

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**VIRTUAL CAMPUS**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section:** PUAD 5310 VC-01 - Survey of Homeland Security

**Term:** Fall, 2017

**Instructor:** Colonel Robert G. Morris, III USA (Ret) Ph.D.

**Office Phone Number and WBU Email Address:** (210) 249-8462; morrisb@wbu.edu

**Office Hours, Building, and Location:** Via Phone Mon –Sat 9A-5P Sun 1P-5P

**Class Meeting Time and Location:** Virtual Campus

**Catalog Description:** Examination of such issues as the role and bureaucracy of the Department of Homeland Security; relationship and influences of domestic and international terrorism on shaping homeland security policy and procedures; weapons of mass destruction; and civil liberties in the post 9/11 world.

**There is no prerequisite for this course**

**Required Textbook(s) and/or Required Material(s):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TITLE** | **AUTHOR** | **PUBLISHER** | **ED** | **YEAR** | **ISBN#** |
| Homeland Security | Sauter | McGraw-Hill | 2nd | 2012 | 9780071774000 |
| Terrorism and Homeland Security | White | Cengage | 8th | 2014 | 9781285061962 |

**Optional Materials:** Instructor will provide writing materials and guides to assist students in the completion of all written assignments

**Course Outcome Competencies:** Upon completion of this course the student should be able to:

* Understand roles, responsibilities, and functions of Federal, State, and Local Homeland Security sectors and their interaction with communities.
* Become well versed in Homeland Security theory, strategy, and intelligence capabilities.
* Explore and understand Terrorism and how it applied to Homeland Security strategy management.
* Become familiarized with how Homeland Security strategies are implemented across various venues throughout our nation.

**Attendance Requirements:**

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

Per university policy, students are expected to attend all scheduled classes. There will be an activity each week that must be completed and attendance will be taken. This is especially important for week 1 as I must submit an attendance report. Should a situation develop that precludes timely completion of requirements, contact the instructor immediately.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** |  **Points** | **Date Due** | **Remarks** |  |
| Discussion Questions | 21 | Weekly- Per Syllabus |  |  |
| 1 page paper to instructor (over sheet, at least 1 page of text and a reference page) instructor Midterm topic for Approval | 3 | Midnight 9/17 | **Any topic as long as it deals with course subject matter** |  |
| Midterm  | 33 | Midnight 10/1 | **Midterm is a** **power point – 20-25 slides student selects topic PPT is prepared in APA – Cover Slide, Abstract Slides and reference slide(s) and speaker notes** | **Any Topic as long as it deals with course subject matter** |
|  1 page paper to instructor (over sheet, at least 1 page of text and a reference page) instructor Midterm topic for Approval | 3 | Midnight 10/8 | **Any Topic as long as it deals with course subject matter** |  |
| Final Research project | 40 | Midnight 10/29 | **Final Examination is a research paper 8-10 pages of Text – Times New Roman or Arial – Arial preferred student selects topic** | **Any Topic as long as it deals with course subject matter** |
| Total  | 100 |  |  |  |

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a micro term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule: Tentative Schedule: August 21 – November 5 2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week (2017)** | **Assignments** | **Notes/Reading****Author/Chapters** | **Additional Information** |  |
| **1 Aug 28-Sept 3** | **Post introduction** | **Extra credit** | **None** | **Must sign in and participate to stay in course** |
| **2 Sept 4- Sept 10** | **Post to DQ 1** | **Sauter 1-4** |  |  |
| **3 Sept 11 – Sept 17** | **Post to DQ 2** | **Sauter 5-8** |  |  |
| **4 Sept 11- Sept 17** |  **No discussion board activity – written assignment due – 1 page paper as noted** | **Sauter 9-16** | **Prepare 1 page paper in APA requesting Midterm Topic. Students may select any topic as long as the topic teals with course subject matter.** | **1 page assignment with cover page and reference page****Request topic, explain on the topic and why this topic should be researched Due Midnight 9/17** |
| **5 Sept 18-Sept 24** | **Post to DQ 3** | **Sauter 17-21** |  |  |
| **6 Sept 25 – Oct 1** | **Midterm assignment Due** |  | **Midterm is a** **power point – 20-25 slides student selects topic PPT is prepared in APA – Cover Slide, Abstract Slides and reference slide(s) and speaker notes** | **Any Topic as long as it deals with course subject matter. Due Midnight 10/1** |
| **7 Oct 2- Oct 8** |  **No discussion board activity – written assignment due – 1 page paper as noted** | **White 1-4** |  **Prepare 1 page paper in APA requesting Midterm Topic. Students may select any topic as long as the topic teals with course subject matter.** | **Any Topic as long as it deals with course subject matter Due Midnight 10/8** |
| **8 Oct 9 – Oct 15** | **Post to DQ 4** | **White 5-8** |  |  |
| **9 Oct 16 – Oct 22** | **Post to DQ 5** | **White 9-12** |  |  |
| **10 10/24-10/30** | **Final assignment Due** |  | **Final Examination is a research paper 8-10 pages of Text – Times New Roman or Arial – Arial preferred student selects topic** | **Any Topic as long as it deals with course subject matter. Due Midnight 10/29** |
| **11 10/31-11/5** | **Post to DQ 6** | **White 13-16** | **Course Wrap-up** | **Posting and Uploading of Final Grades** |

**Additional Information:**

***A note on challenging situations and extensions: Should a situation arise that will cause you to fall behind, you must contact me immediately. I am willing to work with you but you must communicate quickly and clearly and you must stay in touch throughout the entire process. Please also note that some situations may require supporting documentation so make this documentation available if required***

**Instructor's policy on Academic Dishonesty: Plagiarism will not be tolerated; students will receive an F on that assignment for presenting another’s work as their own. Cheating on an exam will result in a zero on the exam.**

 **Instructors Notes and Introduction:**

Colonel Robert G. Morris, III, Ph.D.; brings to the classroom over 40 years of international leadership teaching, military, and diplomatic experience. During his 30-year career in the United States Army, he commanded soldiers at every level from a Ranger Platoon through Installation Command, serving with the 101st Airborne Division, 24th Infantry Division, 1st Calvary Division, 4th Infantry Division, 3rd Armored Division, 11th Marine Regiment 10th Special Forces Group XVIII Airborne Corps Artillery, and VII Corps Artillery. His service also includes command of a Battalion task force in Operation Desert Shield/Desert Storm as part of the 24th Infantry Division attack into Iraq. He has also held a variety of senior staff and Diplomatic posts including: Deputy Chief of Staff, Personnel, United States Army Europe, and as Director of the Emergency Operations Center for the North Atlantic Treaty Organization during combat operations in the former Yugoslavia, and the intense negotiations to admit former communist countries into NATO. Early in his career, Colonel Morris served as a Team Leader of a special Counter Terrorist and Narcotics team in West Germany and also patrolled the East/West German Border flying Missions as a member of the 3rd Armored Division Aviation Section and later as the Division Artillery Operations Officer. Colonel Morris areas of expertise include Central Europe, The Middle East, North and Central Africa. Dr. Morris holds a Bachelor of Arts in English Literature from Pennsylvania Military College and a Masters of Arts in Management and Supervision from Central Michigan University. His postgraduate studies include a Diploma in General Staff Policy and Procedures from the U.S. Army Command and General Staff College and a Diploma in Strategic Operations Plans and Policy from the Army War College Dr Morris has served as an Assistant to the Dean, Wayland Baptist University Phoenix, Director and Assistant to the Dean in San Antonio, Dean of the Sierra Vista, AZ Campus which included Tucson and El Paso and Tucson and El Paso. Dr Morris is currently serving as an Associate Professor for the Schools of Business and Behavioral Science in San Antonio. Dr Morris is an Incident Commander for the State of Texas and has completed a Doctoral course of study in Business Administration with an emphasis in Management and Leadership. Doctor Morris has authored 4 leadership presentations including: "The Buffalo Soldier - The United States Army and the Indian Wars 1867 - 1895"; "The Normandy Invasion, The Airborne Assault", "Operation Market - The Airborne Invasion of Holland"; and "Task Force Smith - The United States Army enters Korea". Dr. Morris won the Army War College writing award for his Personal Experience Monograph entitled, “the 2nd Battalion, 18th Field Artillery in Operation Desert Shield, Desert Storm and most recently, the Northcentral University Dissertation of the Year award for his Dissertation entitled "An Exploration of Army War College Leadership Development" Colonel Morris’s oldest son is a combat decorated Army Ranger with multiple tours in Iraq and Afghanistan, and his youngest currently serving at Camp Leatherneck in Afghanistan. In his spare time, Dr. Morris Enjoys Restoring Classic Cars and Building Scale Models.

**Instructor Teaching Philosophy**

I want this experience to be a strong interactive two-way process. I want you to become deeply involved in this 2 way process. I have designed this class to be challenging and enjoyable I will use a variety of teaching methods including lecture, case studies, and oral presentations. I expect our sessions to be highly interactive and students to demonstrate self-motivation and initiative. Reading, analysis of chapter readings, and careful preparation, along with a concerted attempt to provide complete presentations will net the learners maximum value. **Relax and enjoy - this course will be a lot of fun!!**

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