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Covid 19 Information,
https://www.tamuc.edu/campusrec/covid-19-guide/

COURSE SYLLABUS: 2022
CJCB 409 – Homeland Security / Terrorism

INSTRUCTOR INFORMATION

Instructor: Hyatt Berkman
Office Location: Virtual
Office Hours: Via Email
Office Phone: N.A.
Office Fax: N.A
University Email Address: hyatt.berkman@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: 24 hours normally

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

A textbook is not assigned for this class. All reading assignments are provided with links to internet sources and/or document files.

Course Description

This course examines terrorism and homeland security. Material focuses on the history of terrorism, the background and basis for homeland security, and police response to

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terrorism. The course culminates with students developing a continuity plan to address terrorist or similar situations in their own town or jurisdiction.

Student Learning Outcomes (Should be measurable; observable; use action verbs) SWBAT – Student will be able to…
1. The SWBAT define key terms related to terrorism.
2. The SWBAT identify types of terrorism.
3. The SWBAT distinguish between international and domestic terrorism.
4. The SWBAT identify organizations in the United States Intelligence Community.
5. The SWBAT describe how intelligence works.
6. The SWBAT describe the steps in intelligence work: planning, collection, processing, analysis, dissemination.
7. The SWBAT list careers within the intelligence community.
8. The SWBAT describe the basis for the formation of the Department of Homeland Security.
9. The SWBAT identify agencies that were made a part of the Department of Homeland Security upon formation.
10. The SWBAT identify the three key concepts forming the foundation of the national homeland security strategy.
11. The SWBAT identify the five core missions on the Department of Homeland Security.
12. The SWBAT discuss strategies for police officers in responding to terrorist incidents.
13. The SWBAT discuss factors about offenders in active shooter incidents.
14. The SWBAT discuss police response to active shooter incidents.
15. The SWBAT recall the focus of hometown security.
16. The SWBAT discuss the concept of threat environment.
17. The SWBAT to discuss the concept of risk mitigation.
18. The SWBAT to discuss the concept of identifying suspicious behavior.
19. The SWBAT to discuss the concept of protecting against drone attacks.
20. The SWBAT to discuss the concept of preparing and responding to active shooter incidents.
21. The SWBAT to discuss the concept of protection, screening and allowing access to facilities.
22. The SWBAT to discuss the concept of preventing and responding to bombings.
23. The SWBAT to discuss the concept of creating a targeted violence prevention plan.

Additional Learning Outcomes throughout course:

1. Critical Thinking-- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. Social Responsibility -- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and

global communities. Students will demonstrate an understanding of societal and/or civic issues.

3. Communications-- to include effective development, interpretation and expression of ideas through written, oral and visual communication. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
4. Empirical and Quantitative Skills - Students will be able to interpret, test, and demonstrate principles revealed in empirical data and/or observable facts.

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need a reliable computer and internet access for this course. Specific capabilities of the computer are discussed later in the syllabus. Students are required to demonstrate proficiency in *myLeo* navigation in order to participate in this course. Fluency in programs like Microsoft Word, PowerPoint and Excel may further contribute to student success in this course.

Instructional Methods

This course is 100% online. As such, communication and assignment submission is all done electronically. Power points, resources, assignments and tests are all located within the online course.

Should you have trouble finding anything, please e-mail the instructor to point you in the right direction. While not all discussions and assignments are required, students are encouraged to participate in all activities. Should you find yourself struggling with assignments in the course, please watch videos and complete all reading before e-mailing the instructor to ask for further assistance in comprehending certain subject matter.

It is unacceptable to not participate in assignments/discussions etc. and then claim the material was too difficult to comprehend. Your participation will directly affect your success in the course. The more hours you spend in the course utilizing provided resources, the more likely you are to succeed in the course.

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Student Responsibilities or Tips for Success in the Course

Students are encouraged to log-in to the course every 24 hours. While not required, students are encouraged to complete an entire competency every week. This means by week 4 of the 7-week semester, they have attempted to test out of all 4 competencies. This allows the student sufficient time to re-do any failed competency posttests and work on the course project.

Students are encouraged to e-mail the professor as they encounter concepts that after reading and utilizing course resources (supplemental documents, Youtube videos, etc.), still do not understand.

Students are encouraged to engage other classmates in discussions or thoughts that pertain to course material. Regular participation and engagement ensures the best chance at successful completion of the course.

