



# A&M-COMMERCE

## CJCB 409– Homeland Security / Terrorism COURSE SYLLABUS

<b>Term:</b>		<b>Year:</b>	
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### INSTRUCTOR INFORMATION

<b>Instructor Name:</b>	
<b>Office Phone:</b>	
<b>A&amp;M Commerce Email Address:</b>	
<b>Instructor Notes:</b>	

**Office Location:** Online/Remote

**Office Hours:** Email, Telephone, or Virtual by Appointment

**Preferred Form of Communication:** Email

**Communication Response Time:** 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

### COURSE INFORMATION

#### Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

### BSCJ WITH EMPHASIS IN LAW ENFORCEMENT LEADERSHIP DESCRIPTION

The Bachelor of Science in Criminal Justice with an emphasis in Law Enforcement Leadership (BSCJ-CJCB) at Texas A&M University-Commerce is a 100% online, competency-based program designed specifically for first responders: law enforcement, peace officers and military personnel with existing work experience, police academy training, or other certifications. Courses are offered in an accelerated format, so students can move swiftly through material they already have mastery over and focus more

attention on topics that are new and challenging to their existing knowledge base. The courses are self-paced, so students can work according to their own schedules. Students in the BSCJ-CJCB program develop practical workplace competencies that meet current and future challenges facing first responders today.

### **Course Description**

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

### **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 can demonstrate competency.

### **COURSE REQUIREMENTS**

**Minimal Technical Skills Needed:** Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

**Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

**Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

### Assessment

Students must achieve 80% or higher for **every** post-test **and** culminating project to demonstrate competency and pass the course.

#### Pre-test

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before you begin studying course materials. The grade on the pre-test does **not** count in the final grade for this course.

#### Post-test

The end-of-course/module comprehensive exam assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. A **score of 80% or higher is required** to demonstrate competency. If you score less than 80% on a post-test, you will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the post-test. If the post-test score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term. **DUE: Last day of week 7, Friday by 11:59 PM CST.**

#### Culminating Project

The project assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

### GRADING

A score of 80% or higher on both the Culminating Project and Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Worth	Weight
Module Pretests (Module 1-4)	25 points each = 100 points	0%
Module 1 Posttest	100 points	17.5%
Module 2 Posttest	100 points	17.5%
Module 3 Posttest	100 points	17.5%

Module 4 Posttest	100 points	17.5%
Culminating Project	100 points	30%
<b>Total</b>	<b>500 points</b>	<b>100% (Posttests are 70% of grade and Culminating Project is 30% of grade)</b>

### Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

### Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term

### Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

## TECHNOLOGY REQUIREMENTS

### LMS

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 the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

## 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](mailto: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 on the [Brightspace Support Webpage](#).

### Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). **You will not RECEIVE email through D2L, so be sure to check you TAMUC email for communication.** The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

**All emails from students should include:**

- **Course name and subject in the subject line (ex. EDCB 517 – Posttest)**
- **Salutation**
- **Proper email etiquette (no "text" emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### 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.

### 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 online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### Academic Integrity

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

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

### **CID Policy on Academic Integrity**

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

### **Use of Artificial Intelligence**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

### **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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

### 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

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.

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.

### A&M-Commerce Supports Students' Mental Health – Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### COURSE OUTLINE / CALENDAR

Suggested Schedule

Module	Module Details	Required Activities
1 – History of Terrorism	<p><b><u>Module Overview:</u></b></p> <p>This module examines terms and explores the history of terrorism.</p> <p><b><u>Competencies:</u></b></p> <ul style="list-style-type: none"><li>• define key terms related to terrorism</li><li>• identify types of terrorism</li><li>• distinguish between international and domestic terrorism</li><li>• identify organizations in the United States Intelligence Community</li><li>• describe how intelligence works</li><li>• describe the steps in intelligence work: planning, collection, processing, analysis, dissemination</li></ul>	<ul style="list-style-type: none"><li>• <b>Complete Pretest</b> (once completed, the module contents will open)</li><li>• <b>Review</b> Module Contents</li><li>• <b>Complete Posttest</b> – must make 80% or higher to successfully pass the course. Three attempts are allowed.</li></ul>

	<ul style="list-style-type: none"> <li>list careers within the intelligence community</li> </ul>	
2 – Practice of Homeland Security	<p><b><u>Module Overview:</u></b></p> <p>This module examines the concept and practice of homeland security.</p> <p><b><u>Competencies:</u></b></p> <ul style="list-style-type: none"> <li>describe the basis for the formation of the Department of Homeland Security.</li> <li>identify agencies that were made a part of the Department of Homeland Security upon formation</li> <li>identify the three key concepts forming the foundation of the national homeland security strategy</li> <li>identify the five core missions on the Department of Homeland Security</li> </ul>	<ul style="list-style-type: none"> <li><b>Complete Pretest</b> (once completed, the module contents will open)</li> <li><b>Review</b> Module Contents</li> <li><b>Complete Posttest</b> – must make 80% or higher to successfully pass the course. Three attempts are allowed.</li> </ul>
3 – Field Operations	<p><b><u>Module Overview:</u></b></p> <p>This module examines police (field operations) response to terrorism.</p> <p><b><u>Competencies:</u></b></p> <ul style="list-style-type: none"> <li>discuss strategies for police officers in responding to terrorist incidents.</li> <li>discuss factors about offenders in active shooter incidents.</li> <li>discuss police response to active shooter incidents.</li> </ul>	<ul style="list-style-type: none"> <li><b>Complete Pretest</b> (once completed, the module contents will open)</li> <li><b>Review</b> Module Contents</li> <li><b>Complete Posttest</b> – must make 80% or higher to successfully pass the course. Three attempts are allowed.</li> </ul>
4 – Hometown Security	<p><b><u>Module Overview:</u></b></p> <p>This module examines hometown security.</p> <p><b><u>Competencies:</u></b></p> <ul style="list-style-type: none"> <li>recall the focus of hometown security.</li> <li>discuss the concept of threat environment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Complete Pretest</b> (once completed, the module contents will open)</li> <li><b>Review</b> Module Contents</li> <li><b>Complete Posttest</b> – must make 80% or higher to successfully pass the course. Three attempts are allowed.</li> </ul>

	<ul style="list-style-type: none"> <li>• discuss the concept of risk mitigation.</li> <li>• discuss the concept of identifying suspicious behavior.</li> <li>• discuss the concept of protecting against drone attacks.</li> <li>• discuss the concept of preparing and responding to active shooter incidents.</li> <li>• discuss the concept of protection, screening and allowing access to facilities.</li> <li>• discuss the concept of preventing and responding to bombings.</li> <li>• discuss the concept of creating a targeted violence prevention plan.</li> </ul>	
<b>Culminating Project</b>	<p><b>Continuity Plan:</b> For this assignment, prepare a continuity plan for your community (or agency) that could be used during a large-scale terrorist event or other homeland security matter. The goal is to design a plan that fits the needs of your community or agency while considering the definition of continuity.</p>	<ul style="list-style-type: none"> <li>• Required</li> <li>• Must score 80% or higher to successfully pass the course</li> <li>• 3 attempts allowed</li> <li>• <b>Hard due date is 11:59PM/CST on Friday of Week 7.</b></li> </ul>

**All assignments must be submitted by 11:59PM/CST on the Friday of Week 7 of the term.**