



**Applied Baccalaureate Degree Program in
Homeland Security Emergency Management**
“An All Hazards Emergency Management Program”

Program Proposal
February 1, 2016

“The Homeland Security Emergency Management field continues to be a high growth industry with an ever increasing demand for skilled workers that have the expertise to plan, prepare, respond, and lead the recovery from complex man-made, natural, and technological disasters.”

~ Governor Jay Inslee, June 16, 2015

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“An All Hazards Emergency Management Program”

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**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Institution Name: Pierce College

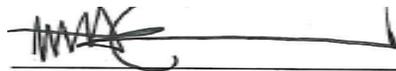
Degree Name: BAS Homeland Security and Emergency Management (BAS-HSEM)
CIP Code: 43.0302

Name of existing associate degree(s) that will serve as the foundation for this program:
Degree: AA/Certificate in Homeland Security Emergency Management
CIP Code: 43.0302
Year Began: 2007

Planned Implementation Date: Fall 2016

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Introduction

Pierce College proposes to deliver a Bachelor of Applied Science degree in Homeland Security Emergency Management (BAS-HSEM) and is prepared to enroll students in the program beginning fall 2016.

The fields of homeland security and emergency management (HSEM) emerged from the cold-war era Civil Defense systems, which have changed significantly over the last few decades. The World Trade Center bombing in 1993 forced the U.S. to accept that foreigners could execute attacks on American soil. The Oklahoma City Bombing in 1995 caused the U.S. to examine the threat from domestic and international terrorist groups and altered how the country viewed the need for protecting the homeland. The increase in attacks on the USS Cole, Khobar Towers, the embassies in Tanzania and Kenya, and the failed millennium bomber, brought about the need for hyper vigilance within the U.S. and its interests overseas. Then came the terrorist attacks of 9/11; Hurricanes Katrina, Rita, and Sandy; and the seemingly more common place shootings in schools, malls, hospitals, and theaters. The Federal Emergency Management Agency (FEMA) indicates climate change as the latest major environmental stressor that “will affect the resilience of local communities and the operational demands placed on emergency management systems.”¹ All of these events have reshaped the definition of what needs to be done to keep the country secure and to educate those who are working or will work in this sector.

Following the 9/11 attacks, President Bush instituted Homeland Security Presidential Directives 5 and 8, generating the pre-cursor for our current National Preparedness Goals, and setting the standard for the National Incident Management System (NIMS). It wasn't until December 2011 when the Department of Homeland Security instituted the very first National Preparedness Goals, also known as Presidential Policy Directive 8 (PPD-8), identifying and targeting the core capabilities of preparedness, planning, mitigation, response, and recovery. Successful participation in the **National Preparedness Goal** requires all entities in the *whole community* to understand its purpose and be able to engage in accomplishing its goal. In the context of HSEM, the term “community” takes on a broader meaning. According to the National Academies of Science:

“Defining communities by geographic boundaries ignores the reality that disasters do not respect jurisdictions. Community-level collaboration intended to address disruptions must draw on the full array of diverse social networks in which residents and public and private entities are engaged. These are not defined exclusively by, or confined to, jurisdictional boundaries.”²

The National Preparedness Goal is succinct:

“A secure and resilient nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.”³

¹ Crisis Response and Disaster Resilience 2030: *Forging Strategic Action in an Age of Uncertainty*. Progress Report Highlighting the 2010-2011 Insights of the Strategic Foresight Initiative. Federal Emergency Management Agency. Jan. 2012.

² *Building Community Disaster Resilience through Public Private Collaboration*. 2011. National Academies of Science. National Academies Press, Washington DC.

³ *National Preparedness Goal*. September 2011. U.S. Department of Homeland Security. <http://www.fema.gov/national-preparedness-goal>. Web. Feb. 2015.

As the traditional career pathways into emergency management jobs began to change, a need for HSEM professionals became evident and a new industry emerged with complex, cross-functional jobs that required new skill sets. The growing gaps in all sectors of the community for agile career professionals who understand the complex nature of public health/safety, emergency management, and homeland security, including cyber security, combined with an aging workforce at or near retirement, has dramatically increased the need for a comprehensive program to prepare students to become 21st Century emergency managers. Recognition of the need for whole community involvement has led to the growth of professional homeland security and emergency management careers with a myriad of titles found in both the public and private sectors.

The BAS-HSEM provides additional career pathways for Homeland Security Emergency Management, Criminal Justice, Occupational Health and Safety, Emergency Medical Services, Fire Command, and Construction Management associates degree graduates seeking leadership and management level positions in the HSEM and related fields. The BAS-HSEM expands employment opportunities by providing upward mobility for incumbent workers seeking promotion opportunities and validating/credentialing HSEM related military experience for veteran's transitioning to civilian employment.

Criteria 1: CURRICULUM DEMONSTRATES BACCALAUREATE LEVEL RIGOR

The BAS-HSEM is designed as a competency-based program, an approach that integrates knowledge and skills and measures students' competency in terms of mastery against a developed body of knowledge. This learning model sets a bar for what graduates need to know and be able to do as successful HSEM managers and leaders.

The BAS-HSEM degree will challenge students to think critically, solve problems, communicate clearly, and collaborate across organizations in an increasingly complex technological environment. A variety of assessment tools will be used to assess student competencies against stated program outcomes to validate that learning has occurred. Traditional testing and evaluation processes will compile evidence of student learning to be evaluated by industry practitioner/educators teaching in the program. Learning is further evaluated through work-based internships and a capstone course where skills, knowledge, and abilities are applied in a business setting. The student qualifies for award of the BAS-HSEM degree by demonstrating how they can independently apply their knowledge and complete standard HSEM work assignments.

Curriculum Framework

The BAS-HSEM degree will consist of competency-based courses with outcomes developed and validated by industry and education professionals through a facilitated DACUM (Develop a Curriculum) process. Industry relevance will be corroborated by HSEM practitioners and all courses will be validated for outcomes that speak to the six increasingly complex levels of knowledge acquisition.⁴ These six levels of intellectual development include increasingly complex acquisition of knowledge in ascending order: 1) Awareness, 2) Comprehension, 3) Application, 4) Analysis, 5) Synthesis, and 6) Evaluation.

⁴ Blooms Taxonomy

As a basis for establishing and demonstrating baccalaureate level rigor, the BAS-HSEM degree will apply the Rigor/Relevance Framework model developed by the International Center for Leadership in Education (ICLE).⁵ Figure 1 below illustrates the relationship between complexity of thinking and flexibility of application.⁶ Bloom’s Taxonomy provides a level of versatility in program design and will be used as an additional evaluation tool to gauge the level of rigor embedded in program and student outcomes, instructional materials, lessons, and assessments for existing curriculum. The taxonomy will also be applied to courses being developed for the BAS degree to ensure the appropriate level of rigor is designed into new BAS-HSEM course materials.

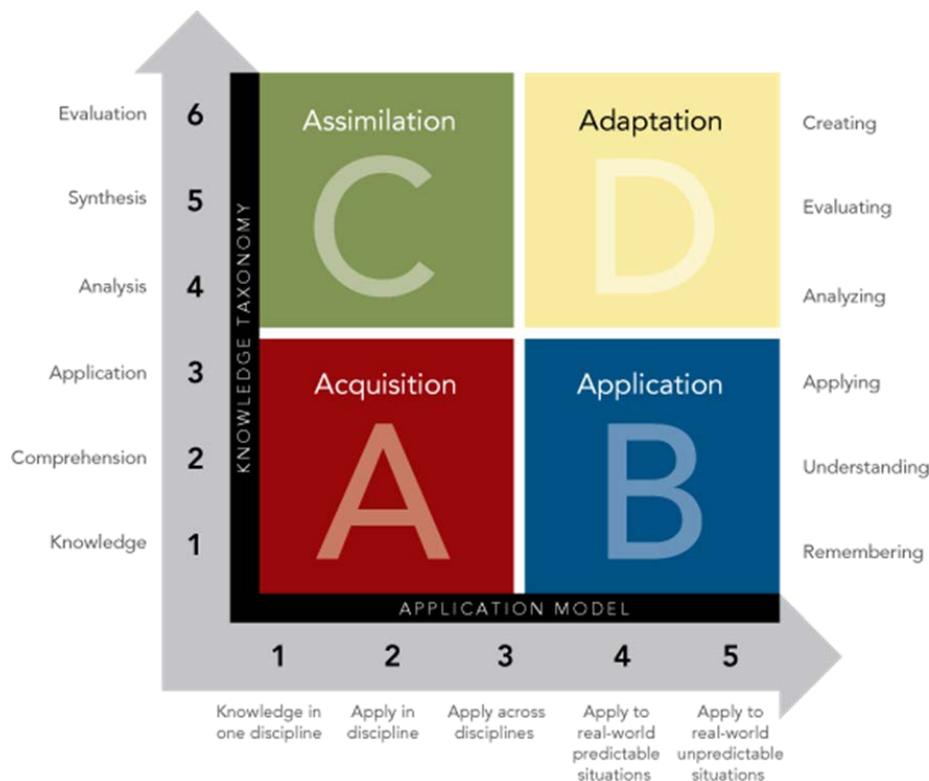


Figure 1: Rigor/Relevance Framework

Framework Quadrants Defined

A - Acquisition	Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.
B - Application	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.
C - Assimilation	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.
D - Adaptation	Students have the competence to think in complex ways.

⁵ International Center for Leadership in Education (2014)

⁶ Daggett, B., *If Not Common Core, Then What?: Rigor and Relevance: The Foundation of Effective Instruction*. International Center for Leadership in Education. (2014).

BAS-HSEM developers have modified the Rigor/Relevance Framework for use in the Pierce College HSEM programs (Figure 2). The modified framework serves as a platform for plotting outcomes data from a program, course, student outcomes, or assessments resulting in tangible data that visually depicts how the BAS-HSEM program leads to baccalaureate level rigor through each step of the program design and development process. (See Appendix B for an example of HSEM Core Knowledge/Application data points.)

