



AWR 144: Port and Vessel Security for Public Safety and Maritime Personnel Introduction

September 11, 2001 was an event that changed lives from the President of the United States to the most recently-hired volunteer emergency responder. More than ten years later, the public safety community continues to be impacted by the War on Terror. This training is designed to assist rural public safety officials in maritime jurisdictions, or who might respond to incidents in those jurisdictions.

The maritime facilities and the vessels that call on them in your jurisdiction face certain threats and consequently have certain security responsibilities. These facilities and vessels face a network of regulations and reporting requirements that will impact their behavior during incidents. It is critical for the maritime community and the responding community to work together during any incident. This course will assist the public safety community in understanding the security world of the facilities and vessels. It will also allow you to function more smoothly in that world by addressing:

- Common vessel types
- Basic terminology
- The major maritime security regulations
 - Sensitive Security Information
 - Safety issues
 - Resources for interfacing with facilities and vessels



The maritime community rallies to assist in the evacuation immediately after the planes hit on 9/11. Courtesy of www.fireboat.org, the website of the John J. Harvey, an honorably retired fireboat that pumped water for 80 hours during and after 9/11.



The War on Terror is everyone’s war. The U.S. Maritime Transportation system is everyone’s system, from the rural facility unloading coal or cement to the Port of Long Beach. This country cannot function without its marine lifelines. A better understanding of the criticalities of that system will assist public safety officials in defending the system, and assisting the facilities and vessels with the orderly, secure, and safe flow of commerce that is vital to all the maritime communities and to the nation.

This course supports the strategic goals of *Homeland Security Presidential Directive 8 (PPD 8)–National Preparedness*, *Homeland Security Presidential Directive 13 – The National Strategy for Maritime Security*, the *National*

Preparedness Goal and the Core Capabilities specifically those shown in the table below. These Core Capabilities represent an evolution from the Target Capabilities List (TCL) that were originally defined in PPD 8. The table below shows the comparison between the applicable Core Capabilities and the previously identified TCLs per FEMA’s Crosswalk of Target Capabilities to Core Capabilities document.¹



CORE CAPABILITIES	TCL
Interdiction and Disruption	Counter-Terror Investigations and Law Enforcement
Physical Protective Measures	Critical Infrastructure Protection
On-scene Security and Protection	Emergency Public Safety and Security Response
Intelligence and Information Sharing	Information Gathering and Recognition of Indicators and Warnings
Intelligence and Information Sharing	Intelligence/Information Sharing and Dissemination
Operational Coordination	On-Site Incident Management
Planning	Planning
Environmental Response/Health and Safety	Responder Safety and Health
Risk Management for Protection Programs and Activities	Risk Management
Environmental Response/Health and Safety	WMD/Hazardous Materials Response and Decontamination



Module 1 – Introduction, Administration and Pre-test - Administration Page

Duration:

0.75 hours

Scope Statement:

This module includes introductory administrative tasks and a pre-test, as well as a review of the course goals and objectives. It also provides an opportunity for participants and the instructor to be introduced to one another.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants will be able to explain the course purpose, goals and objectives, and summarize how course materials will give them an understanding of maritime security basics.

Enabling Learning Objectives (ELO):

- ELO 1-1: List the course goals and objectives.
- ELO 1-2: Explain relevance of course materials to public safety officials as well rural emergency responders and emergency planners.
- ELO 1-3: Record baseline level of knowledge by completing pre-test.

Resources:

Pre-test

Instructor to Participant Ratio:

1:25

Reference List

U.S. Department of Homeland Security, Federal Emergency Management Agency,
Crosswalk of Target Capabilities to Core Capabilities, www.fema.gov/ppd8

Practical Exercise Statement:

NA

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of post-test



Module 2 – Introduction to the U.S. Maritime Transportation System - Administration Page

Duration:

1.5 hours

Scope Statement:

The purpose of this module is to introduce the student to the importance of the U.S. Maritime Transportation System (MTS) to the economy of the nation and to the individual state in which the class is taking place. The nation cannot function without its ports and terminals, many of which are located in rural sites. This module will serve as a foundation for the discussion of threats, and enable the public safety officials and emergency planners to integrate their maritime facilities and vessels into local critical asset strategy and corresponding response plans. Participants will also be introduced to vessel types and some marine terminology to assist in understanding subsequent modules.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants are familiar with the extent of the U.S. MTS, can describe the economic impact of that maritime transportation on their state, can list common vessel types, and define some basic maritime terminology.

