

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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## **COURSE DESCRIPTION AND OUTCOMES**

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### **Course Description:**

The purpose of this undergraduate course is to provide the student with a global overview of homeland security. It reviews the history of homeland security, emphasizing organizational structure, case law, and policy creation in response to, and as a result of, the dynamic threat environment affecting the United States. It addresses the connections and unified approach among federal, state, and local governments from a policy and procedure perspective. Finally, the course addresses both domestic and international issues in homeland security and the current and trending challenges in this field.

### **Course Overview:**

The terrorist attacks on September 11, 2001 (9/11) transformed the approach to domestic security with the reorganization of the federal government with the passing of the Homeland Security Act of 2002. Congress established the National Commission on Terrorist Acts Upon the United States (The 9/11 Commission) to identify what went wrong and what could be done to prevent a similar attack. The findings of the 9/11 Commission influenced changes to federal government structure and policies. The passage of the U.S. Patriot Act increased U.S. law enforcement agencies' ability to identify, track, and apprehend terrorists. This act challenged the concepts of freedom and privacy for Americans and caused them to choose between civil liberties and security.

In this course, you will learn about programs and actions undertaken by the government agencies, organizations, and the private sector to reduce or minimize the threats from natural hazards, technological hazards, and intentional terrorism hazards. Additional discussion focuses on case studies that include critical guidance documents, directives, and legislation to secure the homeland and public safety from new threats and challenges. Finally, you will investigate international trends and current challenges in homeland security.

### **Course Learning Outcomes:**

1. Apply policy development criteria in response to the threat environment.

2. Compare and contrast homeland security organizational structures to tasked functional responsibilities.
3. Analyze the formation of the homeland security department based on national events and objectives.
4. Apply methods for threat identification and assess the warning system.
5. Compare levels of federal, state, and local policy integration and collaborative support from private industry.
6. Evaluate theory of all-hazard response.
7. Describe international trends and current challenges in homeland security.

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## PARTICIPATION & ATTENDANCE

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

Bullock, J. A., Haddow, G. D., & Coppola, D. P. (2016). *Introduction to homeland security* (5th ed.). Boston, MA: Elsevier. ISBN-13: 978-0128020289

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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## Module 1

### Readings

- Chapters 1 & 2 in *Introduction to Homeland Security*

### Discussion (25 points)

## Module 2

### Readings

- Chapter 4 in *Introduction to Homeland Security*

### Discussion (25 points)

### Critical Thinking: (70 points)

#### **Option #1:**

This assignment consists of two parts:

1. After completing the readings for this week, describe the history and formation the Department of Homeland Security (DHS).
2. DHS consists of 14 operational and support components. Choose one component, conduct research, and respond to the following questions:
  - Identify the support component.
  - Describe the support component's function.
  - Describe the support component's role to protect the U.S. from a global threat such as terrorism.
  - How does this support component share information with other support components?

Your paper should be 3-4 pages in length and formatted to CSU-Global Guide to Writing and APA Requirements. In addition to the textbook, cite at least three scholarly sources.

#### **Option #2: Career Builder: FEMA course #1**

Choose a FEMA course from the following website: <https://training.fema.gov/is/crslst.aspx>. For this module you must select a course that covers federal policies on disaster relief. Upon completion of the FEMA course, FEMA will send you a certificate of completion. Submit a copy of the certificate to the Grade Book for credit. You may only select to complete each FEMA course for credit one time.

Save a copy of the FEMA certificate to your computer, print a hard copy for your files, and add it to your resume for additional training.

**Note:** There are five Critical Thinking Assignments, with two options each. Each of the five Critical Thinking Assignments has a FEMA course option. However, each student is only allowed to choose the FEMA course option three times as a Critical Thinking assignment.

### Portfolio Milestone (10 points)

Select a hazard or terrorist threat (local, state, or national) for the final Portfolio Project. Write a paragraph that identifies the hazard or terrorist threat and the reasons why it is a potential threat for your state.

### Module 3

#### Readings

- Chapter 3 in *Introduction to Homeland Security*

#### Discussion (25 points)

#### Critical Thinking: (75 points)

##### **Option #1:**

An all-hazards approach focuses on planning for emergencies and takes into account threats and hazards that places a facility at risk. The first step to developing an Emergency Operations Plan (EOP) is to conduct a risk and vulnerability assessment with local, state, and community partners.

Since schools are a risk from an “Active Shooter,” you have been tasked to conduct a risk assessment of a school. Use the following resource to conduct a risk and vulnerability assessment for a school near you.

Identify the following components in Step 2: Understand the Situation:

Title: Risk Assessment for \_\_\_\_\_.