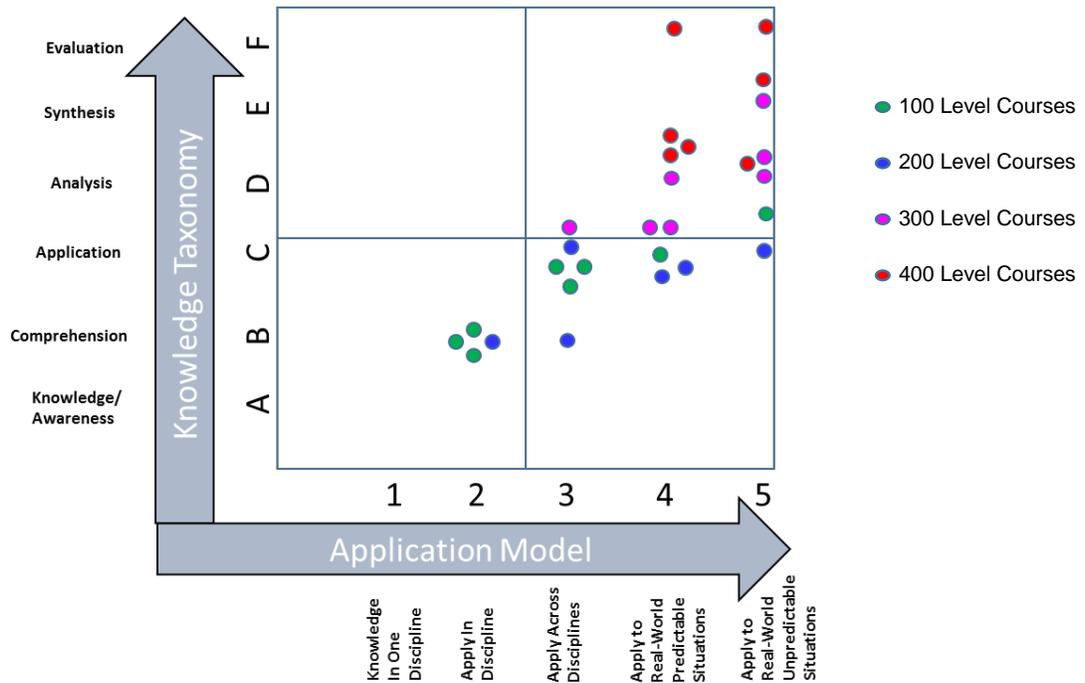


Figure 2 – Modified Rigor/Relevance Framework

Program Learning

The BAS-HSEM degree is designed to prepare graduates with the specific leadership and management competencies that are modeled by successful HSEM professionals. Graduates who have earned a BAS-HSEM degree will know and be able to:

Planning

- Apply effective interpersonal communication, critical thinking, and decision-making skills commensurate with a defined level of responsibility.
- Prepare and implement response plans for multiple types of emergencies and disasters and adapt those plans to respond quickly, ethically, and effectively to rapidly evolving situations.
- 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 address the evolving strategic policy issues associated with a statutory and presidential direction for homeland security.
- Apply systems theory and logic models to define integrated outcomes, risk, and performance measures in multi-organizational settings.

- Formulate and apply Business Continuity principles, processes, procedures, decisions, and activities to increase disaster resilience in public and private organizations.
- Formulate and apply the principles of effective homeland security/emergency management training and exercise planning.
- Identify and educate appropriate constituencies and concerned parties (the public, supervisors, team members, colleagues, private sector, military, and other officials) through communications plans targeted to their specific needs.

Research

- Review and interpret ethical and legal issues that impact emergency management and homeland security.
- Identify and interpret fundamental local, state, federal, and international rules and regulations to ensure ethical and legal responses to emergencies and disasters.
- Recognize how to access and disseminate information through multiple agencies in order to assess and forecast the risks, types, and orders of magnitude of terrorist threats most likely to impact organizations.
- 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 organization integration from prevention to incident response through to the recovery phase.
- Research and analyze the evolution of existing homeland security/emergency management systems, structures, and functionalities, including local, state, federal, volunteer, and private organizations.
- Analyze and assess historical responses to emergencies and disasters and formulate informed, well-reasoned, and professional recommendations for both preventive measures and future responses.

Decision Making

- Apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.
- Apply basic business principles related to process, function, and strategies.
- Model and apply ethical leadership, management, and effective critical decision-making principles.
- Make critical decisions under extreme pressure in a rapidly evolving environment.
- Develop and operate financial and budget systems within the structure of Homeland Security and Emergency Management fields, including fiscal oversight and funding mechanisms available for resource development.

Teamwork

- Formulate, coordinate, and implement—in a team environment—an immediate and effective emergency management response plan.
- Participate in employer-directed training for performance enhancement and career advancement.

Assessment

- Compare and contrast the strategies of homeland defense and civil support, including international and national coalitions.

- Articulate the emphasis on the nation's strategies for critical infrastructure protection and securing cyberspace.
- Assess and interpret risk factors and strategies of deployment for Weapons of Mass Destruction.
- Recognize and implement ways to manage a scalable workforce that include both paid staff and volunteer staff to accomplish response and recovery tasks.

Fundamental Area of Knowledge (FAK)

- Analyze and interpret the theoretical principles for the different paradigms regarding terrorism and counter-measures under the War Doctrine, Criminal Justice Model, or the Restorative Management approach.

Program Evaluation Criteria and Process

Pierce College is dedicated to an ongoing continuous improvement process to ensure program relevance and student success. A comprehensive approach to the evaluation process will include new processes, as well as established procedures:

- The HSEM program Advisory Committee is convened quarterly throughout the academic year to review HSEM program goals and assess program outcomes.
- To assure that community Homeland Security Emergency Management needs are translated successfully to the student as learning objectives a rigorous national standard is being utilized for all online course delivery based on the Quality Matters (QM) Program. QM establishes benchmarks for online course design and an internal and external review process that serves as a model for the HSEM Associates degree program. QM will be used as the standard for the BAS-HSEM online courses.
- In support of institutional effectiveness at Pierce College the BAS-HSEM degree program will conduct a self-study every three years. Metrics for evaluation will align with institutional core themes and will be measured against relevant indicators of achievement. The self-study serves to identify program needs and updates as noted from advisory board, industry, and faculty input, and ensures ongoing alignment with industry standards and current practices. The college has a process for program self-study that evaluates data to include, completions, part time/full time enrollment, working students, first generation students, etc. During the academic year, the HSEM faculty team will identify needs for any changes to instructional materials, course or program outcomes, and develop a plan of action in collaboration with the program advisory committee. This ongoing process will ensure the BAS-HSEM degree maintains the highest level of industry relevant education in an academically prepared HSEM workforce.
- Pierce College will leverage the mapping of HSEM pathways being conducted by the Center of Excellence for Homeland Security Emergency Management. This ongoing process will supplement available labor market data and provide a real-time approach to program quality management, data gathering, and current job information.
- Regular student evaluation of course content, delivery quality, and faculty effectiveness will factor into the ongoing quality improvement process.
- Data gathered from advisory committee members, employer interviews and surveys, student course evaluations, post-graduation surveys, institutional program statistics, and cost analysis will be regularly collected to inform the Pierce College HSEM program administrative staff and advisory committee of the viability of the BAS-HSEM degree program. This process will

serve as a basis for collaborative discussion between industry professionals, educators, and BAS-HSEM program administrators. The process will be designed with the goal of validating the ongoing relevance of the BAS-HSEM degree program to employers, hiring managers, and students.

Course Preparation Needed by Students Transferring with a Technical Associate Degree

As an open door institution Pierce College seeks to provide access to as many students as possible. The goal is to ensure transfer students, and new program applicants are given the opportunity to access the HSEM pathway leading to a BAS-HSEM degree and a career as an HSEM professional or promotional opportunities as they become available. The BAS-HSEM admissions requirements will provide the maximum opportunity for students to accelerate their education in a positive and diverse college environment, through transfer credit, prior learning, and work experience evaluation.

Beginning with HSEM related Technical Associate Degree programs that are offered through Pierce College and its collaborating HSEM AA degree program colleges, courses will be evaluated to ensure articulation of the respective professional technical associate degrees to the BAS-HSEM program. Examples of professional technical associate degrees currently offered at Pierce that have a natural progression into the BAS-HSEM degree program are Homeland Security Emergency Management, Criminal Justice, Occupational Safety and Health, Emergency Medical Services, Fire Command, and Construction Management.

Students transferring to the BAS-HSEM program with a Technical Associate Degree that does not yet have an articulation agreement in place will receive a complete evaluation of transcripts to transfer the maximum number of credits toward the BAS-HSEM degree program requirements.

Pierce College is currently leading a military career transition workgroup to compare competencies acquired through military training and practical application with competencies established for professionals in the HSEM field. Through an understanding of competency-based assessment, and by creating an individualized pathway program, college advisors will be able to better assist veterans seeking to transition their knowledge, skills, and abilities into a career pathway that maximizes their academic preparation, and meets the workforce needs of the HSEM industry.

General Education Components

Pierce College provides a broad educational foundation for students and offers an array of general education courses in communication, quantitative symbolic reasoning, humanities, social science, and natural science that fulfill the fundamental areas of knowledge expected of a baccalaureate level student. Program coordinators meet individually with students to evaluate transcripts and credit to crosswalk to the HSEM program. As we work more with transfer institutions we will develop an expanded list of courses.

The BAS-HSEM program will meet or exceed state guidelines for general education in applied baccalaureate degrees.⁷ To complete a BAS-HSEM degree, students must complete 10 credits in communication studies, 5 credits of quantitative/symbolic reasoning, 15 credits of humanities, 15

⁷ Washington State Board for Community and Technical Colleges, *Recommendation for Minimum General Education Requirements for Applied Baccalaureate Degrees*, <http://www.sbctc.edu/college/studentsvcs/RecommendationforGenEdRequirementsforBASJuly2015.pdf>, Sept. 2015.

credits of social sciences, 15 credits of natural sciences, for a total of 60 general education credits. The proposed distribution of general education credits for the BAS-HSEM degree is represented in Table 1 below.

