

# Guide to Establishing Online Program Collaborations: Public Health and Safety, Security, All-Hazard Emergency Management

## Goal

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Our goal is provide an overview of a statewide process that may be utilized by all SBCTC colleges who want to collaborate with another college in the SBCTC system to offer a new program (usually online) not currently in their college's inventory of approved programs but that has State Board program approval at another college in the system.

## Background

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There is increased demand in all sectors of the community for professionals who understand the complex nature of Public Health and Safety, Security and All-Hazard Emergency Management field. Combined with an aging workforce at or near retirement, the demand has dramatically increased the need to prepare students to enter these critical fields. Across the state community/technical colleges are a key source of talent to meet these demands however, the current approach of designing and offering new Professional/Technical programs comes with a significant workload and costs limit new program develop which can reduce students direct access at their home college to education in these new and rapidly growing career fields.

In 2013, there were changes made to the eLearning system with the introduction and acceptance of a statewide online curriculum delivery tool called Canvas. This online tool was adopted by all of the SBCTC and higher education system's public colleges. The Pierce College's HSEM Program Manager approached the college and, with the assistance of the HSEM Center of Excellence, obtained approval from Pierce Executive Management to pilot a new "collaborating college" approach. This approach would utilize the existing Washington Online deliver platform (now moved to CTC Link) that serviced all 34 colleges. This allowed Pierce to offer the HSEM Certificate and AA Degree Program to any college that wanted to complete a Collaborating Agreement. Peninsula College was the first to pilot the program and in 2016 there are eight (8) colleges statewide.

## The Process

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This unique and effective model for program collaboration has been successfully utilized for the past three (3) years by several colleges statewide who have MOU's with Pierce College. The process is an effective and efficient way that allows these colleges to add new Professional /Technical Programs to their inventory without the work and expense of the SBCTC's regular Program Approval Process. This significantly reduces workload and costs. It is an expedited process that can be completed in less than two months and expands access for students statewide to specialty programs at their home colleges.

The process, referred to in the SBCTC Program Approval Guidelines as **Collaborative Programs** states: (Please refer to the Prof/Tech Program Approval Process guidelines, Page 4-E at <http://www.sbctc.ctc.edu/college/workfroce/2012ProgramApprovalProcessGuidelines.pdf>)

*"When a college, without approval for a professional-technical program, wishes to collaborate with another college that does have approval, the college requesting the collaboration will send to the*

***State Board a signed memorandum of understanding (MOU) between the colleges providing the details of the partnership. The program will be added to the requesting college's inventory under a separate category titled Collaborative Programs. A unique EPC will be issued for collaborative programs." (See Appendix for example of the Memorandum of Understanding)."***

In this form of a collaborative program both colleges offer the full program (General Education, Electives and the Professional/Technical Courses), counts all their associated program FTE's and graduates the students at their college. The college holding the Program Approval from SBCTC provides certain services (e.g. Program Coordinator, instructors, eLearning coordination and invoicing) to the collaborating college eliminating their need to hire additional program staff or faculty. Collaborating colleges are ask to identify a point-of-contact (PoC) to work with the Pierce Program Manager to support their students enrolled in the statewide program. Colleges may also establish a local industry workgroup to coordinate with the HSEM statewide Advisory Board.

Basically, a collaborative program is a signed agreement which outlines "details of a partnership" between the college that wishes to collaborate and the college that has approval of the program. The "details" are between the colleges. The State Board has no review or approval authority over the details of the agreement. Their role is only to file the agreement and place the new program on the State Board's and collaborating college's inventory.

There is no need for the collaborating college to complete a PAR when initiating a new program obtained through the MOU Collaboration Agreement. Once a copy of the Memorandum of Understanding (MOU) is received by the State Board, the program is entered on the college's inventory of approved vocational programs. Example: College's EPC for the HSEM program is 966. Collaborative programs are issued a unique EPC which is usually the first two numbers of the EPC followed by a "C".

Please refer to the Prof/Tech Program Approval Process guidelines, Page 4-E at <http://www.sbctc.ctc.edu/college/workfroce/2012ProgramApprovalProcessGuidelines.pdf>.

Collaborating Colleges will need to work with the NW Accreditation Commissioner to include the new Program on their college's inventory. They also normally have their Curriculum Committee's review the Program Learning Outcomes/Objectives when adopting the Program. The home college supplies all of the degree courses and instructors.

A college which uses this process may advertise, register and offer the degree, certificate, or diploma and recognizes the successful completion of the program or prescribed course of study and awards students who satisfy program requirements the degree, certificate, or diploma programs.

Google docs will be used to collect point of contact information, start-and-end dates, and item numbers for Canvas merge. The Program Coordinator/Manager will distribute grades at the end of each quarter to the respective college point of contact. The college point of contact will be responsible for delivering the grades to the college registrar's office for posting to the transcript.

College	CIP	EPC	Program Type	Program Title
Peninsula	430302	96C	p	HSEM (collab/Pierce)
Skagit	430392	96C	p	HSEM (collab/Pierce)
P=primary				
O= option				

## Process Operational Details

The HSEM AA Degree Program is used as an example of this program collaborative approach and can be replicated by any college having an online program they would like to have offered statewide and at other colleges.

The HSEM program is offered entirely online through Pierce's eLearning Department. The collaborating colleges agree to identify the PoC to work with the Program Coordinator of the HSEM Program. The Program Coordinator at Pierce serves as the lead advisor and coordinator for all of the students for all collaborating colleges and is responsible for working with all the students advising them on the program plans, tracking progress, internship placement and communicating regularly with the collaborating college on the program delivery and operations. Currently colleges hold quarterly conference calls or other meetings as needed.

The MOU allows the collaborating college to basically "sub-lease" the Pierce Program. The collaborating college has the program on their program list and graduate the student from their college. The college receives all of the GE FTE's in addition to HSEM course FTE's. The collaborating college pays an agreed upon fee to Pierce College to provide the courses and program support services (see Amendment for fees in Appendix). These fees do change and the Dean for the HSEM Program is the lead for the MOU for the Program and coordinates all MOU's and fee amendments.

### Process Guidelines:

- 1) An agreement is in place and filed with State Board between College A and Pierce College with regards to the mechanics of allowing College A students to access the HSEM Program that Pierce College offers.
- 2) The "WAOL" model (now CTC Link) will be used with Pierce College providing the curriculum and the instructors and Pierce eLearning work with the collaborating college to complete the linkages for student access.
- 3) College A will have College A-generated item numbers that students use to enroll into the HSEM courses.
- 4) College A students pay tuition/fees to College A. Pierce College invoices College A on a per/credit basis each quarter for payment of an agreed upon fee (see Appendix for Fee Addendum).
- 5) Students see the grades for these courses on his/her College A transcript.

- 6) The student completes the program with only College A transcribed courses and not have a single Pierce College transcribed course.
- 7) College A would award the degree using the unique EPC code issued by the Board under the Pierce program approval.

The collaborating college is able to use all of the marketing/information materials which have been developed for the degree program and examples are available from the other collaborating colleges as to how they have adapted the information.

The Center of Excellence through its website Work Experience Marketplace provides colleges, students, and employers with access to a variety of work experience opportunities including internships and jobs for all of our six career pathways including HSEM, volunteer opportunities, and career/employment resources available to students, faculty and employers. This is a very robust site and the Center works with each of the collaborating colleges in HSEM to identify and meet with specific employers in your targeted area. The Center supports development of articulation agreements with colleges and universities and currently is working with Skills Centers to expand their public safety and security programs to include HSEM. Clark County Skills Center (Cascadia Tech Academy) has the first HSEM expanded program in the state and serves as the best practices model for other Skills Centers.

