In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified in the Student Orientation Course.

**BOR/CRIJ 4391**

**Independent Study in Homeland and Border Security**

**Course Overview**

This course offers students the opportunity to demonstrate a critical and in-depth understanding of homeland security as a discipline with many complexities and associations. It has as its major purpose the requirement that each student apply and synthesize the knowledge, skills, and abilities gained over the past two years of upper level courses of research, experimentation, critical analysis, critical writing, scholarly debate, and study. It requires the skillful use of observation, analysis, and documentation as the means to highlight the breadth of effort needed to secure the safety, vitality, and prosperity of the United States from intrusion and encroachment by transnational organized crime groups, drug trafficking organizations, foreign terrorist organizations, or individuals and cells of “lone wolves” or extremists, or associates and confederates of any cause intending to harm Americans and her allies, on American soil or abroad, and inclusive of cyber space.

The course requires a capstone experience including, but not limited to, any one of the following through dialectic discussion and approval of a faculty member within the Border and Homeland Security or Criminal Justice disciplines:

1. The critical evaluation or assessment of a program, strategy, or initiative designed and implemented by any agency within the Department of Homeland Security (DHS), the Department of Justice (DOJ), or the Department of Defense (DoD).
2. A SWOT (strengths, weaknesses, opportunities, and threats) analysis of any DHS, DOJ, or DOD agency, its mission and efficacy in achieving its mission with the identification of trends and future implications of the agency and recommendation for improvement.

3. A formal research proposal that explores, analyzes, and explains known and newly discovered weaknesses and limitations of any of the following, with the identification of legislation and action implemented to address those weaknesses, and recommendations for enhancing and advancing homeland security to adequate intercept and obstruct the future threats: Maritime and port security, Transportation security, Cyber Security, Critical infrastructure protection, Trafficking of weapons, drugs, or persons.

The capstone course is an instrument reflecting the degree of the attainment of curricular outcomes that can be described by expectations such as those displayed in Bloom's Taxonomy of Educational Objectives, such as the recall of knowledge, comprehension, application, analysis, synthesis, and evaluation.

Course Description

This course uses material created for the BOR4389 Capstone Seminar in Homeland and Border Security. From the course catalog

This capstone course ties together the wide-ranging issues associated in the discipline of Homeland Security, focusing students in conducting research into issues associated with securing the nation's borders from a variety of transnational threats in a dynamic environment.

This course is an undergraduate level course and the student is expected to make worthwhile contributions to class discussions and should reflect scholarship in the writing assignments. As such, the writing assignments should reflect the student's ability to analyze the problems posed and think critically toward a reasonable response. Written submissions should meet CMS or APA documenting style.

Course Bibliography and Required Readings:


Note: this book is required reading for BOR3301/CRIJ3301 and BOR3322.

Unless otherwise specified in a specific lesson or module, all reading assignments refer to the chapters and pages of these textbooks and assigned published articles. Other readings or media may be assigned by the instructor as part of the course completion. Additional and optional readings will serve to address interests developed by the student for his/her academic advancement.

**Prerequisites**

Senior status in good academic standing and referral by a professor of Border and Homeland Security or Criminal Justice.

**Technical skills required for this course**

As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Additional technical skills are not a prerequisite for this course, however your computer must meet certain [minimum requirements to operate Blackboard](#).

**Time spent on this course**

Students can expect to spend a minimum of 6 hours per week to complete all the readings and assignments. The lessons themselves take as long as the student will require to read the materials and watch or listen to media presentations.

**Goals, Objectives, and Outcomes**

**Course Objectives**

**Objective One:** To grasp the goals and objectives of an experiential and final academic learning experience through application of the verbs associated with Bloom’s Taxonomy of Education

**Objective Two:** To engage in dialectic dialogue with the assigned course professor for the purpose of mutually developing the capstone experience goals, objectives, and outcomes

**Objective Three:** To evaluate the changes and enhancements to the U.S. homeland security strategy policy, and legislation over the past two years of academic study

**Objective Four:** To understand the significance of terrorism and counterterrorism in its relationship to the development of effective Border and Homeland Security strategies

**Objective Five:** To understand the significance of disaster planning, emergency management, and critical infrastructure protection in its relationship to the development of effective Border and Homeland Security strategies
**Objective Six:** To comprehend the significance of disaster planning, emergency management, and critical infrastructure protection in its relationship to the development of effective Border and Homeland Security strategies

