

## HOMELAND SECURITY

### Course Level Objectives

- C.L.O. 1** Consider the definition and historical evolution of homeland security from its origins in civil defense and emergency management.
- C.L.O. 2** Assess the modern threat of international and domestic terrorism and weapons of mass destruction (WMD).
- C.L.O. 3** Relate fundamental principles of emergency management and homeland security for all man-made and natural hazards and disasters, including terrorism and WMD.
- C.L.O. 4** Analyze the national homeland security system, including federal, tribal, state and local agencies, organizations and programs within the broader context of the American system of federalism and separation of powers.
- C.L.O. 5** Examine the role of the military and National Guard in homeland defense and security, including military support to civil authorities.
- C.L.O. 6** Compare the role of public health, medical response and environmental protection in homeland security.
- C.L.O. 7** Critique the legal, legislative and criminal justice issues in homeland security, including the USA PATRIOT Act and the challenges of balancing security with constitutionally guaranteed civil liberties.
- C.L.O. 8** Solve the challenges of harnessing the intelligence and law enforcement communities and functions for counterterrorism.
- C.L.O. 9** Consider special topics such as cyber-terrorism and cyber-security; food safety and security; supply chain and packaging security; critical infrastructure protection; and emergency management/ homeland security program standards.
- C.L.O. 10** Assess the importance of public-private sector partnerships in emergency preparedness and homeland security.
- C.L.O. 11** Judge science, technology and research issues in homeland security.
- C.L.O. 12** Summarize public policy and public administration issues or perspectives.
- C.L.O. 13** Solve future or emerging trends in homeland security.

Alignment:

Weeks	Course Level Objectives	Week Level Objectives	Assignments	Activities (To do List)
Week 1 MAR 2-4	Course Learning Objective (C.L.O 1, 2)	<p><b>W.L.O. 1.</b> Describe the key events behind the establishment of homeland security.</p> <p><b>W.L.O. 2.</b> Recognize the events that have altered the concept of homeland security.</p> <p><b>W.L.O. 3.</b> Analyze the meaning of the homeland security enterprise (HSE), how this concept changed the priorities of the government, and what other agencies beyond the Department of Homeland Security (DHS) contribute to the HSE.</p> <p><b>W.L.O. 4.</b> Evaluate the evolution of the</p>	Introduction Forum (C.L.O. 1, W.L.O. 2)	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Homeland Security: The Concept, the Organization – Chapter 1</li> <li>• Historic Overview of the Terrorist Threat – Chapter 2</li> <li>• Week 1</li> </ul>

		<p>federal government in responding to emergencies, disasters, and terrorist threats before September 11, 2001.</p> <p><b>W.L.O. 5.</b> List the measures taken to address the terrorism hazard within the United States following September 11, 2001.</p> <p><b>W.L.O. 6.</b> Recognize the significant statutory measures taken before and after September 11, 2001.</p> <p><b>W.L.O. 7.</b> Explain the actions taken by DHS to address the recommendations in the 9/11 Commission report.</p>		eCampus content
<p>Week 2 MAR 7-11</p>	<p>Course Learning Objective (C.L.O 3, 4, 5)</p>	<p><b>W.L.O.1.</b> Analyze the various hazards that often result in major emergencies and disasters, including natural hazards, technological hazards, and terrorism (including chemical, biological, radiological, nuclear, and explosive weapons).</p> <p><b>W.L.O.2.</b> Analyze why it is so difficult to assess and evaluate the likelihood of terrorist attacks, both within the United States and throughout the world.</p> <p><b>W.L.O.3.</b> Describe the individual components that compose the Department of Homeland Security (DHS) and the function of each component.</p> <p><b>W.L.O.4.</b> Evaluate the causes and the nature of major structural changes that have occurred within the DHS since it was established in 2002.</p> <p><b>W.L.O.5.</b> List the federal agencies, in addition to the DHS, that participate in traditional homeland security activities and the nature of those activities.</p> <p><b>W.L.O.6.</b> Compare the various homeland security related activities that the nation’s state and local organizations participate in, and what types of assistance they provide their constituent members.</p>	<p>Assignment # 1 (C.L.O. 1,2,3,4,5 W.L.O. 1-6)</p> <p>Discussion # 1 (C.L.O. 1,2,3,4,5, W.L.O. 1,2,5,6)</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Hazards – Chapter 3</li> <li>• Governmental Homeland Security Structures – Chapter 4</li> <li>• Week 2 eCampus content</li> </ul>
<p>Week 3 MAR 14-18</p>	<p>Course Learning Objective (C.L.O 5,7,8)</p>	<p><b>W.L.O.1.</b> Critique elements of the intelligence community (IC) and restructuring of statutory authority based on recommendations of the 9/11 Commission report.</p> <p><b>W.L.O.2.</b> Evaluate the essential</p>	<p>Assignment # 2 (C.L.O. 5,7,8, W.L.O. 1-6)</p> <p>Discussion # 2 (C.L.O.</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Intelligence and Counterterrorism – Chapters 5</li> </ul>

