Maryland
STATE DEPARTMENT OF EDUCATION

Program of Study Guide: Emergency Response - DRAFT

Comprehensive guidelines and course standards for the Emergency Response program of study

Office of College and Career Pathways

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MARYLAND STATE DEPARTMENT OF EDUCATION

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Purpose

The Program of Study (POS) is designed to prepare students for careers as Emergency Response Managers, Emergency management Specialists, and Emergency Preparedness Coordinators, and other related fields. This POS provides an academic and technical education, equipping students with the critical thinking skills, technical knowledge, and hands-on experience necessary to transition seamlessly into postsecondary education, training programs, or immediate employment in emergency preparedness.

In addition to academic standards, the Maryland State Department of Education (MSDE) has integrated Labor Market Information (LMI) definitions and explanations for this Program of Study, program-aligned industry-recognized credentials, and work-based learning resources and requirements by course level. This alignment ensures students are prepared for high-demand, high-skill careers that address real-world challenges in emergency management and disaster management.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.

Sources of Standards

The development of the Emergency Response (POS) is informed by several authoritative sources that provide comprehensive guidelines and frameworks. These sources collectively offer a robust foundation for developing comprehensive and industry-aligned standards for the program, ensuring that students acquire the necessary skills and knowledge to succeed in the fields of emergency management services for public safety.

Below is a list of these sources, along with descriptions, their applications in course development, and corresponding web links:

1. **Advance CTE's Career Clusters Framework**
   A. **Description:** The Advance CTE framework provides a nationally recognized structure for organizing career and technical education (CTE) into Career Clusters. Each cluster represents a grouping of occupations and industries, with the Public Service and Safety Career Cluster.
   B. **Use:** The framework serves as a foundational guideline for developing Emergency Services standards, ensuring alignment with industry-specific expectations, and highlighting essential knowledge and skills for each level of study.
   C. **Source:** Advance CTE Career Clusters https://careertech.org/career-clusters/

2. **Federal Emergency Management Agency (FEMA) – Incident Command System (ICS)**
   A. **Description:** The ICS protocols establish a standardized approach to command, control, and coordination of emergency response, enabling multiple agencies to work effectively during incidents.
   B. **Use:** ICS training prepares students to understand and apply principles of incident management, ensuring they are equipped to lead and collaborate during emergencies.
   C. **Source:** FEMA Emergency Management Agency - Incident Command System https://training.fema.gov/programs/empp/

3. **Occupational Safety and Health Administration (OSHA)**
   A. **Description:** Establishes standards for workplace safety, including emergency response and handling of hazardous materials.
   B. **Use:** Integrates OSHA safety standards to ensure a safe learning environment and adherence to industry practices.
   C. **Source:** OSHA https://www.osha.gov/

4. **Community Emergency Response Team (CERT)**
   A. **Description:** Program educates volunteers about disaster preparedness for the hazards that may occur where they live.
   B. **Use:** Offers a consistent, nationwide approach to volunteer training and organization that professional responders can rely on during disaster situations, allowing them to focus on more complex tasks.
   C. **Source:** CERT https://www.fema.gov/emergency-managers/individuals-communities/preparedness-activities-webinars/community-emergency-response-team/

5. **Certified Homeland Protection Professional (CHPP)**
   A. **Description:** CHPP certification, developed by the National Sheriffs' Association, outlines competencies in emergency management, including strategies, risk analysis, and infrastructure protection.

B. **Use:** Integrating CHPP guidelines, students gain skills necessary for advanced security analysis and planning.
C. **Source:** National Sheriffs' Association CHPP Program https://www.sheriffs.org/professional-development/homeland-security/

6. **Certified Emergency Manager (CEM) Framework**
   A. **Description:** The CEM framework, established by the International Association of Emergency Managers (IAEM), provides best practices for community preparedness, hazard management, and disaster response.
   B. **Use:** The framework equips students with leadership skills and practical knowledge for managing large-scale emergencies and implementing community preparedness strategies.
   C. **Source:** IAEM Certified Emergency Manager Program https://www.iaem.org/certification/

