

California University of Pennsylvania  
Guidelines for New Course Proposals  
University Course Syllabus  
Approved: 2/4/13

Department of Professional Studies

A. Protocol

Course Name: Biological, Chemical, Nuclear, and WMD Threats in Homeland Security  
Course Number: AST 760  
Credits: 3  
Prerequisites: None  
Maximum Class Size (face-to-face): NA  
Maximum Class Size (online): 25

B. Objectives of the Course:

- Summarize law and legislation related to biological, chemical, and nuclear threats that impact Homeland Security.
- Compare and contrast historic threats to our national security with the new arsenals in the war on terrorism.
- Illustrate historical reactions to national threats by employing the WMD mindset.
- Implement specific programs and agency operations that seek to track and defend WMD threats.
- Categorize federal agencies that have erected bureaucratic structures dedicated to defense, research and development and operations research.
- Identify biological threats and develop a corresponding defense tactic.
- Discuss biological attacks such as anthrax, food contamination, water pollution on a mass scale, and other micro-organisms.
- Identify potential chemical threats such as liquid and solid gases, nerve agents, and industrial chemical stockpiles used for improper reasons.
- Recognize potential nuclear threats, from low-level radiation to dirty bombs and radioactive contamination.
- Design a Threat Vulnerability Analysis and Assessment in biological, chemical and nuclear contexts.
- Compose a Risk Assessment Report for a local community or neighborhood.

C. Catalog Description:

This course gives a thorough overview of the different types of biological, chemical and nuclear weapons and weapons of mass destruction in existence today. The intelligence preparation for vulnerability analyses from nuclear, biological and chemical weapons employment, including low-level radiation, depleted uranium and toxic industrial chemical concerns are addressed. Vulnerability reduction measures that can be implemented for protection are also discussed. Formats for conducting risk assessments and vulnerability analyses are covered.

D. Outline of the Course:

- 1) Examining WMD Terrorist Threats
- 2) Biological and Chemical WMD
- 3) Radiological and Nuclear WMD

- 4) WMD Threat and Vulnerability Analysis
- 5) Preparedness and Response for WMD Attacks
- 6) Recovery and Remediation in the Aftermath of WMD Attack
- 7) Economic Effects of WMD
- 8) Risk Assessment: Preventing WMD Terrorism

E. Teaching Methodology:

- 1) Traditional Classroom Methodology: NA
- 2) Online Methodology

A variety of teaching methodologies will be used in this course. These methods include: lecture notes, podcasts, power point presentations, case studies, threaded discussions, chat room sessions, and guided reading assignments.

Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text

- 1) *WMD Terrorism: Science and Policy*, (Stephen M Mauer, ed, MIT Press, 2009) ISBN: 9780262512855.
- 2) *Bluebook: A Uniform System of Citation, 20th ed.* (Harvard Law Review, 2015) ISBN: 978-0-692-40019-7.

G. Assessment Activities:

- 1) Traditional Classroom Assessment: NA
- 2) Online Assessment

White Paper and WP Proposal: You must write a graduate level paper on a homeland security policy topic. The paper will include the following components: research of relevant academic, legal and professional material; and analysis of terrorism policy issues related to the topic.

Detailed instructions will be provided.

Discussion Boards: Each week students will be required to participate in threaded discussions on various topics. Online courses lend themselves to the creation of a learning community which is an informal learning environment where the emphasis is moved from teaching to learning. The discussions will reflect the intellectual reasoning of the students relating to the topics and questions raised by the instructor and each other. Engaging in an interactive discussion with multiple substantive responses is the key to a good grade in these discussions. There will be detailed instructions for each discussion.

Mid-Term and Final Exams: The exam answers must be well-researched, analytical, well-written, and focused on providing a through intellectually reasoned response. The exam answers are in the form of responses to analytical legal questions, case studies, or exercises. The answers require students to research the assigned topic, analyze the relevant aspects of the topic using the electronic resources available on the university's online library system, and develop well-written, organized succinctly stated responses. Exam answers require the student to exhibit a thorough knowledge of the topics, to provide evidence the students has read and understood the reading assignments, to complete additional research on the topic, to cite the sources used to support the exam answers, and to demonstrate the ability to articulate an intellectually reasoned analysis of the topics.

