yr 4 incoming students = 46 students
Continuing Students at end of academic year (= Headcount at start of year – attrition/ graduation)	38	43	49	56	64
Credit hours per year	375	855	970	1,105	1,270
FTSE = (credit hours per year x number of students at start of academic year)/24	781	3,420	4,446	5,801	7,673

## II. Quality

- A. Degree Requirements – Complete the following table to show SCH and Clock Hours (if applicable) for the proposed degree. Modify the table as needed; if necessary, replicate the table for more than one option.

### Bachelor of Science in Homeland Security Studies

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum ( <i>Bachelor's degree program only</i> )	42	
Major Core Courses	30	
Prescribed Electives (degree specific and major elective courses)	36	
General Electives	12	
Other ( <i>Specify, e.g., internships, clinical work</i> )	(if not included above)	
TOTAL	120	

### Bachelor of Arts in Homeland Security Studies

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum ( <i>Bachelor's degree program only</i> )	42	
Major Core Courses	30	
Prescribed Electives (degree specific and major elective courses)	36	
Foreign Language <sup>1</sup>	14	
Other ( <i>Specify, e.g., internships, clinical work</i> )	(if not included above)	
TOTAL <sup>2</sup>	122	

<sup>1</sup>Six credit hours of language courses satisfy general education core curriculum component areas IV and IX.

<sup>2</sup>The Bachelor of Arts program exceeds the 120 SCHs by 2SCHs due to the foreign language requirement.

**Note:** Bachelor's degree programs should not exceed 120 SCHs. Bachelor's degree programs that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.

- B. Curriculum – Complete the following tables to identify the required courses and prescribed electives of the proposed program. Note with an asterisk (\*) courses that would be added if the program is approved. Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.

- **Core Curriculum**

Component Area I (Communication)	6
Component Area II (Mathematics)	3
Component Area III (Life and Physical Science)	8
Component Area IV (Language, Philosophy, and Culture)	3
Component Area V (Creative Arts)	3
Component Area VI (History)	6
Component Area VII (Political Science/Government)	6
Component Area VIII (Social and Behavioral Sciences)	3
Component Area IX (Component Area Option)	4
	Total: 42

- **Degree-Specific Elective Courses – Students will take 4 courses (12 credit hours)<sup>1</sup>**

SOCI 1301 Principles of Sociology	3
COMM 3370 Intercultural Communication	3
COMM 3371 Conflict Negotiation and Resolution	3
ECON 2300 Introduction to Economics	3
PHIL 2303 Critical Thinking	3
CRIJ 2364 Fundamentals of Criminal Law	3
CRIJ 2367 Police Systems and Practices	3
CRIJ 2368 Criminal Investigation	3
CRIJ 2394 Courts and Criminal Procedure	3
	Total Per Student: 12

<sup>1</sup>If students take one or more of these courses as core curriculum courses, they will be required to complete degree-specific elective courses to fulfill the degree-specific elective courses requirement.

- **Major Core**

SCST 2363 Introduction to Homeland Sec	3
*SCST 2365 Intro to Emergency Management	3
*SCST 2364 Homeland Sec Research Methods	3
*SCST 3380 Law and Ethics in Homeland Sec	3
*SCST 3393 Public Health in Homeland Sec	3
SCST 3394 Global Terrorism and Homeland Sec	3
SCST 4363 Homeland Sec Intelligence	3
SCST 4365 Border Security	3
SCST 4367 Critical Infrastructure Security	3
*SCST 4379 Comparative Homeland Sec	3
	Total: 30

- **Major Electives - Students will take 8 courses (24 Credit Hours):**

*SCST 2366 Introduction to Cybersecurity	3
*SCST 2368 Transportation Security	3
*SCST 3381 Climate and Security	3
*SCST 3383 Energy Security	3
*SCST 3384 Water Security	3
SCST 4362 US Security Post 9/11	3
*SCST 4368 Technology and Homeland Sec	3

*SCST4370 Intelligence Analysis	3
*SCST4373 Homeland Def and Civil Support	3
SCST 4377 Special Topics	3
	Total per student: 24

• **General Electives –**

Students seeking the Bachelor of Science in Homeland Security Studies degree will complete 12 credit hours of general electives.

Students seeking the Bachelor of Arts degree will complete 14 credit hours of a foreign language, of which 6 credit hours will also count as core curriculum requirements (students must complete all credit hours in a single foreign language).

- C. **Faculty** – Complete the following tables to provide information about **Core** and **Support** faculty. Add an asterisk (\*) before the name of the individual who will have direct administrative responsibilities for the program. Add and delete rows as needed.

Name of <b>Core</b> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
*Nadav Morag, Associate Professor and Chair	PhD in Political Science, Tel Aviv University	SCST 4379 Comparative Homeland security SCST 3394 Global Terrorism and Homeland Sec SCST 4377 Special Topics	50
Magdalena Denham, Assistant Professor	EdD, Sam Houston State Univ.	SCST 4370 Intelligence Analysis SCST 2365 Intro to Emergency Management SCST 4370 Intelligence Analysis	50
Natalie Baker, Assistant Professor	PhD, Planning, Policy, and Design, University of California, Irvine	SCST 3393 Public Health in Homeland Sec SCST 4387 Strategic Planning SCST 2364 Homeland Sec Research Methods	50
New Faculty Hire 2019	Expertise in Military and Intelligence Issues	SCST 4363 Homeland Sec Intelligence SCST 4362 US Security Post 9/11 SCST 3381 Climate and Security SCST 3380 Law and Ethics in Homeland Sec SCST 4377 Special Topics SCST 4373 Homeland Def and Civil Support	100
New Faculty Hire 2019	Expertise in Emergency Management, Strategic	SCST 2364 Homeland Sec Research Methods SCST 4377 Special Topics	100

	Planning, and Crisis Communications	SCST 2365 Intro to Emergency Management SCST 4377 Special Topics SCST 4365 Border Security SCST 3393 Public Health in Homeland Sec	
New Faculty Hire 2021	Expertise in Security and Technology	SCST 2368 Transportation Security SCST 3383 Energy Security SCST 4368 Technology and Homeland Sec SCST 3384 Water Security SCST 4367 Critical Infrastructure Security SCST 2366 Introduction to Cybersecurity	100

<b>Name of <u>Support</u> Faculty and Faculty Rank</b>	<b>Highest Degree and Awarding Institution</b>	<b>Courses Assigned in Program</b>	<b>% Time Assigned To Program</b>
Russell Lundberg, Assistant Professor	PhD in Public Policy, RAND/Pardee Graduate School	SCST 2366 Introduction to Cybersecurity	15
Nathan Jones, Assistant Professor	PhD in Political Science, University of California, Irvine	SCST 4365 Border Security	15
Glenn Sanford, Professor	PhD in Philosophy, Duke University	PHIL 2303 Critical Thinking	16
Doug Constance, Professor	PhD in Rural Sociology, University of Missouri	SOCI 1301 Principles of Sociology	16
Sparks Veasey, Clinical Professor	JD, South Texas College of Law	CRIJ 2364 Fundamentals of Criminal Law	16
Will Oliver, Professor	PhD in Political Science, West Virginia University	CRIJ 2367 Police Systems and Practices	16
Kevin Lunsford, Adjunct Professor	MS in Digital Forensics, Sam Houston State University	CRIJ 2368 Criminal Investigation	16
Travis Franklin, Associate Professor	PhD in Criminal Justice, Washington State University	CRIJ 2394 Courts and Criminal Procedure	16

The Department of Security Studies has received a commitment from the Associate Vice President for Distance Learning that the first two full-time faculty lines will be funded by SHSU Online (the commitment letter is enclosed), and the College of Criminal Justice has committed to funding an additional faculty position. These faculty lines have been approved by the provost. Consequently, the program will launch in 2019 with two full-time faculty committed entirely to teaching in the new program. The additional full-time faculty member will commence work in 2021 as the program enters its third year. The department also plans to hire a new Administrative Assistant to support administrative and advising tasks in the third year of the program and has received a commitment from the Dean of the College of Criminal Justice to fund this position.

**D. Students** – Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups to the program.

In accordance with SHSU admission policies (Texas Education Code (TEC) 51.803-51.809 (State of Texas Uniform Admission Policy), Sam Houston State University will accept

applications for the BS/BA in Homeland Security Studies from students of accredited secondary schools and students transferring from accredited colleges without regard to race, color, national origin, religion, sex, disability, or age. All students admitted to SHSU will be accepted into the program if they declare Homeland Security Studies as their major and, if transferring from a community college or university, they have a minimum GPA of 2.0.

The department will use the following strategies to recruit students into the program:

1. The college will use existing institutional support from the College and University's Marketing Department, Enrollment Management, and Admissions offices to recruit students.
2. The program will be promoted by faculty, students, and college advisors through presentations at professional meetings, college career fairs, college summer camp programs, and internship programs.
3. The dean, associate deans, and advisors in the College of Criminal Justice will make students, parents, and high school counselors aware of the program at annual events such as the "Meet Your Dean" program held during summers, as well as at other events designed to recruit students.
4. College advisors, department chair, and department faculty will inform students about the program.
5. The college/departmental website will include information about the program.
6. The University catalog will be revised to include program information.
7. The program will be listed in the Center for Homeland Defense and Security's University-Agency Partnership Initiative (UAPI), as well as with the Federal Emergency Management Agency's Emergency Management Institute (EMI). These two entities provide the most up-to-date and comprehensive lists of homeland security-related academic programs.
8. Marketing efforts will focus on two geographic areas: the greater Washington, D.C. area and the state of Texas. Marketing will focus on the former because it contains a very large number of young employees of the federal government who are likely to require a Bachelor's degree in this field in order to advance. Marketing efforts will also focus on the state of Texas because SHSU enjoys significant name recognition within the state. There is also likely to be significant interest in homeland security education because the Houston area contains critical infrastructures in the oil and gas, maritime, health, and other sectors, and Austin is a center for the technology critical infrastructure sector. Consequently, both the Houston and Austin areas, contain many assets and, in addition to being in flood zones and being threatened by hurricanes and other forms of severe weather, these areas could be potential terrorist targets as they constitute target-rich environments.

**E. Marketable Skills – Describe the marketable skills and how the student will be informed of the marketable skills associated with the proposed program.**

The proposed program will be highly applied in terms of the marketable and professional skills provided to students via their coursework. The most critical skills needed to advance in the homeland security enterprise are critical thinking, the ability to gather, analyze, and process data

in order to make decisions, and the ability to communicate and collaborate effectively (Pelfrey and Pelfrey, 2013, <https://www.hsaj.org/articles/235>).

All the courses in the program will include assignments and written products that develop students' skills in these areas, thus preparing them for careers within the homeland security enterprise or helping them advance within students' existing agencies and homeland security-related disciplines. Students will be informed in each course of the importance of these skills for success in professional contexts and many assignments will be tailored to fit the framework of professional duties (for example, through the writing of policy memos, security reviews, and other professional documents).

Examples of skills that students will obtain through the proposed program include:

<b>Analytics</b>	<b>Communication</b>	<b>Problem Solving</b>	<b>Information</b>
Assessing the validity of data	Producing a range of written products including reports, intelligence assessments, and policy memos	Obtaining relevant data	Being able to function within the HS legal environment
Conducting analyses using a variety of methodologies	Producing academic research products	Developing innovative policy approaches.	Being able to navigate the HS institutional environment
Assessing policy options	Developing visual briefing skills	Identifying barriers to policy implementation and ways to address these barriers	Functioning with international laws, policies, procedures, and institutions within the HS field
Engaging in case studies	Articulating problems and solutions	Coping with complexity	Understanding threats, vulnerabilities, and interdependencies

F. **Library** – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

There are numerous SHSU library resources available for SHSU Security Studies online students. This includes articles in magazines or newspapers, books, digital collections, and instructions for citing sources (APA and MLA). Peer-reviewed articles in scholarly journals, and other material for formal research are also available. All resources or access to request such resources are accessible to students and faculty via the Blackboard online learning environment, along with the SHSU website. The online library is user-friendly and easily navigated. The "Engine Orange" library search engine can be used to find a vast variety of resources. There are also chat options available to request help or ask questions of library staff.

Databases of relevance available through the library include:

- Criminal Justice (CJ) Abstracts
- ProQuest
- Sage Research Methods
- SocINDEX
- HeinOnline
- Legal Source



- Westlaw NEXT
- Homeland Security Digital Library (HSDL)
- JSTOR
- Military and Government Collection
- Project MUSE
- Academic Video Online: Premium
- Criminal Justice and Public Safety in Video
- Films on Demand

The above databases have been determined to comprise an adequate informational base for the purposes of the program.

G. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

As this will be a purely online program, there is no requirement for additional facilities or equipment. SHSU has an award-winning online education infrastructure, recognized by *US News and World Report*, that is more than able to accommodate new programs. If full-time faculty are based outside the Houston-Huntsville area, funding will be needed to bring them to campus 2-3 times a year for short periods in order to interface face-to-face with departmental faculty and participate in college-level activities. In addition, a computer and office space will be provided for an administrative support person to be added in the third year of the program.

H. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

There are no national accrediting bodies for homeland security education, but the university as a whole is accredited by Southern Association of Colleges and Schools (SACS).

I. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The program will be evaluated using multiple approaches, including student feedback of instructors and curricular content. The overall degree program goals to be evaluated will be:

1. To continuously improve educational content and delivery of program courses in order to enhance student learning.
2. To foster critical thinking, writing skills, research ability, and an understanding of the core knowledge base.

The Department will conduct annual assessments of student learning based on the above program goals in order to ascertain if students are meeting these learning objectives.

All academic programs at SHSU use "Campus Labs" to assess student learning outcomes on annual basis. The university also conducts an assessment of student writing and

communication achievement in each college every third year and the university also assesses student's critical thinking in each college every three years. These assessments are carried out by the Office of Academic Planning and Assessment.

In addition, information will be obtained from graduates regarding job and salary satisfaction, as well as satisfaction with the level of preparation they received for a career in one or more areas of the homeland security enterprise.

The Department of Security Studies has an advisory board consisting of senior officials in first-responder and security agencies, as well as the private sector. This advisory board will be utilized to track the development of the field and suggest curricular and programmatic changes as relevant.

## Signature Page

1. Adequacy of Funding and Notification of Other Institutions – The chief executive officer shall sign the following statements:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.

I certify that my institution will adhere to Texas Education Code, Article III, Sections 61.822 through 61.823, requiring my institution to accept and apply to the degree program Core Curriculum and Field of Study courses in transfer.

---

Chief Executive Officer

---

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

*On behalf of the Board of Regents, I hereby certify that the program is appropriate for the mission of this institution, and the Board of Regents has approved the program.*

---

Board of Regents (Designee)

---

Date of Approval