Enabling Learning Objectives (ELO):

- ELO 2-1: Describe the characteristics of the U.S. MTS including the economic impact nationally as well as the state in which training is taking place.
- ELO 2-2: List common vessel types encountered in local area.
- ELO 2-3: Define basic maritime terminology.

Resources:

Pre-test

Instructor to Participant Ratio:

1:25

Reference List

NA

Practical Exercise Statement:

NA

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of post-test



Module 3 – Risk in the U.S. Maritime Transportation System - Administration Page

Duration:

1.25 hours

Scope Statement:

The 9/11 Commission identified the maritime sector as a security vulnerability (2004).¹ In its 2005 report on the status of the original recommendations, the Commission indicated that maritime cargo security in particular was still a problem. A U.S. Government Accountability Office report released in 2011 on DHS' progress made and work remaining in implementing homeland security missions ten years after 9/11, identified vulnerabilities still remaining to be addressed in the U.S. MTS.² The purpose of this section is to expose the participants to risks that are encountered in the MTS and specifically to security incidents that have occurred in the maritime sector. Because many modes of this sector are expanding into rural areas – passenger transport, short sea shipping – several different types of incidents will be detailed. Incidents involving passenger ferries, cargo integrity, intrusion into facilities, and small waterborne improvised explosive devices (WBIEDs) will be discussed.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants will be able to identify risks in the maritime sector that they might encounter in their jurisdiction.

Enabling Learning Objectives (ELO):

- ELO 3-1: Describe risks to ferries and passenger vessels
- ELO 3-2: Describe risks connected with cargo and vessels
- ELO 3-3: Describe risks to critical maritime infrastructure
- ELO 3-4: Describe maritime facility intrusion incidents
- ELO 3-5: Define risks posed by small waterborne improvised explosive devices (WBIEDs)
- ELO-3.6: Describe maritime security-related issues arising from natural disasters
- ELO-3.7: Describe initiatives in place to deal with risks in maritime security

Resources:

United States Customs and Border Protection “How Cargo Flows Securely to the U.S. originally posted on 10/11/04 at www.maritimetoday.com. Retrieved from the World Wide Web January 23, 2008.

Instructor to Participant Ratio:

1:25

Reference List:

- *Transportation and Cargo Security* (Kathleen M. Sweet, Pearson/Prentice Hall, 2006, ISBN: 0131703560)



- United States Geological Survey. *The Mississippi Valley-"Whole Lotta Shakin' Goin' On"*. Retrieved from: <http://quake.wr.usgs.gov/prepare/factsheets/NewMadrid/>?, June 4, 2007
- See Endnotes at end of Module for additional references.

Note – many references were obtained online. The reference websites listed were correct as of the dates indicated.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of post-test



Module 4 – Maritime Security Regulations – Administration Page

Duration:

0.67 hours

Scope Statement:

The purpose of this module is to explain the regulatory framework under which the facilities and vessels must operate. It is extremely important for participants to understand the significance of these regulations on the operations of the facilities and vessels, because gross failures to abide by these regulations can result in the shut-down of the facility or the expulsion of the vessel from the area. These regulations will affect how the facility or vessel must respond in an emergency situation. Although only a brief overview of the most significant pieces of legislation will be given, the participant will understand where the facility in his or her jurisdiction fits in the international and national framework of codes, laws, regulations, and policy documents.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants can list relevant U.S. Codes, laws, and regulations important to the security posture of the facilities and vessels in their jurisdictions.