**Table 1: General Education Courses for the BAS-HSEM degree
Students will select from the following General Education courses:**

Concentration	Credits Required	Course(s)
Communication Skills	10	ENGL& 101 English Composition I ENGL& 235 Technical Writing
Quantitative/Symbolic Reasoning	5	Math& 146 Introduction to Statistics
Social Sciences	15	<i>Select 3 courses from these offerings:</i> PSYC& 100 General Psychology, plus PSYC 300 level Disaster Mental Health BUS& 101 Introduction to Business ECON& 201 Micro Economics ECON& 202 Macro Economics
Humanities Options	15	<i>Select 3 courses from these offerings:</i> CMST& 220 Public Speaking HIST& 126 – 128: World Civilizations I-III HIST& 156 – 158: History of the United States I-III HUM 240 World Religions PHIL& 101 Introduction to Psychology PHIL 150 Introduction to Ethics
Natural Science Options	15	<i>Select 3 courses from these offerings:</i> ATMOS 101 Introduction to Weather ENVS& 100 Survey of Environmental Science ENVS 150 Environmental Issues GEOL& 110 Environmental Geology GEOG 210 Physical Geography
Total Gen Ed Credits	60	

Coursework Needed at Junior and Senior Levels in the BAS-HSEM Program

Students will need to complete 65 credits of upper-division core requirements for the BAS-HSEM degree, as shown in Table 2.

Table 2: Junior and Senior Level Coursework for BAS-HSEM degree

Course Level	Core Requirements (65 credits)	Credits
310	Technical Writing – Advanced	5
330	Systems Thinking (Risk Management)	5
340	Organizational Communication and Public Speaking	5
357	External Affairs: Outreach, Tribal Affairs, External Relations, Social Media for HSEM Professionals	5
360	Leadership	5
370	Project Management/Private Sector Business Continuity/Public Sector Continuity of Government	5
410	HSEM Ethics	5
420	HSEM Technology/Cybersecurity	5
430	HSEM Public Policy and Law	5

Course Level	Core Requirements (65 credits)	Credits
440	Geographic Information System Mapping (GIS) for HSEM	5
450	HSEM Internship/Work-based Learning Experience	5
460	HSEM Research Course	5
470	Capstone/HSEM Table Top Exercise	5
	Total Core Credits	65

The sequenced and integrated nature of coursework leading to a BAS-HSEM degree led the program development team to look at the HSEM Associates degree in conjunction with the BAS degree to frame the design of the BAS pathway in a holistic and clear manner. The BAS team created a draft schedule (Table 3) that provides an example of what a student might expect, by academic year, along with a timeline for earning certificates, degrees, and being academically prepared to sit for industry certifications. This approach enabled design team members to look at the program from different student perspectives—such as freshman entering the program out of high school, an AA transfer student, or a career professional seeking credit through evaluation of prior learning, and work experience. The sample 4 year BAS-HSEM Program schedule is presented in Table 3 below.

Table 3: 4 Year BAS-HSEM Program Framework

	Fall Quarter 1		Winter Quarter 2		Spring Quarter 3		Credentials Earned
	Course	Credits	Course	Credits	Course	Credits	
Year 1	English 98/ (Compass placement)	3	English 235 Technical Writing	5	HSEM 160 Fundamentals of Terrorism	5	<i>HSEM Certificate after completing year 1</i>
	College 110 Student Success	5	HSEM 120 All Hazards Emergency Management and Planning	3	HSEM 180 Public Administration	3	
	HSEM 102* Introduction to HSEM	2	HSEM 130 Technology in Emergency Management	3	HSEM 190 (Varying Special Topics)*	3	
	HSEM 110 Basic ICS/NIMS	5	HSEM 210 Exercise Design & Evaluation	3	Natural Science	5	
	Total Credits	15	Total Credits	14	Total Credits	16	Total Year 1 Credits: 45
Year 2	Sociology/ Psychology	5	Humanities/ Communication	5	Math 146 (Statistics)/ Natural Science	5	<i>HSEM AA degree after completing year 2</i> <i>*Required Coursework completed to sit for IAEM, AEM Certificate</i>
	Math 98 (not college level)	5	Math 146 or Natural Science	5	Social Science/ Psychology	5	
	HSEM 200 Emergency Operations Center	2	HSEM 220 Developing and Managing Volunteer Resources	2	Humanities	5	
	HSEM 157 Public Information Officer	2	HSEM 230 Disaster Recovery and Response	2	HSEM 250 Law and Ethics	3	

	Fall Quarter 1		Winter Quarter 2		Spring Quarter 3		Credentials Earned
	Course	Credits	Course	Credits	Course	Credits	
	HSEM 239 Internship (Portfolio & Resume)	2	HSEM 240 Internship (Work-based Learning)	3			
	Total Credits	16	Total Credits	17	Total Credits	18	Total Year 2 Credits: 51
					Total Year 1-2 Credits to earn HSEM AA Degree		96
Year 3	Nat Science/ HSEM 440 GIS	5	HSEM 340 Effective Organizational Communication and Public Speaking	5	Elective	5	
	HSEM 330 Systems Thinking and Risk Mgmt	5	HSEM 370 Project Mgmt/ Continuity Planning for Business and Government	5	Elective	5	
	Elective	5	HSEM 310 Technical Writing (Advanced)	5	HSEM 420 Technology and Cybersecurity (Advanced)	5	
	Total Credits	15	Total Credits	15	Total Credits	15	Total Year 3 Credits: 45
Year 4	HSEM 360 Leadership in HSEM	5	HSEM 357 External Affairs for Emergency Management	5	HSEM 470/Capstone/ Table Top Exercise	5	<i>Award BAS-HSEM (186 credits)</i> <i>*Required coursework completed to sit for PMI, PMP Exam. Other experience is required</i> <i>*Required coursework completed to sit for IAEM, Certified Emergency Manager (CEM) Exam. Other experience is required</i>
	HSEM 430 Public Policy and Law	5	HSEM 460 Research Methods	5	Elective	5	
	Elective	5	HSEM 450 Work- based Learning	5	HSEM 410 Ethics and Diversity	5	
	Total Credits	15	Total Credits	15	Total Credits	15	Total Year 4 Credits: 45
					Total Year 3-4 Credits		90
					Total Credits Years 1/2/3/4 to earn BAS degree		186

See Appendix C for AEM, PMP, and CEM Certification Requirements

Criteria 2: Qualified Faculty

All faculty and administrators in the BAS-HSEM program will meet certification requirements for professional and technical administrators and instructors as required by the Washington Administrative Code. Faculty teaching in the BAS-HSEM program will typically be required to hold as a minimum a Master's degree; exceptions may be made for highly specialized courses. In these instances, a combination of baccalaureate degree, industry experience, and industry certifications may be considered adequate. Adjunct faculty will typically be homeland security emergency management professionals who are working in the field. Faculty teaching general education courses within the BAS program will do so as part of regular faculty load. For 300 and 400 level general education courses we will work with Ph.D. faculty in the specific discipline to develop course content.

The college plans to hire 1 full-time director/faculty position prorated at 1/3 faculty, 2/3 administration, 1 full-time clerical support, and a 1/2 time Navigator position. Administrative responsibilities will be evaluated as the program grows to ensure appropriate staffing levels are in place for faculty and program administration. Based on the proposed junior/senior year draft schedule, the BAS-HSEM program is projecting 2 - 4 FTEF dedicated to the program.

Table 4 below lists the current Pierce College HSEM faculty/staff who are qualified to teach in the BAS-HSEM program.

Table 4 – Faculty credentials

Faculty Name	Credentials	Status	Skill/Core Areas of Expertise
Richard Axtell, Ph.D. Candidate	<ul style="list-style-type: none"> • ABD (In Progress), Walden University, Homeland Security Policy • Graduate Certificate, Texas A&M University, Homeland Security Management • Masters of Management/Public Administration, University of Phoenix • BS, Portland State University, Political Science • AAS, Clackamas Community College, Criminal Justice 	Part-time	All HSEM
Jim Baylor, MA	<ul style="list-style-type: none"> • BS Law Enforcement and Police Science, Sam Houston State University • MA Human Sciences (Psychology and Sociology), Our Lady of the Lake University • Advanced Peace Officer Training Courses, Texas Commission on Law Enforcement and other state and federal training providers 	Part-time	All HSEM
Victoria Leighton	<ul style="list-style-type: none"> • BS, Business, Central Washington University • Pending MS Cybersecurity Studies, American Military University • U.S. Navy Reserve – Retired to Ready to Serve, Assistant Emergency Preparedness Liaison Officer, WA and MD • Avana, Inc. - Director, reporting to CVP of Business Operations (Enterprise Risk Management, Asset Protection, and Business Continuity Management) 	Part-time	Risk Management/ Cyber Security
Robert Lord, MA	<ul style="list-style-type: none"> • MA, Organizational Leadership, Chapman University 	Full-time	All HSEM

Faculty Name	Credentials	Status	Skill/Core Areas of Expertise
	<ul style="list-style-type: none"> BS, Workforce Education, Southern Illinois University 		
Paul McNeil, MA	<ul style="list-style-type: none"> MA, Organizational Leadership, Gonzaga University Center for Homeland Defense & Security Masters Program Coursework, Security Studies, Naval Postgraduate School BA, Double Major, Psychology & Sociology, St. Martins College AAS, Emergency Medical Technology, Community College of the Air Force 	Part-time	All HSEM
Samantha Powers, Ph.D.	<ul style="list-style-type: none"> PhD., Educational Leadership, Old Dominion University MA, International Relations, University of Oklahoma BA., Military History, Virginia Tech 	Part-time	Technical Report Writing/Planning

Students are required to complete a minimum of 60 credits of general education coursework in specific areas of study. Table 5 shows the course general education courses, numbers of faculty teaching in each discipline, faculty academic credentials, as well as the minimum credentials required for all adjunct faculty.