1. Identify Threats and Hazards
2. Assess the Risk Posed by the Identified Treats and Hazards
3. Prioritize Threats and Hazards
4. Outcome

Your paper should be 3-4 pages in length and formatted to CSU-Global Guide to Writing and APA Requirements. In addition to the textbook, cite at least three scholarly sources.

##### **Option #2: Career Builder: FEMA course #2**

Choose a FEMA course from the following website: <https://training.fema.gov/is/crslist.aspx>. For this module you must select a course that covers federal policies on disaster relief. Upon completion of the FEMA course, FEMA will send you a certificate of completion. Submit a copy of the certificate to the Grade Book for credit. You may only select to complete each FEMA course for credit one time.

Save a copy of the FEMA certificate to your computer, print a hard copy for your files, and add it to your resume for additional training.

**Note:** There are five Critical Thinking Assignments, with two options each. Each of the five Critical Thinking Assignments has a FEMA course option. However, each student is only allowed to choose the FEMA course option three times as a Critical Thinking assignment.

### Module 4

## Readings

- Chapters 5 & 6 in *Introduction to Homeland Security*

## Discussion (25 points)

### Critical Thinking: (75 points)

#### **Option #1:**

Conduct research on a global threat (cyber, terrorism, counter proliferation, or counter intelligence). Identify the types of intelligence that could be used to gather information on the threat. Identify the customer(s) for the intelligence information and the format the information will be presented. Evaluate the benefit of this intelligence gathering to stop or prevent the threat. Use the textbook and the article below as a basis for your research.

The Office of the Director of National Intelligence. (2017). What is intelligence? Retrieved from <https://www.dni.gov/index.php/what-we-do/what-is-intelligence>

Your paper should be 3-4 pages in length and formatted to CSU-Global Guide to Writing and APA Requirements. In addition to the textbook, cite at least three scholarly sources.

#### **Option #2: Career Builder: FEMA course #3**

Choose a FEMA course from the following website: <https://training.fema.gov/is/crslst.aspx>. For this module you must select a course that covers federal policies on disaster relief. Upon completion of the FEMA course, FEMA will send you a certificate of completion. Submit a copy of the certificate to the Grade Book for credit. You may only select to complete each FEMA course for credit one time.

Save a copy of the FEMA certificate to your computer, print a hard copy for your files, and add it to your resume for additional training.

**Note:** There are five Critical Thinking Assignments, with two options each. Each of the five Critical Thinking Assignments has a FEMA course option. However, each student is only allowed to choose the FEMA course option three times as a Critical Thinking assignment.

## Portfolio Milestone (20 points)

Prepare an outline that identifies:

- title of the paper
- type of hazard or terrorist threat
- the (7) main ideas that will be discussed in the paper

Submit your paper to the Portfolio grade book. This is a required component of the Portfolio Project assignment, due this week. Points will be deducted from your final grade on the Portfolio Project if you fail to submit this assignment by week's end.

## **Module 5**

## Readings

- Chapters 7 & 8 in *Introduction to Homeland Security*

## Discussion (25 points)

### Critical Thinking: (75 points)

#### **Option #1:**

The National Infrastructure Protection Plan (NIPP) identifies 14 critical infrastructures in the U.S. that include:

1. Banking & finance sector,
2. Chemicals sector,
3. Continuity of government services sector,
4. Electrical power and energy sector,
5. Emergency & law enforcement services sector,
6. Fire services sector,
7. Food sector,
8. Health services sector,
9. Higher education sector,
10. Information and communications sector,
11. Insurance sector,
12. Oil & gas sector,
13. Transportation sector, and
14. Water sector.

The National Infrastructure Protection Plan (NIPP) Security and Resilience Challenge (2017) establishes a funding structure to identify and fund an infrastructure project to improve security. Using the document below as a guide, identify a critical infrastructure and develop a project to strengthen its security and resilience. The components include:

1. Area of interest,
2. Qualifying criteria,
3. Alignment and partnership, and
4. Viability and impact.

#### **Reference:**

Department of Homeland Security. (2017). National Infrastructure Protection Plan (NIPP) security and resilience challenge-Overview. Retrieved from <https://www.dhs.gov/sites/default/files/publications/nipp-challenge-overview-fact-sheet-2017-508.pdf>

Your paper should be 3-4 pages in length and formatted to CSU-Global Guide to Writing and APA Requirements. In addition to the textbook, cite at least three scholarly sources.

#### **Option #2: Career Builder: FEMA course #4**

Choose a FEMA course from the following website: <https://training.fema.gov/is/crslist.aspx>. For this module you must select a course that covers federal policies on disaster relief. Upon completion of the FEMA course, FEMA will send you a certificate of completion. Submit a copy of the certificate to the Grade Book for credit. You may only select to complete each FEMA course for credit one time.

Save a copy of the FEMA certificate to your computer, print a hard copy for your files, and add it to your resume for additional training.

**Note:** There are five Critical Thinking Assignments, with two options each. Each of the five Critical Thinking Assignments has a FEMA course option. However, each student is only allowed to choose the FEMA course option three times as a Critical Thinking assignment.

## Module 6

### Readings

- Chapter 9 in *Introduction to Homeland Security*

### Discussion (25 points)

### Critical Thinking: (75 points)

#### **Option #1:**

On February 28, 2018, a school shooting occurred at Marjory Stoneman Douglas High School in Parkland, Florida that resulted in the death of 17 people. Conduct research on the disaster and analyze the following:

1. Discuss the response and recovery efforts and their effectiveness.
2. Assess the usefulness and need for crisis management.
3. Did the school have an emergency plan for all-hazards?
4. Assess the security measures that would have prevented the active shooter incident.

Your paper should be 3-4 pages in length and formatted to CSU-Global Guide to Writing and APA Requirements. In addition to the textbook, cite at least three scholarly sources. Factual articles written about the incident can also be used.

#### **Option #2: Career Builder: FEMA course #5**

Choose a FEMA course from the following website: <https://training.fema.gov/is/crslist.aspx>. For this module you must select a course that covers federal policies on disaster relief. Upon completion of the FEMA course, FEMA will send you a certificate of completion. Submit a copy of the certificate to the Grade Book for credit. You may only select to complete each FEMA course for credit one time.

Save a copy of the FEMA certificate to your computer, print a hard copy for your files, and add it to your resume for additional training.

**Note:** There are five Critical Thinking Assignments, with two options each. Each of the five Critical Thinking Assignments has a FEMA course option. However, each student is only allowed to choose the FEMA course option three times as a Critical Thinking assignment.

## Module 7

### **Readings**

- Chapter 10 in *Introduction to Homeland Security*

### **Discussion (25 points)**

## Module 8

### Readings

- Chapters 11, 12, & 13 in *Introduction to Homeland Security*

### Discussion (25 points)

### Portfolio Project (320 points)

#### **Option #1: Report**

You are the Emergency Manager for your state Emergency Management Agency. The governor has commissioned you to lead a commission to conduct a threat analysis of your state for the development of an emergency preparedness plan in the event of a major disaster. You will use the hazard or terrorist threat that you selected in Module 2 Portfolio Milestone. The governor has instructed you to conduct research, analyze, and develop a report.

Portfolio Project Sections: Identify and discuss the following:

1. Hazard or terrorist threat (local, state, or national);
2. Federal Homeland Security structures that can provide assistance;
3. Federal emergency response and recovery systems, framework, and programs;
4. Role of public and private sectors, non-governmental organizations that will respond;
5. Types of media used for public communications in a crisis; and
6. Ideas for future innovations or federal policy changes to improve emergency preparedness, response, and recovery.

The paper should be 5-8 pages, not including the title and reference page. Additionally, the paper should properly reference and include a minimum of seven to eight resources. Do not use unverifiable sources such as articles without a credible author or institution (e.g., blogs, etc.).

#### **Option #2: PowerPoint Presentation**

The presentation should be PowerPoint slides containing a minimum of fifteen (15) slides, not including the title and reference page. Additionally, the slide show should be properly referenced and include at least seven (7) to eight (8) academic sources. Ensure that your presentation makes use of properly cited images and graphics with no flying text, or unprofessional backgrounds or animations. The PowerPoint should be professional quality for presentation to the governor of your state. The slides will present the main ideas and the notes section for each slide provides expanded information with in-text citations. The presentation will include a title page and a reference page.

Portfolio Project Sections: Identify and discuss the following:

1. Hazard or terrorist threat (local, state, or national);
2. Federal Homeland Security structures that can provide assistance;
3. Federal emergency response and recovery systems, framework, and programs;
4. Role of public and private sectors, non-governmental organizations that will respond;
5. Types of media used for public communications in a crisis; and
6. Ideas for future innovations or federal policy changes to improve emergency preparedness, response, and recovery.

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## COURSE POLICIES

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Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### Course Grading

20% Discussion Participation

0% Opening Exercises

8% Mastery Exercises

37% Critical Thinking Assignments

35% Final Portfolio Project

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing / repurposing your own work (see CSU-Global Guide to Writing and APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.