## Q and A Regarding the Process and Operations

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1. **Would it be an AAS-T?** Yes you can do an AAS-T and see Olympic College's website for information. These HSEM courses were approved through Pierce's curriculum committee and most of the colleges have done a courtesy visit with their curriculum committees so they know what the HSEM courses are and of course what the GE courses needed to complete the cross walk. (see Appendix for doc)
2. **Point-of-contact (PoC) position has been an advisor** the Program Coordinator/Manager. The contract issues or other items are the responsibility of the college's respective Deans or Vice Presidents. The college's advisor works with the HSEM Program Coordinator and students and participants on the coordination group.
3. **What about an Advisory Board?** The HSEM Degree Program has an advisory board. Some of the collaborating colleges send their PoCs to attend their meetings. The current Program Coordinator decided to expedite discussions by individually talking with liaisons by phone or email along with a quarterly conference call with all collaborating colleges. College can establish a local workgroup of industry representative as well to coordinate with the HSEM Advisory Board.
4. **Records maintenance:** Colleges are responsible for their student's records and the Dean of the lead college provides specific guidance on other record maintenance issues
5. **You do not submit a PAR to the State Board?** You only send a copy of the MOA and that is your documentation for establishment of the Program under the Pierce PAR. You get a letter designation although that may be changing with CTC Link.
6. **Types of internships and work opportunities:** The HSEM Center's website [www.hsem-coe.com](http://www.hsem-coe.com) provides career information that fully describes the types of work opportunities that are available and can provide additional background information on careers in this field as needed. The link to the Center's **Work Experience Marketplace** <http://wp.pierce.ctc.edu/blog/hsemcoe/project/students-internships/> will provide information on volunteer and internships opportunities and well as a listing of currently employment opportunities. The Center's staff works with employers in collaborating

college's area to identify and developing internships. The Center currently has more demand for interns than there are students.

7. **Credits:** Collaborating colleges do receive all GE and Program credits. Currently the HSEM Degree is on the list for enhanced FTE. While the HSEM courses would yield enhanced FTE for their institution, the general education courses that students take at their institutions would not be enhanced FTE. They would be regular FTE.
8. **Invoicing for student credits?** For the HSEM Program the eLearning office provides an invoice for each of the collaborating college (see Appendix). The invoice identified the number of students and their credits for that quarter times the agreed upon "service fee" that is being charged. The college just pays the invoice.
9. **How can collaborating colleges utilize industry advisors?** Using the example of the HSEM Degree Program at Pierce College which has an Advisory Board for the degree program at Pierce College encourages collaborating colleges to engage local industry members to serve on an advisory committee to their HSEM Program. The local committee meetings could be held before or after the Pierce College Advisory Board meeting and information from the local meeting shared with the HSEM Advisory Board. There is also an ability to host a call-in conference which could allow everyone to participate in the Pierce College Advisory Board meeting. The link to the [Pierce College HSEM Advisory Board](#) includes a Board Member list, minutes and an Advisory Board Handbook.
10. **How will collaborating colleges communicate?** Check in and information conference calls with all collaborating colleges will take place quarterly.
11. **How will documents, start and end dates and grades be handled?** Google docs will be used to collect point of contact information, start-and-end dates, and item numbers for Canvas merge. The Program Coordinator Cindy Bassage will distribute grades at the end of each quarter to the respective college point of contact.
12. **What is the role of the college's point-of-contact?** The college point-of-contact (also referred to as the liaison) will be responsible for delivering the grades to the college registrar's office for posting to the transcript.

## Resources

Below are resources that were identified to help understand the public safety, security and EM project. We will need to identify and analyze similar documents that are not currently on this list: Establishing a

### HSEM Career Outlook

HSEM Career Trends	Degree Programs	Military Transitions	Research
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#### Homeland Security Emergency Management is Everybody's Business

Homeland security is a dynamic and diverse career field. Employees prepare for, prevent, and react to events that threaten our country and the well-being of its people. Homeland Security jobs secure our borders, airports, seaports, and waterways. They research and develop security technologies, prepare for and respond to natural disasters or terrorist attacks, and analyze intelligence reports, among many other tasks. Like security threats themselves, the work required to protect the Nation is constantly changing. That work cuts across numerous disciplines, creating job possibilities for people with nearly any level of education and experience. Options exist both for those who like to be in the forefront and for those who prefer

to work in the background. We help to reduce our Nation's vulnerabilities and to minimize the damage from catastrophic events.

### Education and Training

#### News in Homeland Security & Emergency Management

Read about the latest news in homeland security and emergency management. Discover career information, conference dates, webinars, and important information about planning, preparing, and training for a natural or man-made disaster.

### Homeland Security Emergency Management- Degrees

#### Homeland Security Emergency Management - Associates Degree & Certificate

- Home
- Program Outcomes
- Career Pathways
- VIE-25 Pathways
- Class Schedule
- Course Descriptions
- Job Searching
- Frequently Asked Questions



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## Program Course Requirements and Outcomes - HSEM Example

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### HSEM Program Requirements Outcomes, Course Descriptions, Content, and Student Outcomes

#### PROFESSIONAL/TECHNICAL ASSOCIATE DEGREES

- Associate Degree in Technology  
- Homeland Security Emergency  
Management

[Associate in Technology-HSEM](#)

#### PROFESSIONAL/TECHNICAL CERTIFICATES

- Certificate in Homeland Security  
Emergency Management

[Certificate HSEM](#)

#### BACHELOR'S DEGREE

- Bachelor of Applied Science -  
Homeland Security Emergency  
Management

[BACHELORS OF APPLIED SCIENCE HSEM](#)

### ASSOCIATE IN HOMELAND SECURITY EMERGENCY MANAGEMENT

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#### Program Outcomes

Students will:

- Apply effective interpersonal communication, critical thinking and decision-making skills commensurate with a defined level of responsibility.
- Develop agency/organization specific tools to evaluate specific domestic security challenges for the 21st Century that face the United States and other industrialized nations.
- Design and modify plans and programs at federal, state, and/or local levels to reflect the evolving strategic policy issues associated with a statutory and presidential direction for homeland security.
- Interpret ethical and legal issues that impact emergency management and homeland security.
- Recognize how to access and disseminate information through multiple agencies in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation/state.



- Define the interdisciplinary nature of Homeland Security/Emergency Management functions and be able to assess and integrate various functional areas.
- Develop policies, procedures and protocols to allow seamless agency integration from prevention to incident response scenarios.
- Apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.
- Participate in employer-directed training for performance enhancement and career advancement.

### Core Abilities Outcomes

- **Critical, Creative, and Reflective Thinking:**  
Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.
- **Responsibility:**  
Graduates will be able to critically examine the relationship between self, community, and/or environments, and to evaluate and articulate potential impacts and consequences of choices, actions, and contributions for the creation of sustainable systems.
- **Information Competency:**  
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.
- **Effective Communication:**  
Graduates will be able to exchange messages in a variety of contexts using multiple methods.
- **Multiculturalism:**  
Graduates will demonstrate knowledge of diverse ideas, cultures, and experiences, and develop the ability to examine their own attitudes and assumptions in order to understand and work with others who differ from themselves.

## CERTIFICATE IN HOMELAND SECURITY EMERGENCY MANAGEMENT

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### Program Outcomes

Students will:

- Apply effective interpersonal communication, critical thinking and decision-making skills commensurate with a defined level of responsibility.
- Develop agency/organization specific tools to evaluate specific domestic security challenges for the 21st Century that face the United States and other industrialized nations.
- Design and modify plans and programs at federal, state, and/or local levels to reflect the evolving strategic policy issues associated with a statutory and presidential direction for homeland security.
- Recognize how to access and disseminate information through multiple agencies in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation/state.
- Define the interdisciplinary nature of Homeland Security/Emergency Management functions and be able to assess and integrate various functional areas.



- Apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.

### **Core Abilities Outcomes**

- **Critical, Creative, and Reflective Thinking:**  
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.
- **Responsibility:**  
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.
- **Information Competency:**  
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.
- **Effective Communication:**  
Graduates will be able to exchange messages in a variety of contexts using multiple methods and tools.
- **Multiculturalism:**  
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to

### **HSEM 102 INTRO TO HOMELAND SECURITY EMERGENCY MANAGEMENT**

#### **Course Description**

Provides groundwork on which emergency services can build a strong foundation for disaster and emergency management for homeland security in the 21st century. Addresses issues, policies, questions, best practices, and lessons learned through recent years; requirements of NFPA® 1600, Standard on Emergency Management and exposure to new and developing theories, practices, and technology in emergency management.

Credits: 5                      Lecture: 50                      Total: 50

Must earn a 2.0 or better in this course before taking other HSEM courses

#### **Course Content**

- A. Introduction to Emergency Management
- B. Evolution of Guidelines and Standards
- C. Laws and Authorities
- D. Hazard Identification, Risk Assessment, and Impact Analysis
- E. Incident Prevention and Hazard Mitigation
- F. Resource Management
- G. Mutual Aid Agreements
- H. Emergency Plans for All Hazards
- I. Direction, Command, Control, and Coordination
- J. Operational Procedures
- K. Logistics and Facilities
- L. Training

M. Crisis Communication and Public Information

N. Finance and Administration

### **Student Outcomes**

1. Identify and define essential elements of an effective emergency management program.
2. Identify and define the many roles, responsibilities and functions of the professional emergency manager.
3. Analyze the requirements of National Fire Protection Association 1600 standard and other national programs.
4. Identify and research questions regarding existing and emergent laws, regulations, and legal principles as applied in the context of emergency and disaster management.
5. Describe the actions taken in hazard identification.
6. Examine and analyze the actions taken when planning for incident prevention and hazard mitigation.
7. Describe basic components of mutual aid systems.
8. Provide an overview of characteristics of disasters and their impact on population, infrastructure, and emergency management systems.
9. Explore and describe the components of an emergency plan and principles that guide the planning process.
10. Summarize emergency management field operations using incident management systems and the role of emergency operations centers in directing disaster response.
11. Analyze compliance requirements for emergency communications and warnings.
12. Examine and describe key elements to consider in emergency management exercise and evaluation.
13. Summarize requirements for crisis communications and public information systems.
14. Analyze how an Emergency Operation Center is managed, organized and activated.
15. Evaluate written emergency management and continuity plans.
16. Examine fiscal aspects to emergency management programs that should be considered, evaluated and implemented.

### **Degree Outcomes**

Program Outcomes:

Apply effective interpersonal communication, critical thinking and decision-making skills commensurate with a defined level of responsibility.

Recognize how to access and disseminate information through multiple agencies in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation/state.

Define the interdisciplinary nature of Homeland Security/Emergency Management functions and be able to assess and integrate various functional areas.

Apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Information Competency:

Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

### **HSEM 110 INCIDENT COMMAND SYSTEM/NATIONAL INCIDENT MNG SY**

#### **Course Description**

This course introduces the Incident Command System (ICS) and provides the foundation for higher-level ICS training. This course describes the history, features, and principles and organization structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). (Course will meet ICS 100/200 requirements).

**Credits:** 2.0

**Lecture:** 20

**Total:** 20

#### **Course Content**

A. Command Procedures  
B. Organizational Structure - Command  
C. Command Structure - Expanding the Organization by Establishing Branches  
D. Expanding the Organization by Establishing Sections  
E. Unified Command  
Safety  
Tactical Simulations & Incident Analysis

#### **Student Outcomes**

1. Analyze the National Incident Management System (NIMS) and its application to coordinating and integrating a response to domestic incidents.
2. Identify five major management functions.
3. Explain the roles and responsibilities of the Incident Commander and Command Staff.
4. Determine when it is appropriate to institute a Unified or Area Command.
5. Describe the Public Information Systems required by NIMS.
6. Evaluate ways in which NIMS can affect how jurisdictions prepare for incidents and events.
7. Describe how NIMS affects the way resources are managed.
8. Describe the advantages of common communication and information management standards.
9. Explain how NIMS will influence technology and technological systems required for emergency response.

#### **Degree Outcomes**

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcome:

Graduates apply effective interpersonal communication, critical thinking and decision-making skills commensurate with a defined level of responsibility.

## HSEM 120 ALL HAZARDS EMERGENCY PLANNING

### Course Description

This course is designed to introduce students to developing an effective emergency planning system. This course offers training in the fundamentals of the emergency planning process, including the rationale behind planning. Emphasis will be placed on hazard/risk analysis and planning team development. Other topics, such as Continuity of Operations (COOP), Emergency Support Functions, National Response Plan, Washington State Comprehensive Emergency Management Plan and contingency planning for areas such as Special Needs (Vulnerable Populations) or Animal Sheltering are included.

<b>Credits:</b> 3.0	<b>Contact Hours</b>	<b>Prerequisite</b>
	<b>Lecture:</b> 30	HSEM 102
	<b>Total:</b> 30	

### Course Content

- A. Emergency Planning Process
- B. Human Behavior in Disasters
- C. Successful Emergency Planning
- D. Classes of Protective Action Recommendations
- E. Selecting Protective Actions
- F. Content and Format of Emergency Planning
- G. Continuity of Operations Plans
- H. Population Warning
- I. Planning for Hazard Adjustment
- J. Structures for Emergency Management Response
- K. Selected Federal Emergency Planning Mandates

### Student Outcomes

1. Define how emergency planning fits within the field of emergency management.
2. Explore the components of an emergency plan, principles that guide the planning process and resources/national standards that can be used in the planning process.
3. Explain the impacts of disasters on people's mental and physical health.
4. Determine how to staff and organize, motivate and prepare a team to respond well in emergencies.
5. Identify the basis for estimating hazard exposure.
6. Identify and define the principle components of consequence analysis.
7. Outline the elements of a basic Emergency Operation Plan (EOP).
8. Develop an Emergency Operation Plan.
9. Prepare warning message content for special needs populations.
10. Explore ways to design and create a hazard mitigation program.
11. Identify methods of effective risk communication.
12. Explore the history of federal emergency planning mandates and how they are developed.

## Degree Outcomes

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

## Program Outcome:

Graduates recognize how to access and disseminate information through multiple agencies in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation/state

## HSEM 130 TECHNOLOGY IN EMERGENCY MANAGEMENT

### Course Description

This class provides a detailed overview of the technology used, and also clearly explains how the technology is applied in the field of emergency management. Students will learn how to utilize technology in emergency planning, response, recovery and mitigation efforts and they'll uncover the key elements that must be in place for technology to enhance the emergency management process. Course overviews include: Web Emergency Operations Center (EOC), using technology with training and exercises, reverse 911 notification systems, video conferencing/downlinks and Geographic Information System (GIS)/ Global Positioning System (GPS) capabilities.

### Course Details

Credits: 3.0

### Contact Hours

Lecture: 30

Total: 30

### Prerequisite

HSEM 102

### Course Content

- A. Using Technology as a Tool
- B. Emergency Management and the Internet Information Highway
- C. Networks and Communication Systems: Working Together
- D. Geographic Information System (GIS) and Global Positioning System (GPS) Tools: Maps and Geographic Systems
- E. Direct and Remote Sensing: Describing and Detecting Hazards
- F. Emergency Management Decision Support Systems: Using Data to Manage Disasters
- G. Hazards Analysis and Modeling: Predicting the Impact
- H. Warning Systems: Alerting the Public to Danger
- I. Operational Problems and Technology: Making Technology Work for You
- J. Trends in Technology

### Student Outcomes

- 1. Explore what technology tools are needed during disaster.
- 2. Examine the role of technology in the support of emergency planning, response, recovery and mitigation efforts.
- 3. Identify the key elements that must be in place for technology to enhance the emergency management

process.

4. Describe the applications of the Internet, telecommunications, and networks to emergency management.
5. Analyze Geographic Information System and Global Positioning System tools and their applications
6. Identify and use components of an emergency management information system.
7. Predict hazards with direct and remote sensing data.
8. Explore the advantages and disadvantages of different warning systems.
9. Identify operational problems that the emergency management community faces.
10. Identify and describe some of the cultural factors associated with the introduction and use (or lack) of technology applications in emergency management.
11. Examine the potential impact of new technologies on emergency management.

### **Degree Outcomes**

Core Abilities Outcome:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcome:

Graduates apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.

## **HSEM 157 PUBLIC INFORMATION OFFICER**

### **Course Description**

The course is designed to train participants for coordinating and disseminating information released during emergency operations and for assisting in the scheduling and coordination of news conferences and similar media events. After completing this course the student will have met the sections required for Public Information Officer as outlined by NFPA 1035.

#### **Course Details**

**Credits:** 2.0

#### **Contact Hours**

**Lecture:** 20

**Total:** 20

### **Course Content**

- A. Introduction to Public Information
- B. Characteristics/responsibilities of a Public Information Officer
- C. Ethics, Legal Issues and Policies
- D. The Media
- E. Developing Positive Relationships with the Media
- F. Gathering Information
- G. Getting Information to the Media
- H. Interviewing
- I. Scene Management

- J. Multiagency Operations: Information Operations at a Large Incident
- K. News Conferences
- L. Reaching the Community

### **Student Outcomes**

1. List and describe characteristics and responsibilities that make an effective public information officer.
2. Recognize and describe guidelines for department policies, which guide public information function.
3. List and describe the characteristics for developing positive relations within the media.
4. Discuss and explain the purpose of a media guide.
5. Distinguish between a news release and media advisory component parts.
6. Examine the Emergency Alert System (EAS).
7. Discuss the basic guidelines on managing the media scene.
8. Identify the basic guidelines to follow before and during an interview.
9. Examine basic guidelines of understanding public speaking.
10. List and describe the steps in preparing a news conference.
11. Conduct an interview.
12. Prepare a news release.
13. Prepare a media advisory.
14. Prepare and conduct a news conference.

### **Degree Outcomes**

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcomes:

Graduates apply effective communication skills commensurate with a defined level of responsibility.

## **HSEM 160 EMERGENCY RESPONSE AWARENESS TO TERRORISM**

### **Course Description**

Provides current and relevant information about terrorism, terrorist behavior, homeland security policies and dilemmas, and how to deal effectively with threats and the consequences of attacks. Student will gain insight into the key players involved in emergency management, local and state issues, particularly as they need to interact and work with FEMA and other federal agencies. Course components include identifying terrorism, causes of terrorism, preventing terrorist attacks, responding to terrorism attacks and avoidance in communication and leadership collapse.

#### **Course Details**

**Credits:** 5.0

#### **Contact Hours**

**Lecture:** 50

**Total:** 50



## **Course Content**

- A. Identifying Terrorism
- B. Causes of Terrorism
- C. Terrorist Behavior
- D. History Perspectives on Terrorism
- E. Terrorism, the Media, and Censorship
- F. Preparing, Preventing and Responding to Terrorist Attacks
- G. Threat Assessment and Security Enhancement
- H. Recovering from Terrorist Attacks
- I. Future Challenges Facing Homeland Security
- J. Information Sharing

## **Student Outcomes**

- 1. Compare and contrast the history of terrorism in the United States and abroad.
- 2. Examine terrorism and the risks associated with terrorist incidents.
- 3. Explain the basic terms and concepts associated with terrorism incidents.
- 4. Compare and contrast different missions of homeland security.
- 5. Recognize the characteristics of terrorism.
- 6. Evaluate the most frequently mentioned causes of terrorism.
- 7. Analyze terrorist behavior.
- 8. Examine the evolution of terrorism in the United States and other countries.
- 9. Compare and contrast the positive and negative features of modern news coverage of terrorism.
- 10. Explore and discuss federal, state, local and private procedures in preparedness measures, response, relief, and recovery.
- 11. Analyze measures for preventing terrorist attacks.
- 12. Assess the threat of terrorism and ways to increase physical security.
- 13. Critique prior problems in homeland security and the need for accountability.

## **Degree Outcomes**

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcomes:

Graduates apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.

## HSEM 180 PUBLIC ADMINISTRATION

### Course Description

This course provides an overview in the structure and issues of public service. Course participants will examine the context of public administration: the political system, the role of federalism, bureaucratic politics and power, and the various theories of administration that guide public managers today. Course components include public administration, personnel, budgeting, decision-making, organizational behavior, leadership, and policy implementation. Lessons will be drawn from the most current applications of public administration today, such as Hurricane Katrina efforts and Homeland Security.

#### Course Details

Credits: 3.0

#### Contact Hours

Lecture: 30

Total: 30

### Course Content

- A. Introduction of Public Administration
- B. Public Administration, Democracy, and Bureaucratic Power
- C. Federalism and Intergovernmental Relations
- D. Organizational Theory
- E. Decision Making in Administration
- F. Chief Executives and Challenges of Administrative Leadership
- G. Public Personnel Administration and Human Resource Development
- H. Budgeting
- I. Public Policy and Implementation
- J. Government Regulation and Administrative Law
- K. Public Administration in a Time of Conflict and Change

### Student Outcomes

1. Explore historical developments in public administration and relate them to current trends and practices in America.
2. Explain the basic concepts, theories and principles in the field of public administration.
3. Analyze the political, legal and social environment of public administration.
4. Identify and apply competing models of public administration to emergency management.
5. Recognize the importance of the administration, and/or management, of public affairs.
6. Examine policy and the decision making process in public administration.
7. Analyze how the changing global society and multicultural environment impacts the management of the public sector.
8. Examine and apply the budget process and planning.
9. Discuss the function and operation of human resource personnel.
10. Examine the impact and influence of government regulation and administrative law over public affairs.

### Degree Outcomes

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcome:

Graduates apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.

## HSEM 190 HOMELAND SECURITY EMERGENCY MANAGEMENT SPECIAL TOPICS

### Course Description

Special topics will be developed for areas outside the usual course offerings in Homeland Security Emergency Management degree. Topics developed will focus on a specific current issue or concept in the areas of homeland security or emergency management.

#### Course Details

Credits: 5.0

Min Credits: 1.0

Max Credits: 5.0

#### Contact Hours

Lecture: 10-50

Total: 10-50

#### Prerequisite

HSEM 102. Must have completed 12 HSEM credits or HSEM Program Coordinator approval

### Course Content

- A. Agency/organization evaluation tools
- B. Ethical and legal issues
- C. Homeland Security/Emergency Management functions
- D. Procedures and protocols for incident response
- E. Leadership roles in emergency management

### Student Outcomes

1. Research and communicate the issues related to the chosen course topic.
2. Apply information to solve a given problem using the course topic.
3. Compare and contrast the chosen topic with existing knowledge and experience in homeland security or emergency management.
4. Evaluate the impact of the chosen topic as it relates to emergency management

### Degree Outcomes

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcomes:

Graduates apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.

## **HSEM 200 EMERGENCY OPERATIONS CENTER**

### **Course Description**

This course provides the student with skills and knowledge to manage an Emergency Operations Center (EOC), acquire and control resources, and interface with on-scene responders within Incident Management Systems. Topics include EOC design, preparing, staffing and operating, jurisdictional setting, and the critical link between Incident Management Systems and emergency management operations. Prerequisite: HSEM 110 Basic ICS/NIMS.

#### **Course Details**

**Credits:** 2.0

#### **Contact Hours**

**Lecture:** 20

**Total:** 20

#### **Prerequisite**

HSEM 110 and HSEM 102.

### **Course Content**

- A. Introduction to Emergency Operations Center (EOC)
- B. Functions of the Emergency Operations Center
- C. Jurisdictional Setting of the Emergency Operations Center
- D. Staffing and Operating the Emergency Operations Center
- E. Designing an Emergency Operations Center
- F. Incident Management Systems
- G. Public Information Officer (PIO) Operations/Information Management

### **Student Outcomes**

- A. Introduction to Emergency Operations Center (EOC)
- B. Functions of the Emergency Operations Center
- C. Jurisdictional Setting of the Emergency Operations Center
- D. Staffing and Operating the Emergency Operations Center
- E. Designing an Emergency Operations Center
- F. Incident Management Systems
- G. Public Information Officer (PIO) Operations/Information Management

### **Degree Outcomes**

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcome:

Graduates recognize how to access and disseminate information through multiple agencies in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation/state.

## HSEM 210 EXERCISE DESIGN AND EVALUATION

### Course Description

This course provides participants with the knowledge and skills to develop, conduct, evaluate and report effective exercises that test a community's operations plan and operational response capability. Throughout the course, participants will learn about topics including exercise program management, design and development, evaluation, and improvement planning. It also builds a foundation for subsequent exercise courses, which provide the specifics of the Homeland Security Exercise and Evaluation Program (HSEEP) and the National Standard Exercise Curriculum (NSEC).

#### Course Details

**Credits:** 3.0

#### Contact Hours

**Lecture:** 30

**Total:** 30

#### Prerequisite

HSEM 102 and HSEM 120 or  
Program Coordinator approval.

### Course Content

- A. Introduction to Exercise Design
- B. Comprehensive Exercise Program
- C. The Exercise Process
- D. Exercise Design Steps
- E. Tabletop Exercise
- F. Functional Exercise
- G. Full-Scale Exercise
- H. Exercise Evaluation
- I. Exercise Enhancements
- J. Designing a Functional Exercise

### Student Outcomes

1. Examine the value of exercises to improve the four phases of comprehensive emergency management.
2. Outline the basic components of a comprehensive exercise program based off of area risk assessment.
3. Examine the importance of designing a comprehensive and progressive exercise program to meet the needs of your organization or community based off the Target Capabilities List (TCL)/Universal Task List (UTL).
4. Describe the organization of an exercise design team.
5. Distinguish the purposes and characteristics of a tabletop exercise, functional exercise and full-scale exercise.
6. Outline the steps in facilitating a tabletop exercise.
7. Differentiate designing a functional exercise from designing a tabletop exercise.
8. Recognize the physical requirements and participant roles in a functional exercise.
9. Differentiate designing a full-scale exercise from designing a functional exercise.
10. Determine planning considerations for site selection and scene management for a full-scale exercise.
11. Break down the tasks in the exercise evaluation process.
12. Outline resources available for exercise enhancement.
13. Design a small functional exercise using the seven building blocks of design process.

## Degree Outcomes

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcome:

Graduates develop agency/organization specific tools to evaluate specific domestic security challenges for the 21st Century that face the United States and other industrialized nations.

## HSEM 220 DEVELOPING AND MANAGING VOLUNTEER RESOURCES

### Course Description

This course will focus on methods and procedures for involving private-sector organizations and volunteers in emergency management programs in ways which benefit both parties. The focus of the course is on maximizing the effectiveness of volunteer resources by implementing a people-oriented system that addresses defining volunteer roles, designing a plan of action, recruiting volunteers, training individuals who volunteer and motivation and maintenance of a successful program. Participants will acquire skills and knowledge to make appropriate volunteer assignments that enhance the effectiveness of an integrated emergency management system.

Course Details	Contact Hours	Prerequisite
Credits: 2.0	Lecture: 20	
	Lab:	
Max Credits: 2.0	Clinical:	
	Other:	
	Total	

### Course Content

- A. Different Types of Volunteers and Volunteer Programs
- B. Benefits and Challenges of Involving Volunteers
- C. Developing a Volunteer Program
- D. Working With Voluntary Agencies (VOLAGs) /Community-Based Organizations (CBOs)
- E. Voluntary Organizations Active in Disaster (VOAD)
- F. Identifying Needs of Volunteers and How to Meet Them
- G. Special Issues in Volunteer Management

### Student Outcomes

1. Define volunteer and voluntary agency (VOLAG) and draw distinctions between the two.
2. Determine whether your community's needs are best met by developing a volunteer program or whether you should coordinate with VOLAGs—or both.
3. Correlate the skills and knowledge required of volunteers in emergency management programs.

4. Determine how volunteers can be used most beneficially in your program to meet your agency's needs.
5. Analyze the steps in developing a volunteer program
6. Develop a volunteer job description.
7. Outline strategies for recruiting, retaining, assigning, training, supervising, and evaluating volunteers.
8. Recognize the key responsibilities of a VOLAG/CBO Coordinator.
9. Analyze the role of VOAD in providing emergency assistance.
10. Examine strategies for working with VOLAGs, CBOs, businesses, and other groups.
11. Assess the needs/special issues with managing volunteers.

### **Degree Outcomes**

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcome:

Graduates apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.

## **HSEM 230 DISASTER RECOVERY AND RESPONSE**

### **Course Description**

The purpose of this course is to enable students to understand and think critically about response and recovery operations in the profession of emergency management. Students will utilize problem based learning by analyzing actual disaster events and applying the theories, principals, and practice of response and recovery. In addition, students will learn about the issues faced by special populations and how to address these special needs in natural disaster response and recovery.

#### **Course Details**

**Credits:** 2.0

#### **Contact Hours**

**Lecture:** 20

**Total:** 20

#### **Prerequisite**

HSEM 102 and HSEM 120 or  
program coordinator approval.

### **Course Content**

- A. What to Expect with Hazards and Disasters
- B. Roles and Responsibilities of Disaster Participants
- C. Human Behavior in Disasters
- D. Response and Recovery Operations
- E. Hazard Detection and Warning
- F. Evacuation and Sheltering
- G. Special Issues
- H. Damage Assessment
- I. Facilitating Recovery and Mitigation



J. Communication Practices

K. Public Assistance

### Student Outcomes

1. Examine what occurs during a disaster and the impact it has on life, property and the environment.
2. Differentiate between the responsibilities of the local government after a disaster versus those of the state and federal government.
3. Analyze human responses to disasters.
4. Compare traditional and professional approaches to disaster and determine which approach is most applicable in a given disaster situation.
5. Define the role of warnings, evacuation and shelter in natural disaster response.
6. Examine the process through which individual assistance may be obtained.
7. Examine special issues during recovery including damage to the environment from hazards and sheltering animal populations.
8. Identify communication strategies during crisis/disaster.
9. Evaluate damage assessment and response techniques and their application to disaster situations.
10. Apply principles and practice of response and recovery in case study disaster events.

### Degree Outcomes

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcome:

Graduates develop knowledge and skills to allow seamless agency integration from prevention to incident response scenarios.

## HSEM 240 HOMELAND SEC EMERG MNGT-WORK BASED LEARNING EXP

### Course Description

Provides students “real world experiences” in homeland security and emergency management. Students learn to work within time constraints and are exposed to appropriate workplace behaviors. Students will have opportunities to refine the core skills they have learned from the courses or curriculum.

#### Course Details

Credits: 5.0

#### Contact Hours

Lecture: 50

Total: 50

#### Prerequisite

HSEM 102. Requires HSEM program coordinator approval.

### Course Content

- A. Organizational environment/culture
- B. Working with people from diverse backgrounds
- C. Communications with and among various organizations
- D. Theory to application

- E. Emergency management planning
- F. Career development and opportunity

### Student Outcomes

1. Describe the Work-based Learning (WBL) site as a whole, including its history and culture.
2. Interacts with other organizations and the community it serves.
3. Collaborate at regular intervals with the WBL site agency supervisor to further develop skills, realign expectations and duties, or change responsibilities.
4. Perform expected duties of the WBL site as outlined in expectations provided by your supervisor.
5. Identify emergency management techniques used from your WBL.
6. Examine the emergency management duties and responsibilities of your WBL site.
7. Analyze various types of exercises used by this organization and their specific purposes and objectives.
8. The mission of your WBL through personal and professional actions.
9. Effectively work with internal and external customers.
10. Relate prior academic theory to current work experience.
11. Working with your WBL supervisor and instructor, design and implement a feasible project plan.
12. Identify specific skills and knowledge required by working emergency managers.
13. Produce a project report.

### Degree Outcomes

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcomes:

Graduates participate in employer-directed training for performance enhancement and career advancement.

## HSEM 250 HOMELAND SECURITY LAW AND ETHICS

### Course Description

This course is designed to give the student an overview of various statutes, regulations, constitutional law, and common law associated with Homeland Security. This course examines emergency response, weapons of mass destruction, local government powers, Federal Emergency Management Agency (FEMA), Department of Homeland Security, civil rights, international anti-terrorism efforts, Homeland Security Act of 2002, and the Patriot Act. Students will be introduced to the legalities and ethics relevant to organizing for counterterrorism, investigating terrorism and other national security threats, crisis and consequence management.

**Course Details**  
**Credits:** 3.0

**Contact Hours**  
**Lecture:** 30  
**Total:** 30

**Prerequisite**  
HSEM 102

## **Course Content**

- A. Homeland Security and Emergency Management
- B. FEMA's Place in Policy, Law and Management
- C. Emergency Management and the Homeland Security Act of 2002
- D. Homeland Security from a Local, State and Federal Perspective
- E. Partnerships with Homeland Security
- F. Civil Rights Issues
- G. Anti-terrorism Investigation and the Fourth Amendment
- H. National Response Framework (NRF)/National Incident Management System (NIMS)
- I. USA Patriot Act
- J. Robert T. Stafford Act
- K. Transportation Issues and Homeland Security
- L. Weapons of Mass Destruction

## **Student Outcomes**

- 1. Develop a working understanding of key legal and policy principles related to emergency management.
- 2. Analyze FEMA's role in policy, law and management.
- 3. Examine local, state, and federal relationships when it comes to introducing and implementing new laws and regulations.
- 4. Recognize the critical role of court decisions in clarifying the practical application of legislation and executive directives.
- 5. Analyze privacy concerns and constitutional protections regarding governmental information-gathering related to emergency management.
- 6. Examine important statutes and policies enacted post 9-11 and their impact on emergency management.
- 7. Differentiate between crisis management and consequence management policy and its evolution in response to events.

## **Degree Outcomes**

Critical, Creative and Reflective Thinking:

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Program Outcome:

Graduates interpret ethical and legal issues that impact emergency management and homeland security.

## Appendix

### Interagency Agency Agreement Example

#### INTERAGENCY AGREEMENT BETWEEN PIERCE COLLEGE AND [Your] COLLEGE

THIS AGREEMENT is made and entered into by and between Pierce College, hereinafter referred to as “Pierce” and [your college], hereinafter referred to as “[your college]”, pursuant to the authority granted by Chapter 39.34 RCW. This document will serve as the guide for the partnership and collaboration between Pierce and [your college] in order to increase the access of [your college] students into Pierce’s Online Homeland Security Emergency Management (HSEM) Program.

#### PURPOSE

Pierce and [your college] are collaborating in providing access into the Pierce College online Homeland Security Emergency Management (HSEM) Program. Pierce and [your college] will work together to prepare students for the Associate Degree in HSEM and to coordinate marketing, advising, admittance, academic support, and access for [your college] students.

This agreement is based on the evaluation of the rigor and content of the general education and technical courses at both Pierce and [your college]. The HSEM content specific courses will be delivered by Pierce College. [your college] will be able to register for the appropriate courses each quarter while remaining [your college] college students in the non-content specific courses.

THEREFORE, IT IS MUTUALLY AGREED THAT:

#### STATEMENT OF WORK

#### SCOPE OF WORK & RESPONSIBILITIES

- This agreement will commence in Month, year and be assessed/renewed annually.
- Effective Fall Year, the [your college] liaison will be cross trained to assist [your college] students in preparing for and accessing admission to online program.
- The [your college] liaison will provide information sessions and preliminary advising to students in the HSEM pathway. [your college] will be able to code these students with a pre-HSEM code.
- Pierce and [your college] shall furnish the necessary personnel, equipment, materials and/or services and otherwise do all things necessary for, or incidental to, the performance of the work set forth and incorporated herein.
- Pierce and [your college] shall ensure that any instructor, personnel or student representing the HSEM program will not discriminate against any participant or applicant based on race, color, religion, national origin, age, handicap, status as a veteran, sex, gender, or sexual orientation, nor shall any party to this agreement engage in such discrimination in their respective employment or personnel policies.
- This agreement is made pursuant to the understanding that Pierce and [your college] are both accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Notice of any change in accreditation status of either institution must be reported, in writing, within thirty days of such change of status.

Responsibilities of Pierce:

1. Provide qualified faculty and facilities necessary to teach content specific courses and to provide access to curriculum and professional development, training, equipment and other educational materials as shall be required for the success of the HSEM program.
2. The Program faculty and online support staff are housed at Pierce with additional duties due to the partnership in the HSEM Program.
3. Pierce shall provide organizational management of the Pierce/[your college] collaboration.
4. Coordinate the marketing strategy for the program between Pierce and [your college], including networking in the community to raise awareness and support for the program. Work with college marketing personnel on each campus in approval, publication and distribution of program materials, and update as necessary.
5. Work closely with [your college] liaison and local employers in finding student placements for internships and employment.

Program Coordinator Responsibilities:

- a. Facilitate the coordination of the program between [your college] and Pierce.
- b. Oversee recruitment and advisement of the student participants with the support of the Pierce staff and faculty and [your college] liaison.
- c. Recruit, hire and schedule instructors for the courses, manage the curriculum development and support the part time instructor's professional development.
- d. Work with HSEM employers to hold annual meeting to provide program updates and continue on-going dialogue with advisory committee members as to the direction and progress of the collaboration.
- e. Work with [your college] liaison to provide HSEM information to [your college] including all necessary information to facilitate the HSEM program collaboration and partnership.
- f. Work closely with elearning office on online enrollment and communicate with [your college] online HSEM students.
- g. Work with [your college] liaison on issues related to enrollment, FA, online learning, retention, etc.

Responsibilities of [your college]:

1. Provide qualified liaison and provide the facilities necessary to and support the prerequisite classes needed for the HSEM Program. Provide access to curriculum and professional development, training, equipment and other educational materials as shall be required for the success of the HSEM program partnership.
2. Coordinate distance learning activities with Pierce including the dates for the online course start dates and share that information with interested [your college] partners and potential enrollees.
3. Be responsible for advisory member recruitment especially related to building local internship placement opportunities.
4. Connect on a regular basis with Pierce HSEM Program Coordinator for coordination of schedule, marketing, advising, outreach, and curriculum development.
5. Support staff in the [your college] Distance Learning Office staff will work closely with the HSEM Program Director and Pierce elearning director to assist HSEM students in accessing their online courses as well as assist with additional student retention efforts.
6. [Your college] will award the HSEM Degree/Certificate using the unique EPC code under the Pierce Program Code issued by the State Board.

PERIOD OF PERFORMANCE

Subject to its other provisions, the period of performance of this Agreement shall commence on XXXX Quarter, Year/month, and is intended to be an ongoing agreement re-affirmed annually.

## PAYMENT

It is not expected that there will be shared costs, however, any costs related to the collaboration and partnership activities will be jointly developed and approved by administrative personnel at [your college] and Pierce and will be attached to the updated Interagency Agreement annually.

The parties agree that the costs of accomplishing the work will not exceed agreed upon budgeted amount. Payment for satisfactory performance of the work shall not exceed this amount unless the parties mutually agree to a higher amount. Compensation for the work provided in accordance with this Agreement has been established under the terms of RCW 39.34.130.

## ADMINISTRATIVE / FISCAL AGENCY

Pierce College, hereafter known as “Administrative Agent,” shall serve as budget administrator for [your college]/Pierce College HSEM collaboration. As such, the Administrative Agent shall have the general supervisory control over decisions regarding financial transactions related to those funds.

## BILLING PROCEDURE

Payment to [your college] for any approved and completed work will be made by warrant or account transfer by Pierce within 30 days of receipt of the invoice. Upon expiration of the Agreement, any claim for payment not already made shall be submitted within 30 days after the expiration date or the end of the fiscal year, whichever is earlier.

## RECORDS MAINTENANCE

The parties to this Agreement shall each maintain books, records, documents and other evidence which sufficiently and properly reflect all direct and indirect costs expended by either party in the performance of the services described herein. These records shall be subject to inspection, review or audit by personnel of parties, other personnel duly authorized by either party, the Office of the State Auditor, and federal officials so authorized by law. All books, records, documents, and other material relevant to this Agreement will be retained for six years after expiration and the Office of the State Auditor, federal auditors, and any persons duly authorized by the parties shall have full access and the right to examine any of these materials during this period.

Records and other documents, in any medium, furnished by one party to this agreement to the other party, will remain the property of the furnishing party, unless otherwise agreed. The receiving party will not disclose or make available this material to any third parties without first giving notice to the furnishing party and giving it a reasonable opportunity to respond. Each party will utilize reasonable security procedures and protections to assure that records and documents provided by the other party are not erroneously disclosed to third parties.

## RIGHTS IN DATA

Unless otherwise provided, data which originates from this Agreement shall be "works for hire" as defined by the U.S. Copyright Act of 1976 and shall be owned by Pierce. Data shall include, but not be limited to, reports, documents, pamphlets, advertisements, books magazines, surveys, studies, computer programs, films, tapes, and/or sound reproductions. Ownership includes the right to copyright, patent, register, and the ability to transfer these rights.

## INDEPENDENT CAPACITY

The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

### AGREEMENT CHANGES, MODIFICATIONS AND AMENDMENTS

This Agreement may be changed, modified, or amended by written agreement executed by both parties.

### TERMINATION

Either party may terminate this Agreement upon 30 days' prior written notification to the other party. If this Agreement is so terminated, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination and in addition, the following will apply:

- [your college] and Pierce will assist students already started to complete the HSEM program.
- Each college will retain the equipment they bring to the collaboration. Equipment obtained jointly will be divided equally by mutual agreement.

### TERMINATION FOR CAUSE

If for any cause, either party does not fulfill in a timely and proper manner its obligations under this Agreement, or if either party violates any of these terms and conditions, the aggrieved party will give the other party written notice of such failure or violation. The responsible party will be given the opportunity to correct the violation or failure within 15 working days. If failure or violation is not corrected, this Agreement may be terminated immediately by written notice of the aggrieved party to the other.

### DISPUTES

In the event that a dispute arises under this Agreement, it shall be determined by a Dispute Board in the following manner: Each party to this Agreement shall appoint one member to the Dispute Board. The members so appointed shall jointly appoint an additional member to the Dispute Board. The Dispute Board shall review the facts, agreement terms and applicable statutes and rules and make a determination of the dispute. The determination of the Dispute Board shall be final and binding on the parties hereto. As an alternative to this process, either of the parties may request intervention by the Governor, as provided by RCW 43.17.330, in which event the Governor's process will control.

### GOVERNANCE

This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Agreement shall be construed to conform to those laws. In the event of an inconsistency in the terms of this Agreement, or between its terms and any applicable statute or rule, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable state and federal statutes and rules;
- b. Statement of work; and
- c. Any other provisions of the agreement, including materials incorporated by reference.

### ASSIGNMENT

The work to be provided under this Agreement, and any claim arising thereunder, is not assignable or delegable by either party in whole or in part, without the express prior written consent of the other party, which consent shall not be unreasonably withheld.



WAIVER

A failure by either party to exercise its rights under this Agreement shall not preclude that party from subsequent exercise of such rights and shall not constitute a waiver of any other rights under this Agreement unless stated to be such in a writing signed by an authorized representative of the party and attached to the original Agreement.

SEVERABILITY

If any provision of this Agreement or any provision of any document incorporated by reference shall be held invalid, such invalidity shall not affect the other provisions of this Agreement which can be given effect without the invalid provision, if such remainder conforms to the requirements of applicable law and the fundamental purpose of this agreement, and to this end the provisions of this Agreement are declared to be severable

ALL WRITINGS CONTAINED HEREIN

This Agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto.

CONTRACT MANAGEMENT

The program manager for each of the parties shall be responsible for and shall be the contact person for all communications and billings regarding the performance of this Agreement.

The Program Manager for Pierce College is:

The Program Manager for [your college] is:

Name

[your college]

Title

Address

Phone number

IN WITNESS WHEREOF, the parties have executed this Agreement.

State of Washington

[your college] COLLEGE

State of Washington

PIERCE COLLEGE DISTRICT

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

APPROVED AS TO FORM:

ATTORNEY GENERAL'S OFFICE

## Amendment to Agreement (fees)

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**AMENDMENT to AGREEMENT**  
**Between \_\_\_\_\_ and Pierce College**  
**HSEM Program**

### **PERIOD OF PERFORMANCE**

The period of performance for this Amendment to the Agreement shall commence Fall Quarter, 20\_\_ through \_\_\_\_\_, 20\_\_, and will be re-affirmed or modified annually at a minimum or as needed in writing.

### **COLLECTION OF TUITION AND FEES AND BILLING PROCEDURES**

Peninsula will collect \$118.00 (may change annually) per credit hour from Peninsula students enrolled in any Homeland Security-Emergency Management (HSEM) online course delivered through Washington Online (WAOL). \$110.00 is the program per credit hour fee and \$8.00 is the fee for Pierce eLearning fees. Peninsula may collect additional fees from students for their own expenses as they determine.

Payment to Pierce College will be made by warrant or account transfer by Peninsula within 30 days of receipt of the billing invoice. Upon expiration of this Amendment, any claim for payment not already made shall be submitted within 30 days after the expiration date or the end of the fiscal year, whichever is earlier.

IN WITNESS WHEREOF, the parties have executed this Amendment.

Pierce College:

By: \_\_\_\_\_

Title: Ron May, Dean Applied Technology & Allied Health

Date: \_\_\_\_\_

\_\_\_\_\_ College

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

APPROVED AS TO FORM

ATTORNEY GENERAL'S OFFICE

## Curriculum/Credit Crosswalk Example

Homeland Security Emergency Management  
 Center of Excellence in Homeland Security  
 Pierce College and Peninsula College - Course Equivalencies

Version: **January 2011**

Pierce College	Pierce Credits	Peninsula College	Peninsula Credits
<b>Communications (10 credits)</b>			
ENGL& 101 - English Composition - Exposition	5	ENGL& 101 - English Composition I	5
ENGL& 235 - Technical Writing	5	ENGL& 235 - Delivered by Pierce	5
<b>Quantitative (5 credits)</b>			
MATH& 146 - Intro to Statistics	5	MATH& 146 - Intro to Statistics	5
<b>Social Science (10 credits to be selected from)</b>			
PSYCH& 100 - General Psychology OR BUS 240 - Human Relations in the Workplace	5	PSYCH& 100 - General Psychology	5
HIST& 158 - United States History: 1900 to Present	5	HIST& 148 - US History III	5
POLS& 201 - Political Science: US Government and Politics	5	POLS& 202 - American Government OR POLS& 205 - American State and Local Government	5
<b>Humanities (5 credits to be selected from)</b>			
CMST& 101 - Intro to Communication OR CMST& 220 -Public Speaking	5	CMST& 220 - Public Speaking	5
CMST& 102 - Intro to Mass Media	5	CMST& 102 - Intro to Mass Media	5
<b>Natural Science (10 credits—to be selected from)</b>			
GEOG 210 - Physical Geography	5	GEOG 135- Applied Geographic Information Science	5
GEOL& 110 - Environmental Geology	5	GEOL& 101L - Intro to Physical Geology	5
ATMOS 101 - Intro to Weather	5	Could take ATMOS 101 online from Pierce	
ENVS& 100 - Survey of Environmental Science	5	ENVS& 100 - Survey of Environmental Science	5

Pierce College	Pierce Credits	Peninsula College	Peninsula Credits
ENVS 150 - Environmental Issues	5	ENVS 260 - Topics in Environmental Science	1-5
<b>Gen Ed Total (40 credits)</b>	<b>65</b>		<b>60-64</b>

Pierce College	PierceCredits	Peninsula College	PeninsulaCredits
<b>HSEM Core (26 credits)</b>			
HSEM 102 - Intro to EM	5	HSEM 102 - Delivered by Pierce	
HSEM 120 - All Hazards Emergency Planning	3	HSEM 120 - Delivered by Pierce	
HSEM 130 - Technology in EM	3	HSEM 130 - Delivered by Pierce	
HSEM 157 - PIO	2	HSEM 157 - Delivered by Pierce	
HSEM 160 - Emergency Response Awareness to Terrorism	5	HSEM 160 - Delivered by Pierce	
HSEM 180 - Public Adminis.	3	HSEM 180 - Delivered by Pierce	
HSEM 200 - Emergency Op Center	2	HSEM 200 - Delivered by Pierce	
HSEM 210 - Exercise Design and Evaluation	3	HSEM 210 - Delivered by Pierce	
HSEM 220 - Developing and Managing Volunteer Resources	2	HSEM 220 - Delivered by Pierce	
HSEM 230 - Disaster Response and Recovery	2	HSEM 230 - Delivered by Pierce	
HSEM 240 - HSEM Work Based Learning	5	HSEM 240 - Delivered by Pierce	
HSEM 250 - Homeland Security Law & Ethics	3	HSEM 250 - Delivered by Pierce	
OSH 190 - Industrial Security	3	OSH 190 - Delivered by Pierce	
<b>HSEM Electives (15 credits)</b>			
HSEM 110 Basic ICS/NIMS	2	HSEM 110 - Delivered by Pierce	
HSEM 190 Special Topics	1-5	HSEM 190—Delivered by Pierce	
CJ 112 - CJ in America	5	CJ 101 - Intro To CJ	5
CJ 120 - Constitutional Rights	5	CJ 115 - Constitutional Issues in Criminal Justice	5
CJ 140 - Corrections in America	5	CJ 105 - Intro to Corrections	5

Pierce College	PierceCredits	Peninsula College	PeninsulaCredits
CJ 150 - Police in America	5	CJ 242 - Intro to Police MNGT	5
CJ 226 - Response to Terrorism	5	CJ 226 - Delivered by Pierce	
FCA 170 - Haz Mat Awareness	1	FCA 170 - Delivered by Pierce	
FCA 175 - Fire Safety Officer	2	FCA 175 - Delivered by Pierce	
FCA 270 - Haz Mat Operations	2	FCA 270 - Delivered by Pierce	
FCA 261 - Haz Mat On-Scene Incident Commander	2	FCA 261 - Delivered by Pierce	
FCA 262 - Disaster & Fire Defense Planning	4	FCA 262 - Delivered by Pierce	
FCA 274 - Occupational Safety & Health for Fire Service	4	FCA 274 - Delivered by Pierce	
OSH 100 - Intro to Occupational Safety & Health	5	OSH 100 - Delivered by Pierce	
OSH 110 -Safety Management	5	OSH 110 - Delivered by Pierce	
OSH 240 - Handling Haz Materials	4	OSH 240 - Delivered by Pierce	
<b>Total (96 credits)</b>	<b>167</b>		<b>80</b>

#### Course Descriptions/Equivalencies

**HIST& 148 - US History III** Political, economic, and cultural history of United States from early 19<sup>th</sup> century to the beginning of the 20<sup>th</sup> century.

#### **POLS& 202 - American Government**

Popular government in United States: theory and practice of national institutions.

#### **POLS& 205 - American State and Local Government**

Institutions, processes, and problems of local and state governments.

**GIS 160 - Intro to Geographic Information Systems I** An introduction to Geographic Information Systems. Students learn general GIS and spatial assessment concepts using GIS software to analyze, interpret, and display spatial data for a variety of disciplines.

**GIS 260 - Applied Geographic Information Science** Data collection, management, analysis, and presentation using GPS/GIS data loggers and ArcGIS software to design, import, collect, rectify, and analyze data and present results in cartographic form.

**GEOG 135 - Applied Geographic Information Science** Broad-based introduction to the use of geographic information system (GIS) technology and geographic theory in emergency management and homeland security planning and operations aimed at preparing for, protecting against, responding to, and recovering from threats to lives, livelihoods, and security. Pre-requisite: MATH 099 or higher; Windows OS computer literacy.

**GEOL& 101L - Intro to Physical Geology** Introduction to geology for those intending to major in geology, geophysics, or related earth sciences. Tectonics, volcanism, earthquakes, introductory concepts of mineralogy and petrology, and survey of processes that shape the surface of the earth, including water, wind, ice, and gravity.

**ENVS 260 - Topics in Environmental Science** Provides opportunity to explore a wide variety of specialized topics in environmental science.

**CJ 101 - Intro To Criminal Justice** Traces historical development of courts, corrections, and law enforcement to understand structure and process of the criminal justice system. Examines roles, responsibilities, and perspectives of its participants.

**CJ 115 - Constitutional Issues in Criminal Justice**

Comprehensive study and analysis of constitutional law applying to administration of justice (criminal law procedure), specifically constitutional guidelines guaranteeing due process of law, equal protection, and fundamental fairness in application of the law.

**CJ 105 - Intro to Corrections** Examines institutional and community correction applications, focusing on correctional facility operations, probation, parole, and intermediate sanctions within the American criminal justice system.

**CJ 242 - Intro to Police Management**

Introduces selected issues and practices associated with midlevel police management. Emphasizes the changing police environment and the shift that has been occurring in police organizational structures.



## Invoice Example

### THIRD PARTY BILLING REQUISITION FORM

FOR INTERNAL USE ONLY

Pierce College is required to promptly record and invoice for all accounts receivable as soon as the amount is determined. (Ref. OFM SAAM 85.54.10) Official Pierce College invoices are generated in the Customer Accounts Department/Cashiering which remits all invoices to vendors by electronic means, or invoices can be mailed by special request.

Please provide the following information and send to Customer Accounts in the Cashier's Office  
Pierce College Fort Steilacoom.

PURCHASE ORDER #: \_\_\_\_\_

COMPANY NAME: Peninsula College \_\_\_\_\_

ATTENTION TO: Vickie Seivert \_\_\_\_\_

ADDRESS: 1502 E Lauridsen Blvd \_\_\_\_\_

CITY: Port Angeles \_\_\_\_\_ STATE: WA \_\_\_\_\_ 98362 \_\_\_\_\_

COMPANY CONTACT: Vickie Seivert \_\_\_\_\_

COMPANY PHONE #: 360-417-6272 \_\_\_\_\_ COMPANY FAX: \_\_\_\_\_

EMAIL/FAX # (for Billing): vsievert@pencol.edu pcahoon@pencol.edu

FEE CODE: WD \_\_\_\_\_ ACCOUNT BUDGET NUMBER: 149-012-111C \_\_\_\_\_

FEE CODE: WD \_\_\_\_\_ ACCOUNT BUDGET NUMBER: 149-012-111C \_\_\_\_\_

DATE OF SERVICE	SERVICE DESCRIPTION	Code	AMOUNT
B672 Fall 2016	Intro to Homeland Security Emergency Management HSEM 102 1 studentsx\$112.20/credit x 5 credits+\$8.00/credit/student WAOL fee		601.00
	Homeland Security Incident Management HSEM 110 3 studentsx\$112.20.00/credit x 2 credits+\$8.00/credit/student WAOL fee		721.20
	All Hazards Emergency Planning HSEM 120 3 studentsx\$112.20.00/credit x 3 credits+\$8.00/credit/student WAOL fee		1,081.80
	Emergency Response Awareness to Terrorism HSEM 160 1 studentsx\$112.20/credit x 5 credits+\$8.00/credit/student WAOL fee		601.00
	Emergency Operations Center & Communication HSEM 200 3 studentsx\$112.20.00/credit x 2 credits+\$8.00/credit/student WAOL fee		721.20
	HSEM Work Based Learning HSEM 240 1 studentsx\$112.20/credit x 5 credits+\$8.00/credit/student WAOL fee		601.00
	TOTAL BILLING		4,327.20

AUTHORIZED BY: Mdavis/Johnson \_\_\_\_\_ PHONE: 253-964-6244 \_\_\_\_\_ DATE: 10/20/2016 \_\_\_\_\_

ACADEMIC QTR.: Fall B672 \_\_\_\_\_

## In Appreciation - Guide to Establish Online Degree Program Collaborations

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We want to thank the staff of the Center of Excellence HSEM and Pierce College Dean and Degree Program staff and Advisory Committee for the assistance in completing and publishing this Guide. The Guide is available on the Center of Excellence's website [www.coe-hsem.com](http://www.coe-hsem.com).

For questions please contact: Linda Crerar, Director, HSEM-COE [lcrerar@pierce.ctc.edu](mailto:lcrerar@pierce.ctc.edu)