**Objective Seven:** To articulate and illustrate trends and implications of the DHS efforts at securing the homeland

**Learning Outcomes**

Students have a right to know what their professors expect from them in terms of their course instruction and how their learning will be evaluated. This course establishes several learning outcomes that are measured objectively and subjectively. Upon completion of the course, each student should successfully complete the following:

1. Comprehend the purpose of a final experiential learning project within the Border and Homeland Security milieu
2. Understand the problems associated with the effect of terrorism and counterterrorism strategies on effectively securing America’s borders.
3. Articulate the problems facing appropriate organizational culture and ethical behavior and integrity within a homeland security environment
4. Identify effective efforts to plan for disasters, manage emergency responses, and protect critical infrastructure
5. Provide details on advancements to legal and constitutional issues in homeland security

Another major need identified by Homeland Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the brief or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs students are assigned writing projects of various lengths and complexity.

**Method of Assessing the Outcomes**

This course employs 8 writing assignments to measure student learning.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Written Assignments</td>
<td>80%</td>
<td>Week 1-7</td>
</tr>
<tr>
<td>Written Assignment - Formal Proposal</td>
<td>20%</td>
<td>Week 8</td>
</tr>
</tbody>
</table>

**Grades**
Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
D = 60 - 69 %
F = 59 % and below.

**Writing Guidelines**

Each writing assignment deals with the topic under discussion. These writing assignments cumulatively account for 80% of the student's grade. Weekly writing assignments are expected to be about 500 words. Although no formal work or page length is set for the Research Proposal, the student should follow the guidelines set in the reading materials provided by the instructor.

Formal academic writing uses standardized styles and citation formats. The preferred format is the APA style. To access the APA writing guidelines go to this link: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

Should you wish to use CHICAGO style that will be acceptable. The Chicago Style guide can be found at [http://www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org).

Papers should have 1-inch margins all around. You are expected to use a standardized font - preferably Times New Roman, 12 point. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment. An abstract is not necessary in this class.

Every writing assignment should be submitted as a WORD or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. **Do NOT** submit writing assignments in Word Perfect, Microsoft Works, or some e-mail format. They will not be accepted.

**Rubrics**

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

- [Discussion Rubric](#)
- [Writing Assignment Rubric](#)

**Final Exam**
This is an online undergraduate course and does not utilize a final exam as part of evaluating student learning. In lieu of a final exam, students are expected to complete their Research Proposal by Wednesday of the last week of class (October 16, 2013).

**Course Organization:**

This is an eight (8) week undergraduate level course; therefore, it will be necessary for each student to contribute to the course through well-constructed written assignments. There will be reading assignments and coursework designed to seek your critical analysis of the issues involved. You will be given sufficient time for reading and completing the writing assignments. The assignments are structured so that a complete lesson is completed each week.

The focus of this course is on gleaning an education on the complexity of Border and Homeland Security so that you may possess the knowledge to intervene and obstruct such threats to the homeland and ensure the security of our borders.

**Lesson 1:** Introduction and Orientation: Why a Capstone Course?

**Lesson 2:** Development of a Viable Capstone Experience

**Lesson 3:** Terrorism and Counter-terrorism

**Lesson 4:** Disaster Planning, Emergency Management, Response, and Recovery

**Lesson 5:** Critical Infrastructure Protection

**Lesson 6:** Organizational Culture and Behavior

**Lesson 7:** Legal, Constitutional, and Statutory Issues in Homeland Security

**Lesson 8:** Trends and Future Implications: Is the Department of Homeland Security the Appropriate Security Enterprise for a Secure America?

**Final Research Proposal due**

The time needed for adequate study and understanding of the course material, as well as discussion posts and critical thinking for all exercises and papers amounts to between nine and 12 hours per week.

**Administration**
Drop dates

Students may add this course up to Thursday September 3, 2013. Per ASU policy, September 27, 2013 is the last drop date. A drop beyond this date would result in the Instructor assigned grade and would be based on the student’s course contributions.

Late Work

Given the significance of this capstone experience, late work will not be accepted by the professor. Although late discussion posts may be accepted, each late post will be lowered one letter grade per day, unless prior arrangements are made through agreement with the professor. Any late abstract, summary, and outline will be cause for dropping from this course, and late final capstone papers will result in an Incomplete or Failure of the course.

Incomplete Work

Incomplete work will not be accepted. The student's failure to complete all assignments will result in an "Incomplete," or an "F," depending upon the student's performance on all assignments throughout the semester.

University Policies

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.