20% Discussion Board Posts

20% Mid-Term Exam

20% Final Exam

40% White Paper (including Proposal)

H. Accommodations for Students with Disabilities:  
OSD  
Revised June 2015

## STUDENTS WITH DISABILITIES

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Students will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

### Contact Information:

- Location: Carter Hall G-35
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: [osdmail@calu.edu](mailto:osdmail@calu.edu)
- Web Site: <http://www.calu.edu/osd>

### I. Title IX Syllabus Addendum

#### California University of Pennsylvania Reporting Obligations of Faculty Members under Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, *et seq.*

California University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with the Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Dr. John A. Burnett, Special Assistant to the President for EEO, Office of Social Equity, South Hall 112, [Burnett@calu.edu](mailto:Burnett@calu.edu), 724-938-4014. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

The University's information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

- **Office of Social Equity**, South Hall 112, 724-938-4014
  - Social Equity Home Page [www.calu.edu/SocialEquity](http://www.calu.edu/SocialEquity)
  - Social Equity Policies [www.calu.edu/SEpolicies](http://www.calu.edu/SEpolicies)
  - Social Equity Complaint Form [www.calu.edu/SEcomplaint](http://www.calu.edu/SEcomplaint)

- **Counseling Center**, Carter Hall G53, 724-938-4056
- **End Violence Center**, Carter Hall G94, 724-938-5707
- **Student Affairs**, Natali Student Center 311, 724-938-4439
- **Wellness Center**, Carter Hall G53, 724-938-4232
- **Women's Center**, Natali Student Center 117, 724-938-5857
- **Threat Response Assessment and Intervention Team (T.R.A.I.T.) & Dept. of Public Safety & University Police**, Pollock Maintenance Building, 724-938-4299
  - **EMERGENCY:** From any on-campus phone & Dial **H-E-L-P** or go to any public pay phone & **Dial \*1**. (\*Identify the situation as an emergency and an officer will be dispatched immediately.)

\*\*\*\*\*

Please Note:

This syllabus attachment is also available in electronic format:

Go to: Microsoft Outlook  
 Open: Public Folders  
 Open: All Folders  
 Highlight: Faculty/Staff Resources  
 Open: Announcement – Academic Syllabus Attachment

- J. Supportive Instructional Materials, e.g. library materials, web sites, etc.  
Cal U Online Orientation

If this is your first online course with Cal U you should visit the following web Site:  
<http://www.calu.edu/current-students/online-student-resources/new-student-online-orientation/index.htm>

The university student handbook is available at:  
[http://www.calu.edu/current-students/student-services/files/11-12\\_Handbook.pdf](http://www.calu.edu/current-students/student-services/files/11-12_Handbook.pdf)

Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. "Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace." The Netiquette Home Page <http://www.albion.com/netiquette/> provides links to both summary and detailed information about Netiquette.

"The Core Rules of Netiquette" can be found at <http://www.albion.com/netiquette/corerules.html>  
 Learn Netiquette basics by reading this concise overview of network etiquette excerpted from the book Netiquette by Virginia Shea. Shea's "Core Rules" are the classic introduction to the subject and are widely cited in cyberspace.

Library Services:

Online Library Services:

As a student taking a Web-based course, you have access to the print and electronic resources of the

Manderino Library. You may receive reference assistance, library instruction, document delivery, limited interlibrary loan, and access electronic course reserves. To learn more about resources and services, please go to the Library's Web page at: <http://library.calu.edu/home> . The electronic resources of the Cal U library are extensive. You are expected to use these resources to locate source material.

#### Distance Learning Library Support:

You may ask questions about distance education library support by contacting Bill Denny, a Distance Learning Librarian. He can be contacted at 724-938-4451, Monday –Friday, 8:00 AM to 4:00 PM, EST. Every attempt will be made to answer your questions within 48 hours but questions received over holidays and semester breaks will be answered upon his return. In addition, a librarian can be reached Monday – Thursday, until 9:00 PM, EST, Saturday, 9:00 AM to 5:00 PM, EST, and Sunday 1:00 PM to 9:00 PM, EST by calling the reference desk at 724-938-4094. <http://library.calu.edu/distance-ed>

#### Library FAQ's for Distance Learning Students

This library web site has information about the resources available online through the Cal U Library.  
<http://library.calu.edu/guidelist>

#### D2L Technical Support

If you are having difficulties using any of the course tools, please contact Desire2Learn Technical Support at 1-877-325-7778 or [Click Here](#) to submit an issue via email. The D2L Help Desk is available 24 hours a day, 365 days a year.

System Maintenance: Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 1am - 7am Eastern Standard Time.

#### Additional Resources

The D2L Help Desk above is only for D2L related issues. Here are additional resources that you may utilize.