Table 5 - General Course Prerequisite Faculty Credentials: Pierce College

COMMUNICATION: ENGL& 101, ENGL& 235			
Tenured/Tenure Track Faculty, Full-time	14	12, MA/MFA/MS	2, Ph.D./Ed.D.
All Adjunct Faculty	Master's degree in discipline, or Master's degree in a related field, or Master's degree with 15 graduate semester credits in English		
SOCIAL SCIENCES: PSYC& 100, SOC& 201			
Tenured/Tenure Track Faculty, Full-time	5	2, SW/MA/MS	3, Ph.D./Ed.D.
All Adjunct Faculty	Master's degree in discipline, or Master's degree in a related field		
HUMANITIES: CMST& 101, CMST& 102, CMST& 220, PHIL 230			
Tenured/Tenure Track Faculty, Full Time	3	3, MLA/MA	0, Ph.D./Ed.D.
All Adjunct Faculty	Master's degree in discipline, or Master's degree in a related field		
QUANTITATIVE/SYMBOLIC REASONING: MATH& 146			
Tenured/Tenure Track Faculty, Full-time	8	8, MLA/MA	0, Ph.D./Ed.D.
All Adjunct Faculty	Master's degree in discipline, or Master's degree in a related field		
NATURAL SCIENCES: ATMOS 101, ENVS& 100, GEOL& 110, ENVS 150, GEOG 210			
Tenured/Tenure Tract Faculty, Fulltime	17	13, MA/MS	4, Ph.D.
All Adjunct Faculty	Master's degree in Discipline, or Master's degree in a related field, or Master's degree with 15 graduate semester credits in Earth Sciences or related discipline		

Criteria 3: Admissions Process Consistent with an Open-Door Institution

The institutional mission of Pierce College is to *create quality educational opportunities for a diverse community of learners to thrive in an evolving world*. Five core themes form the key tenants of the college's mission:

- **Access** to comprehensive and affordable educational offerings and services.
- **Student learning and success** where students will experience quality, relevant learning that increases their knowledge, skills and abilities to maximize the potential for individual success.
- **Excellence** in the quality, sustainability, and continuous improvement in all of its departments and programs ensures that graduates will be prepared and competitive in the job market.
- **Positive and diverse college environment** where quality teaching and learning are fostered, decision-making is collaborative, and students and employees feel valued and respected.
- **Contribution to the community** as a recognized leader, the District contributes to the community at large by building and maintaining academic, industry, and broad-based community partnerships to advance local educational opportunities and economic development.

In keeping with its mission, values, and core themes, Pierce College maintains an open door admissions policy that ensures equal opportunity and does not discriminate in its educational programs. No one is denied admission to the college because of race, color, national origin, sex, sexual orientation, disability or age. Admission criteria to the Bachelor of Applied Science in Homeland Security Emergency Management program is consistent with these institutional principles. Equity and inclusion metrics are being developed as part of the Achieving the Dream initiative. These metrics will be utilized to inform the BAS-HSEM marketing and outreach efforts.

Proposed Admissions Process

Homeland security emergency management professions often require a job applicant to have the ability to successfully obtain varying levels of security and background clearances. To address this requirement prior to enrollment, the following statement is published in the course catalog:

Students should be aware that certain criminal behavior and having a criminal record may prohibit their employment opportunities in many homeland security and emergency management occupations. Students are encouraged to research these situations and consult with the HSEM program advisor.

Consistent with an open door institution, every application that meets the college's criteria for admission will be considered for the BAS-HSEM degree program. Admission into the Pierce College BAS-HSEM program will be consistent with other public baccalaureate institutions. Admissions requirements are established to ensure students:

- Are academically prepared for the rigor of baccalaureate level work, and

- Have a thorough understanding of the level of personal and professional responsibility necessary to succeed in the HSEM profession, including the ability to pass any background checks and pre-hire testing common to the industry.

Candidates considered for admission to the BAS-HSEM program will submit an application packet consisting of:

1. A completed Pierce College admissions application submitted by the published deadline and accompanied by transcripts, required documentation, and current non-refundable application fees as established by the college for general admission, transfer or from an articulated AA program.
2. A cover letter of personal introduction (250 – 500 words) for enrolling in the program. Include a statement outlining work experience in the industry, military service, or volunteer experience.
3. Names and contact information of 2 professional references.
4. Meet with a HSEM program advisor.

The BAS-HSEM degree is designed as a blended hybrid program, combining in-person and online instruction that fosters a professional community of practice and establishes a rich learning environment for students and faculty. The blended nature of the program mitigates the challenges of a campus brick and mortar classroom-based program where there are more qualified applicants than physical space to hold classes. Those students meeting the admissions criteria will be admitted into the BAS-HSEM program.

Criteria 4: Appropriate Student Services Plan

Student support services are accessed through the easily navigable MyPierce account.

Financial Aid

Pierce College received approval from the Northwest Commission on Colleges and Universities to confer baccalaureate degrees. This designation allows the Financial Aid office to notify the U.S. Department of Education of the College's new institutional status.

BAS-HSEM students who are eligible can be awarded State Need Grant funds based on established sector amounts as determined by the Washington Student Achievement Council. Federal Student Loans will be certified based on the student's year in school. Subsidized loan limits will be extended (to 6 years) and reported to the Department of Education as required. Maximum time to degree completion as defined by the Pierce College Satisfactory Academic Progress Policy will be adjusted to reflect the program length. Financial Aid consumer information will be updated and staff will research and post any scholarship opportunities that pertain to those enrolled in the Pierce BAS-HSEM program.

To assist BAS-HSEM program students in meeting Financial Aid timelines for fall quarter awards, the application forms and the Pierce College HSEM websites will be updated with information regarding FAFSA completion deadlines. The Financial Aid office prepares and disburses federal, state, and institutional aid for all Pierce College students. Students can monitor the Financial Aid application progress online. In order to make the financial aid process as transparent and understandable as possible, students with questions about their financial aid will be assisted by the Pierce financial aid team.

Advising Services

The college fosters student autonomy by encouraging students to build professional and academic relationships with their advisors. The advising system at the college is a start to finish model that assists students as they pursue educational, career, and life goals. To ensure the communication of accurate program information, new student orientation is required for all new degree and certificate students. College 110—College Success is mandatory and results in the creation of an education plan. Once students have completed College 110 and have met certain benchmarks, they are assigned to a faculty mentor/advisor. Pierce College expects students to build professional, academic relationships with their advisors.

Faculty mentor/advisors review educational goals, discuss course options, walk the student through the online registration process and provide the student their quarterly registration access code (RAC). If a student indicates interest in HSEM, they will be placed with a HSEM faculty mentor/advisor and/or work with the program Navigator. Full-time HSEM faculty provide individual advising to any student interested in the BAS-HSEM program. Advisors and faculty use the advising dashboard for tracking and record keeping.

Career Services

Faculty Advisors provide career services, resources, and strategies for making positive career choices. This includes choosing a college major and developing career plans, creating job search materials, finding internships and full-time jobs, and making successful career transitions. Resources include a computer lab, an extensive library of books, videos, and one-on-one appointments with career and employment specialists. Services are free and open to students, former students, and the general public. The Job and Career Connections department is available during normal working hours and upon request they will extend hours of service to meet the program's needs.

The college's collaboration with the Center of Excellence for Homeland Security Emergency Management will provide additional career information, including internship and volunteer opportunities to students and graduates. This information is derived from in-person interviews being conducted by the Center of Excellence as part of an ongoing labor market study. Internship and Volunteer information is being included on the Center of Excellence website found at <http://wp.pierce.ctc.edu/blog/hsemcoe/> and will be available to all BAS-HSEM students.

Academic Early Warning and Achieving the Dream

Pierce College is committed to student academic success and early alert systems have been documented to increase student success and retention. One of the best practices for student retention efforts is informing students early if they are exhibiting behaviors that put their academic performance at risk. Pierce College's Academic Early Warning (AEW) assists faculty in helping students reach their educational goals, helps foster individual student connections with faculty, and encourages students to take early advantage of campus resources. The HSEM faculty have the option to utilize the AEW whenever a student is at academic risk and in need of additional support. This service is available throughout each quarter.

Pierce College's commitment to assisting all students to achieve their educational goals resulted in joining the Achieving the Dream (ATD) National Reform Network which helps community college students succeed. ATD means improved skills, better employability, and economic

growth for communities and our nation as a whole. Initiatives include College 110 designed to enhance student success and transition into college. In 2014, Pierce College was named an Achieving the Dream Leader College in recognition of retention gains and closing the achievement gap.

Counseling and Academic Support

The support services at Pierce College are extensive. All Pierce College students may access these services and HSEM faculty and staff work closely with the various departments to assist the homeland security emergency management students in their academic success.⁸ Although Pierce does not staff a medical health center, the college does employ a licensed counselor who can provide intervention and referrals as necessary. The college also offers several resources for tutoring which are free to all students. These include traditional on-site tutoring options, as well as online e-Tutoring.⁹

Library Services

Pierce College libraries provide resources to support the educational mission of the college. BAS-HSEM development staff met with the Dean of Library and Learning Resources, and the Systems and Instruction librarian responsible for collections development, to talk about current resources and ways the library and BAS program staff and faculty can collaborate on curriculum revisions and new course development. The Systems and Instruction librarian has researched existing online database collections that align with courses outlined in the proposed BAS curriculum framework (Table 3). A list of library materials are being compiled from industry and academic practitioners to ensure industry specific peer reviewed journals, articles, and research databases are made available to support student research at the baccalaureate level.

On the Pierce College campuses, the libraries provide students, faculty, and staff with database collections, electronic library access (ebrary), books, videos, and CDs. Through online ebook and database collections, such as ebrary, ABC-CLIO, and EBSCO, the Pierce libraries are addressing the shift in demand for research materials that support online programs and off-campus study. The Pierce database collections and online resources provide 24/7 access for BAS-HSEM students to study at their convenience.

All Pierce College librarians are faculty. Librarians are available to assist program staff and faculty to ensure information literacy, a college core ability, is embedded in AA and BAS-HSEM program materials. The integration of literacy components is customized for each course and aligned with course outcomes. Each instructional division has a dedicated librarian to support reading and research assignments included in the programs within the division. The division librarian will work with the BAS-HSEM faculty and students to ensure library materials are available to meet the academic rigor required for a baccalaureate degree, particularly in research methodologies with online access to resources, and increased support for research and upper division writing skills.

Computer Services

All Pierce College students have access to several open computer labs in addition to the library and WiFi access throughout most of the campus. Computer labs have extended hours. Following

⁸ Pierce College Support Services. Web: <http://www.pierce.ctc.edu/dist/supportservices/>. Sept 2015.

⁹ Pierce College Tutoring. Web: <http://www.pierce.ctc.edu/dist/tutoring/>. Sept. 2015.

the associates degree flexible delivery model, the core BAS-HSEM courses will be offered through CANVAS, the college system's Learning Management System. The flexible delivery model for the BAS-HSEM program opens access to courses at a time and place of convenience to the students.

Access and Disability Services

Pierce College's Access and Disability Services (ADS) staff assist those with disabilities in pursuing their educational goals. ADS staff members are committed to ensuring that Pierce College, its services, programs and activities are accessible to individuals with disabilities. Pierce College and the Homeland Security Emergency Management faculty and staff recognize that traditional methods, programs and services may need to be altered to assure full accessibility to qualified persons with disabilities who meet the minimum criteria for engaging in a professional homeland security emergency management course of study.