Course Descriptions

Course Level	Course Information	Description
Required Core: Course 1	Emergency Response I SCED: < 11-9161> Grades: 9-12 Prerequisite: None Credit: 1	This foundational course introduces students to the principles of security and emergency preparedness for emergency response best practices. Topics include the roles and responsibilities of various agencies, ethical and legal considerations, communication skills, and basic emergency response protocols. Students will explore the National Incident Management System (NIMS) and the Incident Command System (ICS). Students also practice situational awareness, hazard recognition, and household/community preparedness planning, documenting observations in damage-assessment or incident-report formats.
Required Core: Course 2	Emergency Response II SCED: < 11-9161> Grades: 10-12 Prerequisite: Required Course I Credit: 1	This course focuses on Emergency Medical Responder (EMR) skills and disaster-recovery planning. Students perform patient-assessment simulations, practice CPR/trauma care, and analyze after-action reports to understand recovery operations and resource demobilization. EMR preparation follows MIEMSS protocols.
Optional Flex: Course 1	Emergency Response III SCED: < 11-9161> Grades: 11-12 Prerequisite: Required Courses I and II Credit: 1	This course delves into response and recovery operations, including coordination among agencies, resource management, and recovery planning. Students will understand effective response strategies and the importance of interagency collaboration. Also, inspection of major import and export hubs and run risk analysis simulations with interagency response, resource management, continuity-of-operations planning, and community re-entry strategies.

Course Level	Course Information	Description
Optional Flex: Course 2	Career Connected Learning I SCED: <XX> Grades: 11-12 Prerequisite: Required Courses I and II Credit: 1	This flexible, work-based learning course introduces students to real-world applications of classroom knowledge and technical skills through on-the-job experiences and reflective practice. Students engage in career exploration, skill development, and professional networking by participating in youth apprenticeships, registered apprenticeships, pre-apprenticeships, internships, capstone projects, or other approved career-connected opportunities. Variable credit (1–3) accommodates the required on-the-job training hours and related instruction. By integrating industry standards, employability skills, and personalized learning goals, Career Connected Learning I equips students to make informed career decisions, develop a professional portfolio, and build a strong foundation for success in postsecondary education, training, or the workforce.
Optional Flex: Course 3	Career Connected Learning II SCED: <XX> Grades: 11-12 Prerequisite: Career Connected Learning I Credit: 1	Building on the foundational experiences of Career Connected Learning I, this advanced work-based learning course provides students with deeper on-the-job practice, leadership opportunities, and refined career exploration. Students continue to enhance their technical and professional skills, expanding their industry networks and aligning personal goals with evolving career interests. Variable credit (1–3) remains aligned with the required training hours and related instruction. Through elevated responsibilities and skill application, Career Connected Learning II prepares students to confidently transition into higher-level postsecondary programs, apprenticeships, or the workforce.

Dual Enrollment and Career Connected Learning Experiences Must be Aligned to the CTE Core.

Industry-Recognized Credentials and Work-Based Learning

Industry-Recognized Credentials - The standards in this document are aligned to the following certifications:
By the end of Course I: Community Emergency Response Team (CERT†) **By the end of Course II:** FEMA Professional Development Series (PDS) - Fundamentals of Emergency Management **Optional Credentials (Flex Course options):** Community Emergency Response Team (CERT†) FEMA Professional Development Series (PDS) - Fundamentals of Emergency Management

Work-Based Learning Examples and Resources		
Course I: **Career Awareness**	**Course II:** **Career Preparation**	**Flex Course:** **Career Preparation**
• Industry Visits • Guest Speakers • Participation in Career and Technical Student Organizations • Postsecondary Visits – Program Specific Site Tours • Mock Interviews	• All of Career Awareness plus the following: • Job Shadow • Paid and Unpaid Internships • Local Facility Visits	• Paid and Unpaid Internships • Apprenticeships • Dual Enrollment Opportunities

CERT†: SCHOOLS MAY ISSUE THE CERT CREDENTIAL ONLY WHEN THE INSTRUCTOR HOLDS FEMA CERT TRAINER AUTHORISATION AND THE COURSE FOLLOWS THE FEMA CERT BASIC SYLLABUS.

Labor Market Information: Definitions and Data

Labor market information (LMI) plays a crucial role in shaping Career and Technical Education (CTE) programs by providing insights into industry demands, employment trends, and skills gaps. This data helps education leaders assess the viability of existing programs and identify opportunities for new offerings. By aligning CTE programs with real-time labor market needs, schools can better prepare students for in-demand careers and ensure that resources are effectively used to support pathways that lead to high-quality, sustainable employment.