Enabling Learning Objectives (ELO):

- ELO 4-1: Describe the purpose of the Maritime Transportation Security Act of 2002 (MTSA)
- ELO 4-2: List the major provisions of 33 CFR 104 and 33 CFR 105
- ELO 4-3: Describe the U.S. Coast Guard's role related to maritime transportation security

Resources:

N/A

Instructor to Participant Ratio:

1:25

Reference List:

- See Endnotes at end of Module for additional references.
- Note – many references were obtained online. The reference websites listed were correct as of the dates indicated.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of post-test



Module 5 – Maritime Security Levels - Administration Page

Duration:

0.42 hours

Scope Statement:

The purpose of this module is to familiarize the participant with the maritime security level system – the MARSEC levels. The security posture of the facility or vessel that the public safety official or emergency planner responds to will depend on this level. The participant will understand the relationship between MARSEC levels and the National Terrorism Advisory System (NTAS). The participant will understand the relationship between MARSEC level and security posture by using the example of a hypothetical facility or vessel such as might be encountered in the jurisdiction in which the class is taking place.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants can describe the security measures required at each MARSEC level.

Enabling Learning Objectives (ELO):

- ELO 5-1: Explain MARSEC Level 1
- ELO 5-2: Explain MARSEC Level 2
- ELO 5-3: Explain MARSEC Level 3
- ELO 5-4: Using a hypothetical vessel or rural facility, explain the security posture at each MARSEC level for a specific security measure or system (group of security measures)
- ELO 5-5: Describe the relationship between the MARSEC level system and the NTAS

Resources:

N/A

Instructor to Participant Ratio:

1:25

Reference List:

See Endnotes at end of Module for additional references.

Note – many references were obtained online. The reference websites listed were correct as of the dates indicated.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of post-test



Module 6 – Sensitive Security Information – Administration Page

Duration:

0.33 hours

Scope Statement:

Sensitive security information (SSI) is a new and complex system of classification of material that is familiar to the owners/operators and security personnel of facilities and vessels but largely unknown to everyone else. The purpose of this module is to aid the participants in two situations. The first situation will occur when the vessel or facility needs to share SSI; public safety officials and emergency planners should understand their obligations when they accept SSI. The second situation may occur when SSI is lost or mishandled and it is turned into public safety officials or emergency planners. They should understand their obligations when they accept SSI that has been disclosed.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants can define sensitive security information (SSI), describe major handling, transmission and storage regulations, and describe procedures to follow if disclosed SSI is turned into them.

Enabling Learning Objectives (ELO):

- ELO 6-1: Define sensitive security information according to 49 CFR 1520
- ELO 6-2: Describe procedures for handling, transmission and storage of SSI
- ELO 6-3: Identify agency to contact if SSI is inadvertently disclosed to participants
- ELO 6-4: Describe the civil and criminal penalties attached to misuse/mishandling of SSI

Resources:

NVIC 10-04 SSI Handling Procedures Quick Sheet Summary (included in Module 6 Resources at end of Module)

Instructor to Participant Ratio:

1:25

Reference List:

- See Endnotes at end of Module for additional references.
- Note – many references were obtained online. The reference websites listed were correct as of the dates indicated.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of post-test



Module 7 - The Transportation Worker Identification Credential (TWIC) Administration Page

Duration:

0.5 hours

Scope Statement:

The purpose of this module is to describe the major provisions of the Transportation Worker Identification Credential (TWIC) program as they may relate to public safety agencies. Local law enforcement should be particularly aware of major aspects of this program; they will be called when forged or fraudulent cards are detected. **A forged or fraudulent TWIC is not just a possible internal credential problem; it is a severe security threat that should be treated with extreme caution. There is no benign reason for an individual to present a forged or altered TWIC.** In order for participants to understand the severity of this threat, they must understand the TWIC program. If a facility or vessel falls into the “regulated” (high-risk) category, TWIC will be a part of the access control plan.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants can explain the significance of the TWIC card, including vetting procedures, security features, and suggestions for interface with facilities when TWIC violations occur.

Enabling Learning Objectives (ELO):

- ELO 7-1: Explain the regulatory basis for the TWIC program
- ELO 7-2: Explain the TWIC vetting process including the TWIC population, disqualifying offenses, and the waiver and appeal process
- ELO 7-3: Identify the security features on the TWIC card
- ELO 7-4: List response considerations when a facility or the U.S. Coast Guard calls to report a possible fraudulent or forged TWIC

Resources:

N/A

Instructor to Participant Ratio:

1:25

Reference List:

- See Endnotes at end of Module for additional references.
- Note – many references were obtained online. The reference websites listed were correct as of the dates indicated.
- Current TWIC statistics can be found on the TWIC Dashboard page of the Transportation Security Administration (TSA) site, http://www.tsa.gov/assets/pdf/twic_dashboard.pdf.



Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of post-test



Module 8 – Maritime Environment Safety Issues Administration Page

Duration:

0.5 hours

Scope Statement:

The purpose of this module is to emphasize the concepts that the dock area can be noisy, fast-moving, and dangerous. The water is unforgiving and the vessel's architecture, to keep out water and haul cargo, make it an area that can easily spawn injuries. Rural emergency responders must be aware of the safety concepts that apply to the dock and vessel environments. Basic dock and vessel safety concepts as they relate to law enforcement, fire service, emergency medical services, emergency management, public works, and natural resources personnel will be conveyed to the participants.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants will describe dock/vessel safety concepts related to law enforcement, fire service, emergency medical services, emergency management, public works, and natural resources personnel when responding to an incident.

Enabling Learning Objectives (ELO):

- ELO 8-1: Describe common port-related injuries
- ELO 8-2: List proper clothing to wear in the dock environment
- ELO 8-3: Describe rail, crane, and powered industrial vehicle/truck (PIV/PIT) safety concepts
- ELO 8-4: Describe cargo safety concerns
- ELO 8-5: Describe ladder and gangway safety concepts
- ELO 8-6: Describe vessel injury areas

Resources:

N/A

Instructor to Participant Ratio:

1:25

Reference List:

- See Endnotes at end of Module for additional references.
- Note – many references were obtained online. The reference websites listed were correct as of the dates indicated.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of post-te



Module 9 – Homeport and the Area Maritime Security Committee (AMSC) Resources - Administration Page

Duration:

0.5 hours

Scope Statement:

The purpose of this module is to familiarize participants with two important resources for interfacing with maritime facilities and vessels. This interface will provide participants with more tools for successful response to any incidents in their jurisdictions involving those facilities or vessels.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants can utilize the Homeport site to obtain information about maritime security. They will also understand how their participation in the Area Maritime Security Committee will assist in integrating their response role with the wider port security stakeholder group.

Enabling Learning Objectives (ELO):

- ELO 9-1: Locate Homeport site, and navigate to main pages within the site including:
 - *Locate the Port page for the classroom location*
 - *Locate the latest Navigation and Vessel Inspection Circular (NVIC) via the Homeport Library page.*
- ELO 9-2: Describe the purpose of the Area Maritime Security Committee (AMSC)

Resources:

Internet access for Homeport website: <http://homeport.uscg.mil/mycg/portal/ep/home.do>

Instructor to Participant Ratio:

1:25

Reference List:

- See Endnotes at end of Module for additional references.
- Note – many references were obtained online. The reference websites listed were correct as of the dates indicated.

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of post-test



Module 10 – Post-test and Course Evaluation- Administration Page

Duration:

0.58 hours

Scope Statement:

In this module, participants are administered a post-test. They will also complete a course evaluation form and provide feedback on the content and instruction of the course.

Terminal Learning Objectives (TLO):

At the conclusion of this module, participants will complete a comprehensive post-test and course evaluation

Enabling Learning Objectives (ELO):

- ELO 10-1: Demonstrate a foundation of knowledge regarding port and vessel security by completing a post-test (with 70% or higher score)
- ELO 10-2: Identify areas of improvement as well as competency regarding the course content and instruction by completing a course evaluation form

Resources:

- Post-test
- Level 1 Standardized Course Evaluation form

Instructor to Participant Ratio:

1:25

Reference List:

N/A

Practical Exercise Statement:

N/A

Assessment Strategy:

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated verbal review of module content
- Administration of post-test