ADS is the primary focus of efforts by Pierce College to assure nondiscrimination on the basis of disability. Through ADS, qualified persons with disabilities can address their concerns regarding attitudinal or procedural barriers encountered, as well as any need for academic adjustments and/or auxiliary aids to ensure equal access. ADS also serves as a resource to the campus community in striving to make Pierce College both an accessible and hospitable place for persons with disabilities to enjoy full and equal participation. The HSEM program faculty and staff consult with ADS staff or refer students to ADS staff whenever additional support is needed.¹⁰

Admissions, Registration and Records

The Registration and Records Offices offer online and in-person registration services. Additionally, staff members assist new college students with enrollment verification and official transcript requests. Both new and transfer students meet with advisors who help students register for classes after completing an application for admission and submitting it to the Admissions Office.

Diversity and Equity

Pierce College promotes the recruitment, retention, and successful completion of educational programs for students of color through our Retention Team. Staff work to facilitate and implement success strategies for students of color to include: promoting access and student success; providing academic advising, educational planning, career exploration and student programs that support students of color; assisting with financial aid and scholarships; sponsoring leadership development activities; and annual Students of Color Conference. Multicultural activities (Fort Steilacoom campus only) and awareness programming is conducted by the Student Programs department on each campus. More information on ethnic or multicultural student clubs can be found by contacting the campus Student Programs Department. In addition, all faculty and staff undergo ethics and diversity training annually.

Veteran's Services

Pierce College Fort Steilacoom has a Center of Excellence for Veteran Student Success. The College's aim is to increase veteran student enrollment and completion rates by:

- Providing a single point of contact to coordinate veteran student support services;

¹⁰ Pierce College Access & Disability Services. Web: <http://www.pierce.ctc.edu/dist/supportservices/ads/>. Sept. 2015.

- Increasing awareness of support services;
- Reinforcing the existing support system and advocating for Veteran students;
- Expanding needed services.

Students who have served in the military are invited to visit the Veterans Resource Center at the Fort Steilacoom campus. The Center offers the following services and amenities:

- A textbook lending library;
- Computers for student use;
- Study areas;
- Opportunities to meet other veterans and connect with both on- and off-campus services and resources;
- Access to community service providers to assist veterans with transition to civilian life;
- Peer support.

Safety

The mission of the Campus Safety Department is to provide for the safety and security of the Pierce College District, while maintaining a positive and diverse environment that promotes excellence, accountability, and respect. While every member of the college community shares responsibility for campus safety and security, the Campus Safety Department takes the lead in this area. Administrative responsibility lies with the Vice President of Administrative Services and the District Director of Safety and Security.¹¹

Criteria 5: Commitment to Build a High Quality and Sustainable Program

Pierce College is committed to developing and sustaining the Bachelor of Applied Science in Homeland Security Emergency Management. The college's commitment to growing the HSEM pathway and meeting employer demand for a skilled workforce will be expanded from the HSEM AA/Certificate level to a BAS-HSEM degree to meet industry demand for HSEM professionals with integrated knowledge, skills, and competencies to practice in an evolving and dynamic profession.

Foundation of a High Quality and Sustainable Program

Pierce College was awarded the Center of Excellence for Homeland Security Emergency Management (COE) designation ten years ago. To maintain the designation as a Center of Excellence the college was required to offer a robust, industry related degree program. The HSEM AA/Certificate program at the college initially fulfilled that requirement.

The college has taken a sector strategy approach to the creation of a high quality, sustainable BAS-HSEM program by collaborating with the COE and leveraging their mapping of feeder program pathways and identification of related career fields. Among the feeder pathways into the BAS program that have been identified are HSEM, Criminal Justice, Occupational Health and Safety, Emergency Medical Services, Fire Command, and Construction Management. The COE fills a role as a collaborating partner with the HSEM program informing college program staff of industry trends to validate ongoing program relevance, while providing labor market and hiring data to support and inform program staff and students.

¹¹ Pierce College Campus Safety. Web: <http://www.pierce.ctc.edu/studentlife/safety/>. Sept. 2015.

A process of continuous engagement with HSEM industry partners on the program Advisory Committee has led to the development of the BAS pathway based on industry changes, which continue to drive the need for educational pathways to a BAS-HSEM degree. The HSEM program Advisory Committee has been very engaged and committed to the development of the BAS degree. They have championed the program from the beginning dating back to 2010 and earlier when the original degree was developed through a funding allocation that was awarded to the college to close gaps in access to HSEM education. Industry encouragement has been ongoing and invaluable to the development of the BAS-HSEM Program Proposal. Their willingness to invest their time and professional expertise in the HSEM program has laid the foundation for the development of a BAS degree to meet the challenges of a 21st century world.

Tuition Revenue and Local

The BAS-HSEM program will be supported as a state FTE program and all revenue goes into the tuition account. Instructional funds support faculty and staff salaries as well as instructional materials, professional development, and repair of equipment. Additional tuition revenue that results from the upper division tuition rate will be utilized to cover the additional expenditures that result from proposed curriculum changes.

We realize that full enrollment in the BAS-HSEM program seems optimistic, however there are a number of factors that have led the BAS development team to feel confident with higher level enrollment projections. First, this is the only online accessible BAS-HSEM degree program in Washington state that can serve the pent-up demand for qualified workers. Second, the shared model for the Pierce HSEM AA degree creates a natural pipeline of students to the BAS-HSEM program from collaborating colleges.

The HSEM AA degree is currently offered at eight collaborating colleges (Big Bend, Edmonds, Lower Columbia, Olympia, Peninsula, Renton, Skagit Valley and Highline). In this shared model students are enrolled through the collaborating college and the HSEM AA courses are taught by Pierce faculty. The collaborating college confers the AA degree. HSEM AA graduates from collaborating colleges can pathway directly to the BAS-HSEM degree, increasing the number of students projected for enrollment.

In addition to HSEM AA graduates, target populations for recruitment include students from AA pathway programs such as Criminal Justice, Occupational Health & Safety, Emergency Medical Services, Fire Command, and Construction Management. Career professionals and transitioning military who have previous education or work experience can receive credit toward their studies through prior learning assessment and transcript evaluation. Transfer students will also receive a full evaluation of transcripts to maximize the number of credits transferred into the BAS program. The online delivery of the program enables students that are place bound or mobile in their current careers access to the BAS-HSEM degree.

HSEM BAS Budget

Projected Enrollments

FTE Per Student Year (Color indicates "cohort" group)

	Yr 0 of BAS	Yr 1 of BAS	Yr 2 of BAS	Yr 3 of BAS	Yr 4 of BAS
Fresh	20	30	30	30	30
Soph	20	20	30	30	30
Junior		30	20	30	30
Senior			30	20	30

Projected Revenue

Total Tuition Revenue by FTE Counts and Student Year

	Year 0 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20
HSEM 100 level (AA Freshman)	61,125.00	91,687.50	91,687.50	91,687.50	91,687.50
HSEM 200 level (AA Sophomore)	61,125.00	61,125.00	91,687.50	91,687.50	91,687.50
HSEM 300 level (BAS Junior)		171,156.60	114,104.40	171,156.60	171,156.60
HSEM 400 level (BAS Senior)			171,156.60	114,104.40	171,156.60
Total Revenue Projection	122,250.00	325,969.10	468,636.00	525,688.20	525,688.20

Revenue does not include any tuition increases.

Revenue assumes 15 credit students with a mix of upper/lower division GURs and program classes.

Projected Expenses

	Year 0 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20
Full time faculty/director	\$75,546	\$75,546	\$75,546	\$75,546	\$75,546
Office Coordinator (Clerical)		\$35,292	\$35,292	\$35,292	\$35,292
Program Navigator (1/3 of a position)		\$11,666	\$11,666	\$11,666	\$11,666
Adjunct faculty (AA + BAS; HSEM as well as related instruction)	\$62,892	\$92,143	\$121,395	\$121,395	\$121,395
Benefits	\$26,303	\$40,783	\$46,341	\$46,341	\$46,341
Curriculum Development Stipends	\$12,000	\$10,000	\$10,000	\$5,000	\$5,000
Goods and Services	\$5,000*	\$5,000	\$5,000	\$5,000	\$5,000
Equipment	\$120,000*	0	0	0	0

	Year 0	Year 1	Year 2	Year 3	Year 4
	2015-16	2016-17	2017-18	2018-19	2019-20
Depreciation (5 yr Straight Line)	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
Library	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Prof. Development & Travel	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Program Promotion	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Total Estimated Program Expenses	\$358,741	\$327,430	\$362,240	\$357,240	\$357,240

*Equipment includes the purchase in Year 0 of an ADMS-Command Simulation Training System and portable Command Station. (Includes all costs associated with manufacturing, delivery, set-up, testing, and training. Sales tax not included.)

Appropriate Facilities, Equipment and Technology

The BAS-HSEM program is designed around a flexible delivery model. General education and core lower-division courses are offered online providing students access from a variety of locations. Upper division courses will be delivered through a blended learning model, a combination of online and limited face-to-face instruction. Students will be required to attend an on-campus session with their peers at a regularly scheduled interval during their degree program.

To enhance the application of learning within the BAS-HSEM program the program proposes the purchase of an Advanced Disaster Management Simulator (ADMS™). Integration of HSEM theory, virtual simulation, and hands-on workplace opportunities will give BAS-HSEM students the robust learning environment and baccalaureate level rigor expected by students and employers. The ADMS Simulator would be utilized for the face-to-face sessions and practice/exercise work required in the HSEM profession.

The emergency management simulator will support and enhance the BAS-HSEM program by providing a virtual platform for students to apply and practice their leadership and technical skills. Within a simulated environment, faculty can create challenging scenarios with multiple variables to test students' management and leadership capabilities without the risks that are present in a live disaster event. Costs associated with the purchase of the ADMS system are included in the equipment section of the BAS-HSEM budget.

Pierce College intends to use existing facilities for the BAS-HSEM program. Other anticipated resources that are included in the projected program expenses include library periodicals, database subscriptions, and software licenses.

Criteria 6: Program Specific Accreditation

The BAS-HSEM program will not seek specialized program accreditation. In August 2015, Pierce College was awarded accreditation through Northwest Commission for Colleges and Universities to offer applied baccalaureate degrees. A substantive change process will take place with the addition of the BAS-HSEM.

Criteria 7: Pathway options beyond baccalaureate degree.

The BAS-HSEM program development team is working with several 4-year public institutions to pursue collaboration and articulation opportunities for the BAS-HSEM program. Conversations

have been ongoing with the Director of External Relations at the University of Washington (UW) – Tacoma, Director of the Master in Cybersecurity and Leadership Program at the UW-Tacoma and the UW – Seattle Masters in Infrastructure Planning and Management program.

The proposed curriculum framework and course descriptions have been reviewed by faculty from 4-year institutions. Pierce College has scheduled a facilitated DACUM (Developing a Curriculum) workshop to identify and validate the knowledge and skills necessary for BAS-HSEM graduates to compete in the job market, prepare for promotional opportunities, or be prepared to enroll in a Master’s level program. We are working closely with our 4-year partners to ensure our students are not deficient in enrollment requirements in major Master’s degree programs.

Additionally, Pierce College continues its collaboration with the Director of the Cascadia Hazards Institute at Central Washington University (CWU). CWU is serving as an external reviewer of the BAS-HSEM Program Proposal and will be engaged in curriculum development process. Conversations are ongoing with the Associate Director of The Resilience Institute at Western Washington University/Huxley School of Environmental Studies and the Emergency Management Coordinator at Washington State University.

Criteria 8: External expert evaluation of program.

The goal of the external review is to verify credibility, design, relevance, baccalaureate rigor, and effectiveness of BAS-HSEM proposal, as well as validate consistency of the program and curriculum with current research and academic thinking. The University of Washington and Central Washington University have provided feedback on the BAS-HSEM proposal based on the external evaluation rubrics published by the State Board for Community and Technical Colleges.

Evaluation 1) Bob Freitag, M.A., University of Washington

Evaluator Biography

Bob Freitag is Senior Instructor, Director of the Institute for Hazards Mitigation Planning and Research (IHMP), and Director of the Master of Infrastructure Planning and Management (MIPM) Floodplain track.

The University of Washington Institute for Hazards Mitigation is an interdisciplinary academic Institute housed in the College of Architecture and Urban Planning within the College of Built Environments at the University of Washington. <http://depts.washington.edu/mitigate/>. The MIPM floodplain track offers a degree option in Floodplain Management, allowing students to earn their master's with a focus on the study of coastal and riverine floodplain management. <http://www.infrastructure-management.uw.edu/overview/floodplain/>

Bob served on the Board of Directors for the Association of Floodplain Managers (www.floods.org) from 2008 – 2014, was the Executive Director of the Cascadia Region Earthquake Workgroup (www.crew.org) from 1999-2010, and was the FEMA Federal Coordinating Officer along with other roles from 1978 – 1999.

Evaluator Summary (See Appendix D for full external review document.)

Primary review summary:

- There is a need for a baccalaureate degree program in emergency management in the State of Washington.
- There is a market for the skills being developed.
- The program, as described, will provide the knowledge and skills required in the field of emergency management.
- Graduates would be well positioned to apply for an advanced degree.
- We also consider related extracurricular activities when assessing applicants for graduate school -- Internships, fulltime and volunteer employment, and related volunteer activities. Your program encourages these extra-academic opportunities.
- There appears to be an expanding market for emergency managers and current practitioners are retiring—students should be able to [find] a job upon [graduating from the BAS-HSEM program.]
- Returning military personnel present a sizable market for emergency management programs.

Comments from a second UW faculty member:

- I applaud the rigorous curriculum that is proposed
- Student accessibility to instructors/professors is critical
- Class size is a factor
- Assessing the student's learning style is important
- Need for seminar classes in critical thinking that utilize the Socratic Method (students own interpretation of ideas). Conversation.
- Students are arriving at college without an understanding of government and or governance. This includes the MIPM (Masters in Infrastructure Planning and Management) program.
- The need for qualitative research (the art of interviewing others)
- Budgeting
- Ethics
- Generational differences/perspectives
- The importance of serving others/internships
- If I were to add anything it would be to include something on systems theory/systems approach to emergency management.

The program coordinator for the University of Washington Master of Infrastructure Planning and Management (MIPM) degree program made the following supportive summary comments:

- The program appears well designed, and I was especially glad to see the acknowledgement that homeland security goes well beyond the traditional focus on external terrorism to encompass a wide variety of dangers to the country, including climate change.
- It was also good to see that a GIS course is included in the curriculum plan. For those Pierce College graduates who enroll in the MIPM program, they will already have an introductory GIS course in their background—something we strongly recommend for applicants.
- I was interested to see that a course on Systems Thinking & Risk Management is also included in the curriculum. This maps extremely well to the MIPM degree and would help applicants from [Pierce} College prepare for our program.
- Once the College's admissions process gets underway, it would be useful to learn how many incoming students are transfers—that is, students who are about to earn their AA degrees and which to transfer to a bachelor's program. Such students would need information about

graduate degree options sooner than first-year BAS-HSEM students. The MIPM program can begin providing information to BAS-HSEM students about our degree option whenever [Pierce] College thinks it's appropriate.

Evaluation 2) Carlo D. Smith, Ph.D., Central Washington University

Evaluator Biography

Dr. Carlo Smith is an Associate Professor of Supply Chain Management; Chair, Department of Finance & Supply Chain Management; and Chair, Department of Economics at Central Washington University. Dr. Smith earned his Ph. D. at the University of Tennessee, Bachelor of Science and Masters in Business Administration from Pennsylvania State University. He has 12 years of industry experience in consulting management.

Evaluator Summary: (See Appendix E for full external review document)

- The proposal for the BAS-HSEM is thoughtful, thorough, and well crafted. The program is particularly well suited for delivery through Pierce College. It presents an excellent pathway for individuals with prior military and security experience to complete a relevant baccalaureate degree in a field that I would categorize as having significant career potential.
- Based on my involvement with the Center of Excellence for Homeland Security Emergency Management and engagement with CWU's Cascadia Hazard Institution, I anticipate the demand for individuals with this training will continue to be strong. I further believe that the incorporation of certifications in project management and emergency management enhance the credibility and demand for graduates of the program.
- The mix of 300 and 400 level courses are balanced and I believe thorough. A foundation in systems thinking strikes me as particularly relevant courses for students to complete earlier in the program. Understanding the relationships and potential interactions across events will help students tie together the various upper division courses and experiences. Based on course descriptions, I find that the 400 level courses address specific and relevant topics. Having a work-based learning experience and capstone project also presents students with an opportunity to integrate the concepts and skills acquired throughout the duration of the program.
- At this early stage in program development, I think course coverage is thorough and relevant.
- As an applied baccalaureate degree program, I believe the breadth and depth of course coverage is appropriate and prepares graduates to enter in to a variety of career paths, whether they involve homeland security, emergency management, or other relevant areas. I would expect graduates of the program to be prepared to pursue a graduate degree if they were interested in focusing their educational preparation toward more specific areas of study.
- I like this program. I like the way it is designed, the curriculum, the review processes in place, and the potential that it holds for those seeking to further their education in the fields of homeland security and emergency management. I recommend approval of the program.

Institutional Response

The University of Washington and Central Washington University reviews affirmed the value of the BAS-HSEM program and recommended the degree program be approved. University of Washington reviewers indicated the program appeared well designed to meet the needs of industry. Students completing the BAS-HSEM degree will be well positioned to apply to the MIPM program at the University of Washington. Central Washington University also affirmed the breadth and depth of course coverage is appropriate for students interested in graduate level studies.

In response to the program content recommendations, Pierce College intends to conduct a facilitated DACUM (Develop a Curriculum) process. The BAS-HSEM degree will drive a curriculum review of the HSEM AAS-T program in order to ensure curriculum content for both programs is aligned and supports the preparation necessary for graduates to apply to HSEM related master's degree programs at partnering 4-year institutions. The DACUM and program review process will position Pierce College BAS-HSEM graduates to apply to graduate school and/or successfully enter careers in the HSEM professions.

Conclusion

Pierce College is well positioned to meet the educational demands of the homeland security emergency management professions. The college has thoughtfully approached the design of the BAS-HSEM proposal by engaging industry and education professionals to create a relevant program that demonstrates the necessary rigor to achieve baccalaureate status. Pierce has a history of offering high quality degrees and the BAS-HSEM is another step in building a seamless pathway from an Associates degree through Masters level programs. The College has a unique opportunity to be in the forefront of a rapidly expanding career field, which has an ever increasing demand for highly skilled, highly educated workers.

Appendix A: BAS-HSEM Program Core Course Descriptions (Includes AA Degree Core)

The sequenced and integrated nature of coursework leading to a BAS-HSEM degree is best illustrated by showing the degree in a four year format. To show the holistic nature of the program both **Upper Division (BAS degree/300-400 level)** and **Lower Division (AA degree/100-200 level)** courses are listed in the descriptions below.

Upper Division Core Courses

HSEM 310 – Technical Writing for Homeland Security Emergency Management

Students will utilize the principals of organization, developing and expressing technical information to complete practical applications typical to the homeland security emergency management environment.

HSEM 330 – Systems Thinking and Risk Management

In this course students will learn to differentiate between traditional forms of analysis and the dynamics of systems thinking. Students will learn how to apply systems thinking principles to complex problems and planning processes in a context of emergency management and risk management where multiple departments or organizations need to see the big picture, not just their part. Students will examine how actions affect the whole environment (organizational or environmental) and learn how to dynamically analyze impacts and outcomes marked by complexity and great numbers of interactions as they work to achieve planned results. This will include developing an understanding of hazard identification, hazard characteristics, community characteristics, interaction consequences, risk assessment and vulnerability.

HSEM 340 – Effective Organizational Communication and Public Speaking

An analysis of personal and group dynamics in emergency management settings. It supports all facets of interaction in the emergency management arena through an in-depth study of how people communicate. It examines the interpretation of the spoken and unspoken work and the effective utilization of the public information processes of print, radio, and television media. The course includes public speaking that emphasizes speech organization and audience analysis with a specific focus on the homeland security and emergency management environment. Emphasis is on critical thinking and refining presentations and effective communication for various purposes and occasions.

HSEM 357 – External Affairs for Emergency Management

This course is designed to provide students with an overview of how to lead an HSEM organization's external affairs program. The course will include an overview on how public information officers direct accurate and timely life safety information to the general public and survivors during and after a disaster; strategies on working with the media; practice establishing and operating a Joint Information System and Joint Information Center; techniques on managing a press conference; development and management of public education awareness campaigns and learn strategies on what delivery channels must be part of your program to ensure messaging

reaches a high percentage of your public audience. Participants will have an opportunity to practice developing a written strategic communications plan.

HSEM 360 –Leadership in Homeland Security & Emergency Management

This course provides an introduction to leadership and organizational theory in the context of emergency management. Particular emphasis will be on principles and techniques of leadership and supervision including leadership and motivation theory and application, strategic planning, team development, workplace diversity, and conflict management during times of crises and high stress. The student will also examine and develop a range of skills in a number of interpersonal areas: conflict management, use of power, group dynamics, and leadership and influence.

HSEM 370 – Project Management – Continuity Planning for Business and Government

This course is designed to give students an overview of the business continuity planning (BCP) process for private sector organizations, which focuses on strategies to minimize the risk of disruptions to the normal business process. Some examples might be floods, catastrophic IT failure, or disruption to an organization's supply chain. Students will learn about business disruptions from the normal line of profitability, and the goals of business continuity planning to limit both the depth and the duration of disruptions.

HSEM 410 – Ethics and Diversity

A course exploring Homeland Security major ethical issues. Students will analyze and evaluate case studies related to the legalities and ethics relevant to organizing for c contemporary issues such as counterterrorism, investigating terrorism and other national security threats, crisis and consequence management.

HSEM 420 – Technology and Cybersecurity

This course explores the applications and security of technology in Homeland Security and Emergency Management. The students will develop the knowledge and skills needed to master the core concepts in cyber security. In addition, special issues and problems associated with the use of technology in emergency management are examined and strategies to overcome these issues and problems are outlined.

HSEM 430 – Public Policy and Law

This course is an overview in public policy and law issues of public service that are relevant to Homeland Security and Emergency Management. Course participants acquire an understanding of the many facets of public administration and the central role policy plays in forming how agencies work. This course will include an examination of how public policy and legal requirements impact the political system, the role of federalism, bureaucratic politics and power.

HSEM 440 – Graphic Information Mapping (GIS) for HSEM

This course will introduce students to mapping tools and desktop applications for mapping to conduct emergency planning, data analysis, and resource management for emergency

management. Mapping tools provide a series of visual maps including modeling or a simulation of disaster effects on a specific community.

HSEM 450 – Work Based Learning

The Homeland Security Emergency Management work-based learning (WBL) experience provides students with “real world experiences”. The focus of the WBL will be on application rather than theory. Students will have the opportunity to refine and apply the core skills they have learned from the courses or curriculum with a specific emphasis on Leadership in an emergency management environment.

HSEM 460 – Research Methods in Homeland Security

This course provides comprehensive coverage of major analytical and statistical tools used in emergency management program administration. Students will employ basic research methods and writing skills to produce sound research papers and analytical products. Students will learn how to develop the elements of a research strategy, critically read and evaluate data, and communicate their findings in coherent, well-organized written work.

HSEM 470 – HSEM Capstone Project

This capstone will provide the student with a thorough review of all theories, techniques, and management practices within the field of emergency management. The course will focus on application and includes an applied research project and a major table top exercise. Recovery operations will be stressed with emphasis on community resiliency, business recovery and effects disasters have on future planning efforts.

Lower Division Core Courses

HSEM 102 – Introduction to Emergency Management

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. *This is a required first course to enter the HSEM degree program. Must earn a grade of 2.0 or better before taking other HSEM courses.*

HSEM 110 – Homeland Security Incident Management/National Incident Management System

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 100/200/700/800 requirements). *Prerequisite: HSEM 102 Introduction to Emergency Management.*

HSEM 120 – All Hazards Emergency Planning

Introduction 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 Need (Vulnerable Populations) and animal sheltering. *Prerequisite: HSEM 102 Introduction to Emergency Management.*

HSEM 130 – Technology in Emergency Management

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.

HSEM 157 – Public Information Officer

This course is designed to train students in methods for coordinating and disseminating information released during emergency operations and for assisting in the scheduling and coordination of news conferences and similar media events.

HSEM 160 – Fundamentals of Terrorism

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.

HSEM 180 – Public Administration

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.

HSEM 190 – Special Topics

Topics are developed for areas outside the usual course offerings in the Homeland Security Emergency Management degree program. Content areas focus on specific current issues or concepts in the HSEM profession. Rotating classes include: Citizen Preparedness, Grant Writing, Continuity of Operations, and Disaster Psychology and Social Issues.

HSEM 200 – Emergency Operation Center

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.*

HSEM 210 – Exercise Design and Evaluation

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). *Prerequisite: HSEM 102 Introduction to Emergency Management and HSEM 120 All Hazards Emergency Planning or Program Coordinator approval.*

HSEM 220 – Developing and Managing Volunteer Resources

This course focuses 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. *Prerequisite: HSEM 102 Introduction to Emergency Management.*

HSEM 230 – Disaster Recovery and Response

This course will 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. *Prerequisite: HSEM 102 Introduction to Emergency Management and HSEM 120 All Hazards Emergency Planning or program coordinator approval.*

HSEM 239/240 – Homeland Security Emergency Management Workbased Learning Experience
Provides students “real world experiences” in homeland security and emergency management through an internship experience. 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. *Prerequisite: HSEM 102. Requires HSEM program coordinator approval.*

HSEM 250 – Homeland Security Laws and Ethics

This course is designed to give the student an overview of various statutes, regulations, constitutional law, and common law associated with Homeland Security. The 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. *Prerequisite: HSEM 102 Introduction to Emergency Management.*

Appendix B – Example of Core HSEM Courses Plotted to Rigor/Relevance Framework in Figure 2, Page 7

Y R	Course	Knowledge Taxonomy	Application Model
1	HSEM 102 – Introduction to Emergency Management	B	2
1	HSEM 110 – Basic ICS / NIMS	C	3
1	HSEM 120 – All Hazards Emergency Planning	C	3
1	HSEM 130 – Technology in Emergency Management	B	2
1	HSEM 157 – Public Information Officer	C	4
1	HSEM 160 – Emergency Response to Terrorism	D	5
1	HSEM 180 – Public Administration	B	2
1	HSEM 190 – Special Topics	C	3
2	HSEM 200 – Emergency Operations Center	C	5
2	HSEM 210 – Exercise Design and Evaluation	C	3
2	HSEM 220 - Developing & Managing Volunteer Resources	B	3
2	HSEM 230 - Disaster Response and Recovery	C	4
2	HSEM 240 – HSEM Work-Based Learning	C	4
2	HSEM 250 – Homeland Security Law and Ethics	B	2
3	HSEM 310 - Technical Writing for Homeland Security	D	4
3	HSEM 320 - Public Speaking for Homeland Security	D	5
3	HSEM 330 - Risk Management & Systems Thinking	C	4
3	HSEM 340 - Homeland Security Communications	C	4
3	HSEM 357 - External Affairs for Emergency Management	D	5
3	HSEM 360 - Leadership in HSEM Management	E	5
3	HSEM 370 - Business Continuity Planning for HSEM	C	3
4	HSEM 410 - Ethical Leadership in Homeland Security	D	5
4	HSEM 420 – HSEM Technology & Cybersecurity	D	4
4	HSEM 430 - Homeland Security Public Policy and Law	D	4
4	HSEM 440 - Graphic Information Mapping for HSEM	D	4
4	HSEM 450 - HSEM Work Based Learning	E	5
4	HSEM 460 - Research Methods in Homeland Security	F	4
4	HSEM 470 - Capstone Project	F	5

Appendix C – Certification Requirements for HSEM Professional Credentials (Table 3)

Associate Emergency Manager (AEM) Certification Eligibility Requirements – Training: 100 contact hours in emergency management training and 100 hours in general management training. Note: No more than 25% of hours can be in any one topic.

- **Comprehensive emergency management essay.** Real-life scenarios are provided, and response must demonstrate knowledge, skills and abilities as listed in the essay instructions.
- **Multiple-choice examination.** Candidates sit for the 100-question exam after their initial application and the other requirements are satisfied. **The exam is a maximum of two (2) hours.**
- **Three References.** Including a reference from the candidate’s current supervisor.

Project Management Professional (PMP) Eligibility Requirements - All project management experience must have been accrued within the last eight consecutive years prior to your application submission. Education: Project Management experience, a secondary degree, minimum of 5 years unique non-overlapping professional project management experience during which at least **7,500 hours** were spent leading and directing the project. You should have experience in all five process groups across all your project management experience submitted on the application. However, on a single project, you do not need to have experience in all five process groups; **OR** a Four-year degree (bachelor’s degree or global equivalent), minimum three years/36 months unique non-overlapping professional project management experience during which at least **4,500 hours** were spent leading and directing the project, 35 contact hours of formal education. (Leading and directing the project as identified with the tasks, knowledge, and skills specific in the Project Management Professional Examination Content Outline.)

Requirements for the Certified Emergency Manager® Program - Three years emergency management experience, **a four-year baccalaureate degree**, 100 contact hours in emergency management training and 100 hours in general management training, six separate contributions to the profession, such as, being published, speaking, professional membership, or other activities beyond your day-to-day activities, **a** comprehensive emergency management essay to display your knowledge in all phases of emergency management, completion of a 100 question multiple-choice examination involving all topics in emergency management. The CEM® credential requires recertification every five years. The recertification requirements include 100 hours of training, with at least 75 hours in emergency management and six contributions to the field of emergency management.

Appendix D

Applied Baccalaureate External Review Rubric – University of Washington

College Name:	Pierce College	BAS Degree Title:	Homeland Security Emergency Management
Reviewer Name/ Team Name:	Bob Freitag, Senior Instructor	Institutional or Professional Affiliation:	University of Washington
Please evaluate the following Specific Elements			
Concept and overview	Is the overall concept of the program appropriate? In your opinion will the program lead to job placement within the proposed field? Why or why not?		
	<p>Comment:</p> <ol style="list-style-type: none"> 1. There are a lot of emergency management programs available. FEMA lists over 45 baccalaureate degree programs. However none are listed for Washington State and only one (Idaho State University Meridian) serves the Northwest http://training.fema.gov/hiedu/collegelist/ 2. There are a few such related program. Western Washington University (Huxley School) has placed students in emergency management positions. 3. It appears that many currently employed in emergency management positions will be retiring and positions will become available. 4. Returning military personnel present a sizable market for emergency management programs. 5. Conclusion: I feel there is a need for the program. 		
Curriculum and Learning Outcomes	Are the proposed curriculum and program learning outcomes, particularly at the 300 and 400 course level, fitting for a baccalaureate program? Why or why not?		
	<p>Comment</p> <ol style="list-style-type: none"> 1. It is difficult to comment without seeing syllabi and knowing instructor talents but, it appears that courses are at the 300 and 400 degree level. 		
Curriculum Alignment	Are there courses you would recommend being added to (or deleted from) the program’s proposed curriculum?		
	<p>Comment</p> <ol style="list-style-type: none"> 1. I like that you included basic communication and writing courses. This is becoming more a problem with each consecutive graduate class. <p>Your Weather class should also include climate – the two disciplines are different.</p> <p>It is difficult to suggest courses without removing one. Having said this, areas that appear to require added emphasis include: (These were offered by several University of Washington faculty members other than</p>		

	<p>me):</p> <ol style="list-style-type: none"> a. Possibly expanding your discussion of ethics, law, and society along with offering the opportunity to discuss recent disaster response operations. (maybe a seminar) b. The following is offered by a second faculty member: <ol style="list-style-type: none"> i. I applaud the rigorous curriculum that is proposed ii. Student accessibility to instructors/professors is critical iii. Class size is a factor iv. Assessing the student’s learning style is important v. Need for seminar classes in critical thinking that utilizes the Socratic method (students own interpretation of ideas). Conversation vi. Students are arriving at college without an understanding of government and or governance. This include the MIPM Program. vii. The need for qualitative research (the art of interviewing others). viii. Budgeting ix. Ethics x. Generational differences / perspectives xi. The importance of serving others / internships c. If I were to add anything it would be including something on systems theory/systems approach, even to emergency management.
<p>Academic Relevance</p>	<p>Is the curriculum relevant to the dynamic needs and trends within the HSEM field? Does the curriculum align with the baccalaureate rigor of general upper division standards?</p> <p>Comment</p> <p>The University of Washington Department of Urban Design and planning may have different objectives. We are looking for proficiency in basic skills – speaking, writing, mathematics, sciences, and an interest in the subject area. These are important to you too, but also of importance to you and not necessary for a graduate school are terminal skills. I am sure that many of your students want concrete skills and knowledge to graduate and gain implement in the field. This is not as important to us. We have our own terminal skills.</p> <p>Each of your quarter includes some basic skills courses (eg; writing, verbal communications) and those leading to a career in emergency management. I feel you have developed a sound curriculum that addresses both of your objectives. Your students should be prepared to both enter a career after graduation, and apply to a graduate school.</p>

<p>Graduate Preparation and Graduate Program Acceptance</p>	<p>In your opinion, will the program prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment I believe that I have answered this question with the previous response. We also consider related extracurricular activities when assessing applicants for graduate school -- Internships, fulltime and volunteer employment and related volunteer activities. Your program encourages these extra-academic opportunities.</p>
<p>General Education Requirements</p>	<p>General Education requirements are primarily set by the state. Are the general educations requirements suitable and fitting for a baccalaureate level program? Do the general education courses meet suitable breadth and depth requirements? Do the general education classes support the goals of the program and promote a well-rounded educational experience.</p> <p>Comment I feel they are appropriate.</p>
<p>Resources</p>	<p>Does the college have appropriate resources, including library, student support and facilities, to sustain and advance the program?</p> <p>Comment I do not know what you have available on site, however with all of the extensive cross system opportunities availability among libraries, I feel students will be well served. Students will also have access The Emergency Management Institute and Natural Hazards Center systems. Both of these are supported by FEMA</p>
<p>Overall assessment and recommendations</p>	<p>Please report your overall assessment of the program. Would you recommend the approval of such a degree offering? Why or why not?</p> <p>Comment: In summary:</p> <ol style="list-style-type: none"> 1. I feel there is a need for a baccalaureate degree program in emergency management in the State of Washington. 2. I feel there is a market for the skills being developed. 3. The program, as described, will provide the knowledge and skills required in field of emergency management 4. Graduates would be well positioned to apply for an advanced degree 5. There appears to be an expanding market for emergency manager and current practitioners are retiring – should student should be able to get a job upon getting a degree. 6. The program coordinator for the University of Washington Master of Infrastructure Planning and Management made the following supportive summary statements:

- The program appears well designed, and I was especially glad to see the acknowledgment that homeland security goes well beyond the traditional focus on external terrorism to encompass a wide variety of dangers to the country, including climate change.
- It was also good to see that a GIS course is included in the curriculum plan. For those Pierce College graduates who enroll in the MIPM program, they will already have an introductory GIS course in their background – something we strongly recommend for applicants.
- I was interested to see that a course on Systems Thinking & Risk Management is also included in the curriculum. This maps extremely well to the MIPM degree and would help applicants from the College prepare for our program.
- Once the College’s admission process gets underway, it would be useful to learn how many incoming students are transfers – that is, students who are about to earn their AA degrees and wish to transfer into the bachelor’s program. Such students would need information about graduate-degree options sooner than first-year BAS-HSEM students. The MIPM program can begin providing information to BAS-HSEM students about our degree option whenever the College thinks it appropriate.

Reviewer Resume

Evaluator, please insert a short professional resume’ here.

Bob Freitag is Senior Instructor, Director of the Institute for Hazards Mitigation Planning and Research (IHMP), and Director of the Master of Infrastructure Planning and Management (MIPM) Floodplain track. The University of Washington Institute for Hazards Mitigation is an interdisciplinary academic Institute housed in the College of Architecture and Urban Planning within the College of Built Environments at the University of Washington. <http://depts.washington.edu/mitigate/>. The MIPM floodplain track offers a degree option in Floodplain Management, allowing students to earn their master's with a focus on the study of coastal and riverine floodplain management. <http://www.infrastructure-management.uw.edu/overview/floodplain/> Bob served on the Board of Directors for the Association of Floodplain Managers (www.floods.org) from 2008 – 2014, was the Executive Director of the Cascadia Region Earthquake Workgroup (www.crew.org) from 1999-2010, and was the FEMA Federal Coordinating Officer along with other roles from 1978 – 1999.

Appendix E

Applied Baccalaureate External Review Rubric – Central Washington University

College Name:	Pierce College	BAS Degree Title:	Homeland Security Emergency Management
Reviewer Name/ Team Name:	Carlo D. Smith Ph.D.	Institutional or Professional Affiliation:	Central Washington University
Please evaluate the following Specific Elements			
1. Concept and overview	<p>Is the overall concept of the program appropriate? In your opinion will the program lead to job placement within the proposed field? Why or why not?</p> <p>Comment I found the proposal for the BAS in HSEM to be thoughtful, thorough and well crafted. The program is particularly well suited for delivery through Pierce College. It presents an excellent pathway for individuals with prior military and security experience to complete a relevant baccalaureate degree in a field that I would categorize as having significant career potential. Based on my involvement with the Center of Excellence in Homeland Security as well as engagement with CWU’s Cascadia Hazard institution, I anticipate that demand for individuals with this training will continue to be strong. I further believe that the incorporation of certifications in project management and emergency management enhance the credibility and demand for graduates of the program.</p>		
Curriculum and Learning Outcomes	<p>Are the proposed curriculum and program learning outcomes, particularly at the 300 and 400 course level, fitting for a baccalaureate program? Why or why not?</p> <p>Comment The mix of 300 and 400 level courses is balanced and I believe thorough. A foundation in systems thinking strikes me as a particularly relevant courses for students to complete earlier in the program. Understanding the relationships and potential interactions across events will help student to tie together the various upper division courses and experiences. Based on course descriptions, I find that the 400 level courses address specific an relevant topics. Having a work-based learning experience and capstone project also presents student with an opportunity to integrate the concepts and skills acquired throughout the duration of the program</p>		
Curriculum Alignment	<p>Are there courses you would recommend being added to (or deleted from) the program’s proposed curriculum?</p> <p>At this early stage in program development, I think course coverage is thorough and relevant. I’m confident the continued quarterly reviews will be an important and valuable component that will maintain program relevance.</p>		
Academic Relevance	<p>Is the curriculum relevant to the dynamic needs and trends within the HSEM field? Does the curriculum align with</p>		

	<p>the baccalaureate rigor of general upper division standards?</p> <p>As an applied baccalaureate degree program, I believe the breadth and depth of course coverage is appropriate and prepares graduates to enter in to a variety of career paths, whether they involve homeland security, emergency management or other relevant areas. I would expect graduates of the program to be prepare to pursue a graduate degree if they were interested in focusing their educational preparation toward more specific areas of study.</p>
Graduate Preparation and Graduate Program Acceptance	<p>In your opinion, will the program prepare graduates to enter and undertake suitable graduate degree programs?</p>
	<p>Yes, as I state in criteria number four.</p>
General Education Requirements	<p>General Education requirements are primarily set by the state. Are the general educations requirements suitable and fitting for a baccalaureate level program? Do the general education courses meet suitable breadth and depth requirements? Do the general education classes support the goals of the program and promote a well-rounded educational experience.</p>
	<p>As I review the general education requirements, I do feel they cover relevant topics that are well suited for this degree program. The social science, natural science and additional credit options each contain courses that will prepare students for upper division content. Effective communications skills are a must and the inclusion of statistics is an important contributor to program rigor.</p>
Resources	<p>Does the college have appropriate resources, including library, student support and facilities, to sustain and advance the program?</p>
	<p>Central Washington University delivers Bachelor degrees in education, technology management, business and other area at the Pierce College Campus. Our experience is that the facilities are excellent and will support this program effectively.</p>
Overall assessment and recommendations	<p>Please report your overall assessment of the program. Would you recommend the approval of such a degree offering? Why or why not?</p>
	<p>I like this program. I like the way it is designed the curriculum, the review processes in place and the potential that it holds for those seeking to further their education in the fields of homeland security and emergency management. I recommend the approval of the program.</p>

<p>Reviewer Resume Evaluator, please insert a short professional resume' here.</p> <p>Carlo D. Smith Associate Professor of Supply Chain Management Chair: Department of Finance & Supply Chain Management Chair, Department of Economics</p> <p>Ph. D. University of Tennessee BS and MBA, Pennsylvania State University</p> <p>12 years of industry experience in management consulting management.</p>	