Standard Occupational Code (SOC) and Aligned Industry:

Indicator	Definition	Pathway Labor Market Data
High Wage[1]	Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the state of Maryland, and/or leads to a position that pays at least the median hourly or annual wage for the DC-VA-MD-WV Metropolitan Statistical Area (MSA). *Note: A 25th percentile hourly wage of $24.74 or greater is required to meet this definition.*	**Standard Occupational Code:** 11-9161: Emergency Management Directors **Hourly Wage/Annual Salary: 53-6051** 25th Percentile: $28.90 / $60,110 50th Percentile: $41.96 / $87,290 75th Percentile: $46.94 / $96,630

[1] Living Wage Calculator: https://livingwage.mit.edu/states/24

Indicator	Definition	Pathway Labor Market Data
High Skill	Those occupations located within the DC-VA-MD-WV Metropolitan Statistical Area (MSA) with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, bachelor's degree, or higher.	**Emergency Management Director:** Education: Typically requires a bachelor's degree in public administration, emergency management, or a related field. Training: Multiple years of work experience in emergency response, disaster planning, or public administration. Certification: Certified Emergency Manager (CEM). FEMA Professional Development Series (PDS). Additional Requirements: Must pass written and physical exams, drug screenings, and background checks. **Transportation Security Inspector:** Education: A high school diploma or equivalent is required for this position. While some positions may prefer candidates with an undergraduate degree, it is not mandatory for entry-level roles. Training: On-the-job training provided by the Transportation Security Administration (TSA). Certification: TSA-required security certification. Candidates must pass both written and physical examinations as part of the selection process. Additional Requirements: Must pass written and physical exams, drug screenings, and background checks.
In-Demand	Annual growth plus replacement, across all Maryland occupations, is 405 openings between 2024-2029.	**Annual Openings**

Labor Market Information Data Source

Lightcast Q4 2024 Data Set. Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry. Foundational data for the state of Maryland is collected and reported by the Maryland Department of Labor.

Methodology for High Wage Calculations

To combine labor market data across multiple Standard Occupational Classifications (SOCs), a weighted average approach was used to ensure accurate representation of the marketplace. Median wages for each SOC were weighted based on their respective employment levels, reflecting the relative demand for each occupation. This method ensures that occupations with higher employment contribute proportionately to the overall wage calculation. Additionally, job openings from all relevant SOCs were summed to determine the total projected demand. For example, if Mechanical Engineers account for 67% of total employment and Electrical Engineers for 33%, their respective wages are weighted accordingly, and job openings are aggregated to provide a comprehensive view of labor market opportunities. This approach delivers a balanced and accurate representation of both wages and employment demand for the program.

Methodology for In-Demand Calculations

The baseline for annual job openings, considering new positions and replacement positions, was determined by taking the average of all annual job openings between 2024 and 2029 across all 797 career sectors at the 5-digit SOC code level. For the 2024-2029 period, average job openings (growth + replacement) are 405.

Course Standards: Emergency Response I

1. **GENERAL REQUIREMENTS** This course is recommended for students in Grades 9-10.

2. **INTRODUCTION**
   A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
   B. The Public Service Safety Career Cluster is dedicated to preparing students for foundational careers in public safety. This cluster emphasizes the skills needed to protect lives and property. Professionals in this field work across diverse settings, including municipal fire departments, emergency medical services agencies, and disaster response teams.
   C. The Emergency Response Program of Study offers students foundational knowledge in emergency response, safety protocols and leadership. Students will gain hands-on experience through structured coursework and practical applications, enabling them to explore the essential functions of services careers.
   D. Document emergency plans, observations, and actions clearly and concisely using industry-standard incident-report formats (e.g., ICS 214, damage-assessment forms).
   E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, such as attending guest lectures, job shadowing, or site visits with local departments.
   F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. **KNOWLEDGE AND SKILLS**
   A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
      1. Identify and demonstrate positive work behaviors that enhance employability, including punctuality, professional appearance, and adherence to safety protocols.
      2. Exhibit effective communication and active listening skills when responding to emergency scenarios and working within a team.
      3. Solve problems using critical thinking and decision-making skills, especially during time-sensitive emergency situations.
      4. Demonstrate leadership and teamwork skills through group activities, drills, and role-playing exercises.
      5. Demonstrate an understanding of ethical and legal responsibilities in response professions.