		<p>intelligence agencies such as CIA, NSA, NRO, and NSA.</p> <p><b>W.L.O.3.</b> Describe the new coordinating body of national intelligence – the Office of the Director of National Intelligence.</p> <p><b>W.L.O.4.</b> Analyze Information Sharing and Analysis Centers (ISACs).</p> <p><b>W.L.O.5.</b> Evaluate the importance of national borders, and the functions of government that pertain to the movement of people and goods across these borders.</p> <p><b>W.L.O.6.</b> Describe the role of various homeland security organizations in performing immigration and customs enforcement services.</p>	<p>3,4,5,7,8, W.L.O. 5,6)</p>	<ul style="list-style-type: none"> <li>• Border Security, Immigration, and Customs Enforcement – Chapters 6</li> <li>• Week 3 eCampus content</li> </ul>
<p>Week 4 MAR 21-25</p>		<p><b>SPRING BREAK</b></p>		
<p>Week 5 MAR 28 – APR 1</p>	<p>Course Learning Objective (C.L.O 9)</p>	<p><b>W.L.O.1.</b> Compare the nature of U.S. transportation systems and infrastructure.</p> <p><b>W.L.O.2.</b> Critique the roles and responsibilities of the Transportation Security Administration.</p> <p><b>W.L.O.3.</b> Evaluate the meaning of the terms <i>cybersecurity</i> and <i>critical infrastructure</i>.</p> <p><b>W.L.O.4.</b> Describe the roles of various federal government agencies in maintaining cybersecurity and protecting critical infrastructure.</p> <p><b>W.L.O.5.</b> Analyze local and state government cybersecurity responsibilities.</p> <p><b>W.L.O.6.</b> Examine private sector cybersecurity and critical infrastructure protection responsibilities.</p> <p><b>W.L.O.7.</b> Evaluate what programs exist to help entities respond to cybersecurity and critical infrastructure issues.</p> <p><b>W.L.O.8.</b> Describe recent ideas surrounding the possibility of cyber war.</p>	<p>Assignment # 3 (C.L.O. 9, W.L.O. 1-8)</p> <p>Discussion # 3 (C.L.O. 9, W.L.O. 1, 3, 4, 6, 7)</p> <p>Mid Term (C.L.O. 1-9)</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Transportation Safety and Security – Chapter 7</li> <li>• Cybersecurity and Critical Infrastructure – Chapter 8</li> <li>• Week 5 eCampus content</li> </ul>
<p>Week 6 APR 4-8</p>	<p>Course Learning Objective (C.L.O 6, 10)</p>	<p><b>W.L.O.1.</b> Examine how large-scale emergencies are declared at each level of government, and what kinds of declarations are made.</p> <p><b>W.L.O.2.</b> Evaluate the legislative actions</p>	<p>Discussion # 4 (C.L.O. 6, 10, W.L.O. 3,4,5,6)</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• All-Hazards Emergency Response and</li> </ul>

