Cisco Integrated Course Outline of Record

Home Land Security 1

COURSE DESCRIPTION

Prerequisite: None.

This course is designed to introduce students to a comprehensive overview of homeland security from an all-hazard, multidisciplinary perspective. Students will examine threats to homeland security, including natural and technological disasters, as well as acts of domestic and international terrorism, including weapons of mass destruction. Students will review the roles and responsibilities of government agencies, private organizations, and individual citizens in homeland security including but not limited to law enforcement, fire, EMS, public health, education, mental health, and special districts (water, utilities, sanitation). Students will meet the state and federal requirements for certification in SEMS/NIMS by completing: IS 100 (Introduction to Incident Command), IS 200 (ICS for Single Resources and Initial Action Incidents), IS 700 (National Incident Management System: An Introduction) and IS 800 (National Response Plan: An Introduction). 54 lecture hours.

SHORT DESCRIPTION FOR CLASS SCHEDULE

This course is designed to provide students with a comprehensive overview of homeland security from an all-hazard, multidisciplinary perspective.

ADVISORY ENTRY SKILLS

None.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

- Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
- Critical Thinking - Recognize and assess evidence from a variety of sources

Identify and assess the roles and responsibilities of Federal, State, Local and Tribal Agencies in Homeland Security.

- Information Skills - Locate, evaluate and use information effectively

Investigate the role of the private sector in Homeland Security, including the financial impact of terrorism and national disasters on business.

- Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields

Outline common elements associated with the three federal definitions of terrorism, and compare and contrast terrorist and criminal behavior both domestic and international.

Articulate legal issues such as the Patriot Act and illustrate the ways in which other federal and state statutes impact preparedness, response, and recovery.

- Communication Skills - Write with precision and clarity to express complex thought
- Communication Skills - Speak with precision and clarity to express complex thought

Identify professionally recognized Homeland Security Employment information sites, conduct research on available positions, and evaluate career development opportunities.

- Information Skills - Locate, evaluate and use information effectively


COURSE CONTENT

TOPICS
   b. Identify the key federal documents associated with Homeland Security
   c. Identify the various terms and acronyms associated with Homeland Security and Emergency Management
   d. Describe the historical and evolving concept of Homeland Security and Emergency Management
   e. Compare, contrast, and analyze various threats to Homeland Security
   f. Examine Homeland Security from an all-hazard approach
   g. Summarize the four phases of Emergency Management
   h. Outline the major concepts of the following:
      i. Standardized Emergency Management System (SEMS),
      ii. National Incident Management System (NIMS), Incident Command System (ICS) and
      iii. Unified Command (UC)
   i. Identify Homeland Security and Emergency Management websites and other resources
   j. Briefly examine different types of technology used in Homeland Security

2. Roles & Responsibilities of Federal, State, Local and Tribal Agencies
   a. Identify the common agencies and organizations that have a role or responsibility in Homeland Security
   b. Identify agencies and organizations that are not commonly associated with first responders but play a role in Homeland Security (animal control, transportation, schools, etc.)
   c. Outline the National Response Plan
   d. Identify the agencies responsible for and discuss the challenges associated with the following: Counter-terrorism, Security (Border, Transportation, Maritime, and Aviation), and National Disaster Preparedness
   e. Describe and compare the hierarchy of local, state, tribal, and federal agencies
   f. Discuss the roles of local, state, federal agencies and the private sector in Homeland Security

3. Role of Private Sector in Homeland Security
   a. Describe and assess the financial impact of terrorism and national disasters on business
   b. Define individual responsibilities in Homeland Security
   c. Identify resources available to businesses and citizens in Homeland Security
   d. Critically discuss the impact the media has on Homeland Security

4. Terrorism
   a. Identify the common elements associated with the three federal definitions of terrorism
   b. Discuss the evolution of terrorism
   c. Identify the various methods of terrorism
   d. Compare and contrast the following types of domestic terrorism: Right- and left-wing, Special interest, and Lone wolf
e. Compare and contrast the following types of international terrorism: State-sponsored, Formalized, and Loosely affiliated radical extremists
f. Discuss the importance and use of threat and vulnerability assessments
g. Identify the criteria terrorists use to select potential targets
h. Describe the tools (methodologies) available to conduct vulnerability assessments
i. Describe the difference between data, information, and intelligence
j. Discuss the importance of collecting and sharing information relating to terrorism
k. Describe the building blocks of terrorism
l. Identify the indicators of terrorist activity
m. Define the term Weapon of Mass Destruction (WMD)

5. Legal Issues
   a. Summarize the Patriot Act
   b. Identify other federal and state statutes which form the basis of Homeland Security, including but not limited to issues surrounding Federalism, Civil unrest, Forced evacuations, and Marshall law
c. Identify how preparedness, response and recovery are impacted by the following codes: Education, Health and Safety, Government, Penal, Uniform Building, etc.
d. Define and critically evaluate Civil Rights issues as they relate to Homeland Security
e. Identify the three types of Safe School planning documents
f. Discuss legal authority of the public health officer

6. Employment and Career Development Opportunities
   a. Survey employment opportunities in the Homeland Security and Emergency Management fields

7. Education & Training
   a. Compare and contrast training vs. education
   b. Survey the training requirements for a Homeland Security discipline
   c. Survey higher educational opportunities in Homeland Security and Emergency Management
d. Identify the role of government in public education and awareness in homeland security

**METHODS OF INSTRUCTION**
Methods of instruction used to achieve student learning outcomes may include, but are not limited to:

- Class lectures, including guest lecturers, and assignments designed to enhance student comprehension of Homeland Security (HLS) terminology, history, and the all-hazard approach.
- Collaborative exercises and projects designed to allow students to explore, understand and apply concepts related to the roles and responsibilities of
people and agencies in this field. Projects may include conducting vulnerability assessments or interviewing professionals in the field.

- Audiovisual presentations, including videos, slides, DVD's, handouts, and electronic or computer-based media, in order to illustrate the role of the private sector in HLS, to demonstrate examples of the financial impact of terrorism and natural disasters on business, or the impact of media reporting on HLS.

- Development and implementation of research projects, written assignments, posters, or oral presentations, to allow students to explore critical legal issues in HLS in more depth and to apply federal and state statutes to real-life examples.

- Practical employment and career-development activities such as exploring websites for major agencies/organizations which play a direct role in HLS, with a focus on gaining facility in researching and applying for professional positions in HLS. In addition, students may practice job-search skills such as interviewing or writing resumes or personal statements.

- Survey higher educational opportunities in HLS and Emergency Management through internet research or field-based observations, interviews, or participation.

**METHODS OF EVALUATION**

Students will be evaluated for progress in and/or mastery of learning outcomes by methods of evaluation which may include, but are not limited to:

- Exams designed to ensure mastery of terms/acronyms associated with Homeland Security (HLS) and Emergency Management. Ability to apply these terms can be gauged through research projects (such as creation/execution of an effective Multi-Hazard Function Plan). Students’ ability to outline and evaluate subject matter may be evaluated through appraisal of the four phases of Emergency Management or major concepts of the National Incident Management System (NIMS).

- Assignments to assess students’ ability to understand the roles and responsibilities of HLS-related agencies and professionals. These may include successful participation in table top exercises or drills, satisfactory completion of a research project, or a practical interagency problem-solving simulation involving evaluation of the National Response Plan or comparing/contrasting responsibilities of multiple agencies/organizations.

- Assignments designed to assess student understanding of and ability to articulate the role of the private sector in HLS. Examples include assessment of the financial impact of terrorism and national disasters on domestic and international business, and an oral report of findings to the class.

- Mastery of the subject of terrorism may be demonstrated through the analysis of threat and vulnerability assessments, and the application of these to real-life terrorism examples.

- Assignments designed to ascertain students’ understanding and application of legal issues in HLS. Potential assignment topics include analysis & application of the Patriot Act, comparison and contrast of codes which impact preparedness, response, and recovery (such as Education, Health &
Safety, Government, Penal, Uniform Building, etc.). and Individual written assignments to ensure students can articulate what they have learned about employment and career development opportunities, and are well-prepared to handle the necessary writing/reporting requirements of HLS-related careers.

- Final examination designed to ensure mastery and comprehension of all course materials.

ASSIGNMENTS

Reading Assignments

- Instructors may choose one or more sources from the recommended list of recommended texts. Students will be required to complete readings assigned by their instructor, in order to prepare for exams, and prepare for inside- and outside-of class activities and assignments.

Writing Assignments

- Assignments are designed to aid in evaluation of Student Learning Outcomes. These may include, but are not limited to, the following:
  - Short writing assignments (such as a "response" to a film shown in class) Applied assignments such as creating written reports utilized in Homeland Security professions
  - A term paper/research paper project Instructors may choose to utilize any or all of the above. Students will write on topics related to Homeland Security, demonstrating an ability to identify a topic or problem, conduct the necessary research, and craft effectively written, well-supported documents.
  - Sample assignments may include:
    - Research projects designed to demonstrate student mastery of Homeland Security and Emergency Management-related terms and acronyms as well as ability to apply them.
    - An example would be to have students create and execute an effective Multi-Hazard Function Plan. Having students conduct employment-related research and prepare all of the written materials required, as outlined in the previous section.
    - Written assignments designed to ensure students’ ability to outline and evaluate subject matter. Examples could include an appraisal of the four phases of Emergency Management or the major concepts of the Standardized Emergency Management System (SEMS), National Incident Management System (NIMS), Incident Command System (ICS) and Unified Command (UC)

Other Outside-of-Class Assignments

- Assignments are designed to aid in evaluation of Student Learning Outcomes. These may include, but are not limited to, the following:
  - Library-based research.
Potential assignment topics could include analysis and application of the Patriot Act, comparison and contrast of codes which impact preparedness, response, and recovery (such as Education, Health and Safety, Government, Penal, Uniform Building, etc.).

Interviewing Homeland Security professionals. An example could include conducting an interview with a professional such as a Public Health Officer, and reporting findings to the class either orally or in writing. Conducting a simulated employment search, or researching employment opportunities.

Individual written assignments may be assigned to ensure students can articulate what they have learned about employment and career development opportunities, and are well-prepared to handle the necessary writing/reporting requirements of Homeland Security-related careers.

Example evaluations could include having students prepare application materials for a real Homeland Security-related job that they have identified from appropriate sources, demonstrate knowledge of issues by going through a mock interview, or doing a demonstration job presentation for the class.

Attending events, trainings or conferences related to Homeland Security. Assignments designed to give students practical experience in assessing the roles and responsibilities of agencies and the people who work within these frameworks.

In addition to interviewing professionals in the field, practical activities may include field trips to agency field locations, participation or volunteer experience at county- or city-wide table top exercises or drills, or undertaking a historical or case-study related project.

COURSE MATERIALS
All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include:


2356