   B. **The student identifies various career pathways in emergency services. The student is expected to:**
      1. Develop a career plan that includes necessary education, certifications, job skills, and experience for roles in emergency management (e.g., risk analyst, emergency management specialist).
      2. Demonstrate effective interview skills for roles in public service and safety, with a focus on entry-level positions).

C. **The student develops technology and digital literacy skills. The student is expected to:**
   1. Use technology as a tool for research, organization, communication, and problem-solving.
   2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information.
   3. Demonstrate proficiency in using emerging and industry-standard technologies, including skills and applying creative techniques to create visually appealing products.
   4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use.

D. **The student integrates core academic skills into practice. The student is expected to:**
   1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
   2. Apply English concepts such as writing informative texts when documenting the design process and articulating goals.
   3. Apply mathematics skills, including measurement, ratios, and data interpretation, in the context of risk assessments and resource allocation.

E. **The student demonstrates knowledge and skills for ensuring safety in emergency response scenarios. The student is expected to:**
   1. Understand and implement safety protocols to minimize risks during operations.
   2. Recognize the importance of mental and physical fitness in emergency management careers.

F. **The student demonstrates effective communication and teamwork skills in emergency services. The student is expected to:**
   1. Practice clear verbal communication and active listening in complex environments.
   2. Collaborate effectively with peers and professionals during mock drills and team-based exercises.

G. **The student applies basic principles in emergency management responses. The student is expected to:**
   1. Understand the importance of stress management and resilience in security operation.
   2. Recognize common threats to critical infrastructure and apply strategies for prevention.
   3. Demonstrate proficiency in emergency response procedures and incident command systems.

Course Standards: Emergency Response II

1. **GENERAL REQUIREMENTS** This course is recommended for students in Grades 10-11

2. **INTRODUCTION**
   A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
   B. The Public Services Career Cluster equips students with advanced skills for careers in emergency medical services, emergency response management, and emergency management. These careers demand a combination of technical expertise, communication, and leadership abilities, preparing students to protect lives and property in diverse and high-pressure environments.
   C. The Program of Study offers students opportunities to enhance their foundational knowledge while exploring advanced concepts in response management, risk management, disaster preparedness, and infrastructure protection. This program emphasizes hands-on practice, exposure to real-world security scenarios, and interdisciplinary learning.
   D. Emergency Response II focuses on developing advanced skills. Students will explore topics such as disaster recovery planning, critical infrastructure protection, fundamentals of risk analysis. Additionally, the course introduces concepts of emergency operations coordination, including incident command systems and collaborative response strategies.
   E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences, including hands-on practice including job shadowing.
   F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. **KNOWLEDGE AND SKILLS**
   A. **The student demonstrates advanced skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
      1. Exhibit advanced communication skills, including the ability to give and receive clear instructions during emergency and emergency management scenarios.
      2. Solve complex problems using advanced critical thinking and decision-making techniques under high-pressure conditions.
      3. Demonstrate leadership by coordinating team efforts during mock responses and security operations.
      4. Understand and apply ethical and legal responsibilities specific to emergency management, emergency preparedness, and disaster management operations.

   B. **The student identifies various career pathways in the field. The student is expected to:**
      1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in emergency management sciences.
      2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
      3. Demonstrate effective interview skills for roles in emergency management employment.

C. **The student develops risk management skills. The student is expected to:**
   1. Develop and implement risk assessment plans for critical infrastructure, emphasizing hazard prevention and emergency response.
   2. Utilize data and simulation tools to model potential scenarios, evaluate their impact, and design contingency plans for various emergency responses.

D. **The student integrates core academic skills into advanced emergency services practices. The student is expected to:**
   1. Demonstrate clear written communication by completing detailed incident reports.
   2. Use scientific principles to evaluate threats in emergency management scenarios.
   3. Apply mathematics to analyze data, such as risk probability models, resource allocation, and logistical planning.

E. **The student enhances safety awareness and operational readiness. The student is expected to:**
   1. Demonstrate safety practices when responding to incidents involving hazardous materials, critical infrastructure disruptions, and natural disasters.
   2. Conduct safety inspections of emergency equipment and vehicles, identifying potential hazards.
   3. Demonstrate situational awareness and effective decision-making during simulations.