GRADING

Final grades in this course will be based on the following scale:

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Learning Outcomes	Exceptional 16 – 20 points	Average 6 – 12 points	Developing 0 – 9 points	Score
Create a plan to address continuity in a terrorist or other homeland security event.	Plan incorporates the key steps in the Emergency Planning Process, uses key concepts/ideas, correct terminology, and explains how each component relates to the plan.	Plan incorporates the key steps in the Emergency Planning Process, but lacks clarity in using key concepts/ideas, correct terminology, and explanation of how each component relates to the plan.	Plan, does not incorporate key steps in the Emergency Planning Process and does not use key concepts/ideas, correct terminology, or explain how each component relates to the plan.	
Plan is of quality that could be used in a real-world situation.	Plan illustrates an exemplary understanding of the process where all components are identified, concepts are explained and the economic impacts are discussed.	Plan illustrates understanding of the process, but lacks clarity in identifying all components and in explaining the economic impacts.	Plan illustrates a poor understanding of the process, and lacks clarity in identifying all components and in explaining the economic impacts.	
Steps are outlined and supported by logic and thoughts.	Plan discusses the steps in the Emergency Planning Process, whereas, each step is supported by an explanation of its relevance and ultimate conclusion supporting the information and analysis.	Plan discusses the steps in the Emergency Planning Process, but lacks clarity in supporting with explanation of its relevance and ultimate conclusion supporting the information and analysis.	Plan does not adequately discuss the steps in the Emergency Planning Process, and lacks clarity in supporting with explanation of its relevance and ultimate conclusion supporting the information and analysis.	

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Plan outlines how ideas can be applied in a real-world situation	Plan is comprehensive and fully integrates course concepts, as well as incorporates key principles important in long-term recovery planning after a disaster.	Plan is comprehensive, but doesn't fully integrate course concepts, or incorporate key principles important in long-term recovery planning after a disaster.	Plan is not comprehensive, does not fully integrate course concepts, or incorporate key principles important in long-term recovery planning after a disaster.	
Overall Score				
Faculty Evaluation (Circle one):	**Proficient (80 or more points, threshold is 80%)**	**Average (between 70 and 79 points)**	**Developing (less than 70 points)**	

A = 90%-100%
B = 80%-89%
F = 79% or Below
 *Students are required to achieve and 80% or higher on a posttest in each competency and on the project in order to pass the course.
 Grading for the final project follows this scale:

Pretest and Posttest
The purpose of the pretest is to provide a baseline understanding of your knowledge in each module.

The Posttest is an assessment of your knowledge of the material required for the modules. A score of 80% or higher is required on the Posttest to demonstrate competency. If you score less than 80% on any module you will have an opportunity to review the material and re-take the module quiz. You will have up to three attempts at passing each competency. If you have not passed the module in three attempts, you will receive a letter grade of an F. In order to demonstrate competency, a score of 80% or higher is required.

Project
You will also have a project in this course. The project will be based on expanding your knowledge and applying the information you have learned in a more application based setting. A score of 80% or higher is required.

Final Grade Calculation
The final grade will be assigned by taking the average posttest and the grade of the project.

TECHNOLOGY REQUIREMENTS

LMS

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All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System- Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

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If you have any questions or are having difficulties with the course material, please contact your Instructor. Allow up to 24 hours to receive a response.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Participation from students regularly is encouraged. There will be optional discussions, and assignments that are not required. Students are encouraged to participate as regular exposure to course content will result in a better chance at successful completion of the course.

The required assignments in this course are the pre-test, quizzes, discussions, post-test and final project. While pre-tests, quizzes and discussions are required to pass the course, the grades does not count toward your final grade. A grade of 80% or higher is required on a course posttest. You have 3 attempts to achieve a grade of 80% or higher on the post-test. Aside from the tests, there is one required course project that each student is required to participate in.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](#)

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf](#)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: [Office of Student Disability Resources and Services](#)
[http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Suggested Schedule

Week	Module	Activities
1	Syllabus review D2L Familiarity Pre-Test	• Syllabus review • Pre-test
2	History or terrorism and key terms	• View Presentation • Readings • Videos (Optional) • Discussion • Quiz
3	Concept and practice of homeland security	• View Presentation • Readings • Videos (Optional) • Discussion • Quiz
4	Police field operations in response to terrorism	• View Presentation • Readings • Videos (Optional) • Discussion • Quiz

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5	Hometown security	• View Presentation • Readings • Videos (Optional) • Discussion • Quiz
6	Course review and post-test preparation Begin work on culminating project	• Course Post-Test • Work on project
7	Project	• Finish project • Submit project

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