		<p>taken since 9/11 terrorist attacks that affect the nation's response capabilities.</p> <p><b>W.L.O.3.</b> Describe the many federal homeland security grant programs that are available to states and local communities.</p> <p><b>W.L.O.4.</b> Critique the response roles assumed by each level of government, from local to national (including those of the DHS as well as other federal agencies and offices), and by private and nonprofit organizations.</p> <p><b>W.L.O.5.</b> Compare what homeland security volunteer programs exist, what each does, and how they are distributed across the country.</p> <p><b>W.L.O.6.</b> Analyze how the National Incident Management System (NIMS) and the National Response Framework (NRF) guide all-hazards emergency response to major incidents in the United States.</p>		<p>Recovery – Chapter 9</p> <ul style="list-style-type: none"> <li>• Week 6 eCampus content</li> </ul>
<p>Week 7 APR 11-15</p>	<p>Course Learning Objective (C.L.O 6,10,11)</p>	<p><b>W.L.O.1.</b> Examine the definitions of mitigation, preparedness, and prevention.</p> <p><b>W.L.O.2.</b> Evaluate the mitigation and preparedness programs.</p> <p><b>W.L.O.3.</b> Describe where terrorism fits in the classical life cycle of emergency management.</p> <p><b>W.L.O.4.</b> Critique preparedness for chemical, biological, and radiological incidents.</p> <p><b>W.L.O.5.</b> Consider community issues in preparedness.</p> <p><b>W.L.O.6.</b> Analyze private-sector involvement in mitigation and preparedness.</p> <p><b>W.L.O.7.</b> Evaluate how risk communication efforts inform the public about what hazard risks they face and what they can do to prepare for or mitigate them.</p> <p><b>W.L.O.8.</b> Examine how the federal government performs risk communication through the Ready.gov website and other efforts.</p> <p><b>W.L.O.9.</b> Assess what role the news media has in informing the public about</p>	<p>Assignment # 4 (C.L.O. 6,10,11, W.L.O. 1-13)</p> <p>Discussion # 5 (C.L.O. 6, 10, 11, W.L.O. 5, 7, 8, 9, 10, 11, 12, 13)</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Mitigation, Prevention, and Preparedness – Chapter 10</li> <li>• Communications – Chapter 11</li> <li>• Week 7 eCampus content</li> </ul>

		<p>hazard risks.</p> <p><a href="#">W.L.O.10</a>. Analyze how the federal government warns the public of terrorist risk through the National Terrorism Alert System (NTAS).</p> <p><a href="#">W.L.O.11</a>. Critique the mission and assumptions that serve as the basis of crisis communications.</p> <p><a href="#">W.L.O.12</a>. Evaluate the growing role of social media and first informers in crisis communications.</p> <p><a href="#">W.L.O.13</a>. Consider how to build an effective disaster communications strategy.</p>		
<p>Week 8 APR 18-22</p>	<p>Course Learning Objective (<a href="#">C.L.O 11, 12, 13</a>)</p>	<p><a href="#">W.L.O.1</a>. Assess how homeland security research and development funding is distributed among various federal government agencies.</p> <p><a href="#">W.L.O.2</a>. Examine what research and development efforts are performed by the DHS and by what departments / divisions that work is done.</p> <p><a href="#">W.L.O.3</a>. Describe where in the federal government structure research and development are performed in the areas of weapons of mass destruction and information and infrastructure.</p> <p><a href="#">W.L.O.4</a>. Differentiate among the names and functions of the various government research facilities.</p> <p><a href="#">W.L.O.5</a>. Assess the source and function of maritime homeland security research.</p> <p><a href="#">W.L.O.6</a>. Analyze where homeland security research and development efforts are occurring outside the DHS.</p> <p><a href="#">W.L.O.7</a>. Critique the future of homeland security.</p>	<p>Assignment # 5 (<a href="#">C.L.O. 11,12,13</a>, <a href="#">W.L.O. 1-7</a>)</p> <p>Discussion # 6 (<a href="#">C.L.O. 10, 11, 12, 13</a>, <a href="#">W.L.O. 1, 2, 4, 6, 7</a>)</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Science and Technology – Chapter 12</li> <li>• The Future of Homeland Security – Chapter 13</li> <li>• Week 8 eCampus content</li> </ul>
<p>Week 9 APR 25-29</p>	<p>None</p>	<p>None</p>	<p>Final Exam (<a href="#">C.L.O. 1-13</a>)</p>	<p>Read Week 9 eCampus content</p>