F. **The student develops physical and mental resilience for emergency services careers. The student is expected to:**
   1. Execute Participate in physical fitness activities to maintain the strength and endurance required for emergency response tasks.
   2. Understand strategies for managing stress and preventing burnout in complex environments.
   3. Practice mindfulness and coping techniques to improve focus and emotional regulation during emergencies.

Course Standards: Emergency Response III

1. **GENERAL REQUIREMENTS** This course is recommended for students in Grades 11-12.

2. **INTRODUCTION**
   A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
   B. The Public Services Career Cluster equips students with advanced skills for careers in emergency medical services, emergency response management, and emergency management. These careers demand a combination of technical expertise, communication, and leadership abilities, preparing students to protect lives and property in diverse and high-pressure environments.
   C. The Emergency Program of Study offers students opportunities to enhance their foundational knowledge while exploring advanced concepts in risk management, disaster preparedness, , and infrastructure protection. This program emphasizes hands-on real-world security scenarios and supports growth and learning through interdisciplinary opportunities.
   D. Emergency Response III focuses on developing advanced skills. Students will explore topics such as disaster recovery planning, critical infrastructure protection, inspection of major import and export hubs and run risk analysis simulations. Additionally, the course introduces concepts of emergency operations coordination, including incident command systems and collaborative response strategies.
   E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences, including hands-on practice including job shadowing.
   F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. **KNOWLEDGE AND SKILLS**
   A. **The student demonstrates advanced skills for career development and leadership in emergency management professions. The student is expected to:**
      1. Demonstrate advanced leadership skills in multi-agency emergency response scenarios.
      2. Apply critical thinking to evaluate evolving threats and develop adaptive solutions.
      3. Exhibit effective written and oral communication skills in presenting strategic plans and collaborating with stakeholders.
      4. Understand ethical and legal considerations in emergency management operations, including privacy, surveillance, inspection, and civil liberties.

   B. **The student identifies specialized career pathways in emergency management and emergency preparedness. The student is expected to:**
      1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles.
      2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
      3. Demonstrate effective interview skills.

C. **The student develops technology and digital literacy skills. The student is expected to:**
   1. Use technology as a tool for research, organization, communication, and problem-solving.
   2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information.
   3. Demonstrate proficiency in using emerging and industry-standard technologies, including skills and applying creative techniques to create visually appealing products.
   4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use.

D. **The student integrates core academic skills into practice. The student is expected to:**
   1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
   2. Apply English concepts such as writing informative texts when documenting the design process and articulating goals.
   3. Demonstrate mathematical understanding and awareness with service decision-making.

E. **The student demonstrates knowledge of health and wellness in emergency services careers. The student is expected to:**
   1. Understand the physical and mental demands and develop strategies for success.
   2. Participate in fitness training programs to maintain physical readiness for tasks.
   3. Collaborate professionals to gain firsthand insights into industry best practices.

F. **The student participates in extended learning opportunities to enhance career readiness. The student is expected to:**
   1. Engage in apprenticeships with local departments of emergency management and emergency management response organizations.
   2. Engage in internships with local departments or emergency management service organizations.
   3. Collaborate with professionals to gain firsthand insights into industry best practices.

G. **The student prepares for a work-based learning experience by demonstrating professional skills. The student is expected to:**
   1. Develop a professional resume, portfolio, or skills showcase highlighting competencies.
   2. Practice interview skills and demonstrate knowledge of workplace expectations in settings.
   3. Set career-related goals for a work-based learning experience, including specific skills to develop and refine.

Course Standards: Career Connected Learning I and II

Career connected learning is an educational approach that integrates classroom instruction with real-world experiences, enabling high school students to explore potential careers and develop relevant skills before graduation. By participating in work-based learning opportunities such as apprenticeships, internships, capstone projects, and school-based enterprises students apply academic concepts in authentic settings, gain practical industry knowledge, and build professional networks. This hands-on engagement helps students connect their studies to future career paths, strengthens their problem-solving and communication skills, and supports a smoother transition into college, vocational programs, or the workforce.

All Career and Technical Education Programs of Study include aspects of work-based learning, and almost all the programs include two Career Connected Learning (CCL) courses. Below are the course descriptions for CCL I and CCL II. The CCL standards can be found via this link: