

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies

HLSS697

**Creative Project Capstone
in Homeland Security**

Credit Hours: 3

Length of Course: 16 Weeks

Prerequisite: All MA Coursework

Course Description (Catalog)

The Homeland Security Creative Project Capstone gives students the opportunity to address issues of importance in homeland security that are directly or closely related to their own career, occupation, profession, or current position. Creative projects as program capstones may derive from a wide variety of organizationally defined formats such as legislative proposals (local, state or Federal), briefs, standard operating procedures, training program manual, procedure manuals, organizational change proposals, communication plans, or recruitment plans to name but a few. The format will be proposed by the student and approved by the instructor. The creative project must demonstrate originality and will follow the style requirements set by the department - currently the American Psychological Association (APA) Publication Manual.

Course Scope

The course offers students an opportunity to apply the concepts learned through the completion of their coursework in the Homeland Security program to plan and execute a project. This project will be the final translation from theory to practice for the student. The intent of the project is to demonstrate the student has mastered the desired question of the program.

Program Objectives

In addition to the institutional and degree level learning outcomes objectives, the Master of Arts in Homeland Security also seeks the following specific learning outcomes of its graduates. [Note: The Capstone Creative Project encompasses each of these objectives.]

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- Evaluate specific domestic security challenges for the 21st century that face the United States and other industrialized nations.
- Evaluate and propose changes at federal, state, and/or local levels, to reflect the evolving strategic policy issues associated with a statutory and presidential direction for.
- Recognize terrorist group proclivities in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation-state.
- Define and describe by example the statutory, policy, strategy and legal differences between homeland security and homeland defense.
- Describe the roles/missions of USNORTHCOM and the DSCA mission, and compare and contrast these with the DHS mission.
- Recognize the interdisciplinary nature of homeland security functions and be able to assess and integrate various functional areas.
- Evaluate existing policies, procedures and protocols by DHS and the inter-agency community to allow seamless agency integration through prevention, protection, incident response and recovery scenarios.
- Validate literal and procedural alignment/compliance with the National Response Framework, National Incident Management System, and Homeland Security Presidential Directives (HSPDs).

Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this sixteen-week course.

Course Resources

There are no required textbooks for this course.

Evaluation Procedures

Students are expected to work with their instructor and must follow all guidance provided in the course including submitting all required components of the research process. Students should not expect to submit

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a final product at the end of the course without having completed each stage of the research process as outlined in the assignments below.

Please note: The language in the evaluation procedures section is a compilation from the APUS *End of Program Assessment Manual for Graduate Studies*. Some passages are *verbatim* from the Manual. For clarity, these passages have not been specifically identified as quoted passages but are integrated into the syllabus. The student should read this syllabus in conjunction with the *End of Program Assessment Manual*.

The course grade is based on the following assessments:

ASSIGNMENT	Percentage
Forum Discussions	1 percent
Project Proposal	2 percent
Literature Review	2 percent
Project Design	2 percent
Project Implementation	2 percent
The Finishing Touches	1 percent
Draft Capstone Project	5 percent
Journal	5 percent
Final Project Submission	80 percent
TOTAL	100 percent

16 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

<u>Weeks</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
1-2	Writing the Project Proposal		Introduction – Week 1 Forum Project Topic - Week 2 Forum
3-5	Writing the Literature Review		Literature Review – Week 5 Assignment
	Project Design		Journal Entry – Week 6 Forum

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6-8			Journal Entry – Week 7 Forum Journal Entry – Week 8 Forum Project Design - Week 8 Assignment
9-12	Project Implementation		Journal Entry – Week 9 Forum Journal Entry – Week 10 Forum Journal Entry – Week 11 Forum Project Implementation - Week 12 Assignment
13	The Finishing Touches		The Finishing Touches - Week 13 Assignment
14	Submitting the Draft Project		Draft Capstone Project - Week 14 Assignment
15-16	Submitting the Final Project		Journal – Week 15 Assignment Final Project Submission - Week 16 Assignment

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

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Citation and Reference Style

Attention Please: Students will follow the APA 6 Style as the sole citation and reference style used in written work submitted as part of coursework. See http://www.apus.edu/content/dam/online-library/resources-services/Fuson_2012_APA.pdf.

All written submissions should be submitted in Times New Roman 12pt font with 1" margins, typewritten in double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Request a Library Guide for your course

(<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.