Course Description

Contrasts various homeland security technology options with emphasis on prevention, protection, mitigation, interdiction/intervention, inspection, detection, and response technologies as they relate to domestic homeland security and first responders operations. Examines terrorists’ use of technology and how the evolution of technology has changed terrorist attacks.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Examine criminal and terrorist threats that have led to the development of prevention, protection, mitigation, interdiction/intervention, inspection, detection, and response technologies for use in homeland security and domestic response operations.
2. Analyze personal protective equipment (PPE) and detection equipment technologies employed by first responders as they relate to CBRNE, cyber threats, natural disasters, and law enforcement/counterterrorism operations.
3. Evaluate the applications and implications of domestic drone use across all domestic HLS/first responder realms.
4. Analyze the research and development of future homeland security technologies.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are provided in the study guides to aid students in their course of study.
4. **Learning Activity (Non-Graded)**: This non-graded Learning Activity is provided in Unit II to aid students in their course of study.
5. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
6. **Unit Assessments**: This course contains one Unit Assessment to be completed at the end of Unit I. It is composed of written response questions.
7. **Unit Assignments**: Students are required to submit for grading Unit Assignments in each unit. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit Assignments. Specific information about accessing these rubrics is provided below.
8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

---

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the "My Library" button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

---

**Unit Assignments**

**Unit I Reflection Paper**

After reading through the *DHS Science and Technology Directorate: Strategic Plan* found at [http://www.dhs.gov/xlibrary/assets/st/st-strategic-plan.pdf](http://www.dhs.gov/xlibrary/assets/st/st-strategic-plan.pdf) compose a paper discussing what you have learned about how DHS S&T’s mission “to strengthen America’s security and resiliency by providing knowledge products and innovative technology solutions for the Homeland Security Enterprise” guides the homeland security technologies used by first responders and other agencies/organizations with homeland security responsibilities.

Be sure to discuss the impacts of criminal and terrorist threats on the development of homeland security technologies as they relate to the key areas of prevention/protection, mitigation/interdiction, inspection/detection, and intervention/response.

Your paper should consist of no less than 500 words, and references and citations must be provided using APA format.

**Unit II Reflection Paper**

After reading *A National Strategy for CBRNE Standards* found at [http://www.whitehouse.gov/sites/default/files/microsites/ostp/chns_cbrne_standards_final_24_aug_11.pdf](http://www.whitehouse.gov/sites/default/files/microsites/ostp/chns_cbrne_standards_final_24_aug_11.pdf) and *No blue canaries: implementing a PPE program protects the protectors* from your required reading, compose a paper discussing what you have learned about the primary considerations and associated complications that must be addressed regarding the use and interoperability of CBRNE equipment among the various agencies and organizations (first response and other) that will have responsibilities to operate in a CBRNE attack environment. Be sure to address access and availability of CBRNE PPE and personal monitoring equipment, challenges of employing and operating the tools of your trade while in CBRNE PPE (for example: weapons, communications equipment, stethoscopes, etc.) in an ongoing multi-modal terrorist attack, the operational periods that civilian CBRNE equipment will permit, and limitations related to the ability to share resources due to standardization of equipment. Finally, discuss the importance of maintaining PPE and the role of research and development of future chemical and biological detection and PPE technologies in helping to keep first responders and others safe.

Your paper should consist of no less than 500 words, and references and citations must be provided using APA format.
**Unit III Case Study**

Scenario:
Because of your technical and academic expertise as a graduate of CSU, and your experience in this arena, you have been tasked to produce a brief presentation to be used as an organizational/departmental training tool regarding homeland security technologies as they pertain to criminal and terrorist use of weapons of mass destruction (WMD), responder protective measures, and personal protective equipment (PPE) technologies in your specific area of responsibility (AOR) and public safety mission.

The purpose of this case study is to allow you the opportunity to apply the concepts and information you learned in this and all other units with regards to the development, implementation, and proposed future use of WMD and radiological/nuclear responder protective measures and PPE technologies within the homeland security and domestic response operations construct. This assignment also provides you with the opportunity to use your skills, expertise, and experience to enrich your response.

For this assignment, read any academically appropriate publications that you have found through your research on this topic that addresses the aforementioned criteria, and compose a paper applying what you have learned in this and previous lessons. Also, address access and availability of PPE and detection equipment, the challenges of employing and operating the tools of your trade while in PPE (for example, weapons, communications equipment, stethoscopes, etc.) in an ongoing multi-modal terrorist attack (as well as from the threat of secondary devices), and limitations related to the ability to share resources due to standardization of equipment that you would be required to address in your role as a first responder or other responding homeland security asset, if you were responding to a WMD or radiological/nuclear incident. Also be sure to discuss the importance of maintaining PPE and the role of research and development of future WMD and/or radiological/nuclear detection and PPE technologies in helping to keep first responders and others safe.

Finally, discuss what you have learned through researching this case study as well as the overall value of this research as it relates to your current or desired position. In your paper, be sure to discuss what you have learned about the technologies/devices used for safeguarding, screening/detection and response related to WMD and radiological/nuclear threats as well as their vulnerabilities.

The completed assignment must be a minimum of two pages in length, not including the title page and reference list, provided as a Word document, and references and citations must be provided using APA format. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations. To supplement your discussion, you may use your textbook, professional journal articles, case studies, scholarly papers, or other scholarly material such as academic, governmental, or industry publications other sites you may find pertinent.

**Unit IV Case Study**

Scenario:

Because of your technical and academic expertise as a graduate of CSU, and your experience in this arena, you have been tasked to produce a brief presentation to be used as an organizational/departmental training tool regarding homeland security technologies as they pertain to explosives, IEDs, VBIEDs, and C-IED and your specific area of responsibility (AOR) and public safety mission.

The purpose of this case study is to allow you the opportunity to apply the concepts and information you learned in this and all other units with regards to the development, implementation, and proposed future use of explosives, IEDs, VBIEDs, and C-IED technologies within the homeland security and domestic response operations construct. This assignment also provides you with the opportunity to use your skills, expertise, and experience to enrich your response.

For this assignment, read any academically appropriate publications that you have found through your research on this topic that addresses the aforementioned criteria, and compose a paper applying what you have learned in this and previous lessons and address access and availability of PPE and detection equipment, the challenges of employing and operating the tools of your trade while in PPE (for example: weapons, communications equipment, stethoscopes, etc.) in an ongoing multi-modal terrorist attack (as well as from the threat of secondary devices), and limitations related to the ability to share resources due to standardization of equipment that you would be required to address in your role as a first responder, or other responding homeland security asset, if you were responding to a bombing incident. Also be sure to discuss the importance of maintaining PPE and the role of research and development of future explosive detection and PPE technologies in helping to keep first responders and others safe.
Finally, discuss what you have learned through researching this case study as well as the overall value of this research as it relates to your current or desired position. In your paper, be sure to discuss what you have learned about the technologies/devices used for safeguarding, screening/detection, and response related to explosive threats as well as their vulnerabilities.

The completed assignment must be a minimum of two pages in length, not including the title page and reference list, provided as a Word document, and references and citations must be provided using APA format. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations. To supplement your discussion, you may use your textbook, professional journal articles, case studies, scholarly papers, or other scholarly material such as academic, governmental, or industry publications other sites you may find pertinent.

**Unit V Reflection Paper**

**IS-523: Resilient Accord – Exercising Continuity Plans for Cyber Incidents**

Read through IS-523: Resilient Accord – Exercising Continuity Plans for Cyber Incidents course located at [http://emilms.fema.gov/is523/index.htm](http://emilms.fema.gov/is523/index.htm) and take the Final Exam. Once you complete the Final Exam, please create a screen shot of your certificate and paste it at the bottom of your reflection paper.

For this assignment, compose a paper discussing what you have learned by taking the assigned FEMA course within this unit as well as the overall value of this training as it relates to your current or desired position. In your paper, be sure to discuss what you have learned about cybersecurity, cyber risk, threats, and vulnerabilities, cyber consequences, and the National Continuity Policy and continuity planning. Your paper should consist of no less than 500 words, and any references and citations must be provided using APA format.

If you have previously taken this course, submit your training certificate and the paper as described above.

With this FEMA IS course, after you click on “Begin the Training,” then click on “Lesson 1: Introduction and Course Overview”, then click on “Select this link to access the print version of each lesson in this course.” This will be a blue hyperlink. Clicking on this link will open the full course text and allow you the option to print a summary of the contents of the entire course (you have the option to print or save as a PDF if use Windows or a print to PDF feature).

**Unit VI PowerPoint Presentation**

For this assignment, imagine the following scenario:

Your agency is seeking a multi-million dollar grant to research and evaluate the efficacy of domestic use of unmanned aerial vehicles (UAVs), aka drones, as an emerging technological tool to be added to your departmental/organizational assets. Because of your technical and academic expertise and experience in this arena, you have been hand selected to produce and deliver a presentation to a committee of stakeholders who will make the final appropriation decision. Specifically, you have been tasked with developing a concise and clearly defined operational model that defines how drones will be used and the benefits of the integration and deployment of drone technology as it related to your specific area of responsibility (AOR) and public safety mission. You will also discuss the possible complications that will arise (such as public skepticism regarding fears of surveillance and militarization) with this potential acquisition and implementation and how your organization’s early adoption of this technology will place you at the ‘tip of the spear’ in terms of the development of future drone technology and applications industry and nationwide.

For this assignment, create a 10 to 15 slide PowerPoint presentation that addresses and evaluates the domestic use of unmanned aerial vehicles (UAVs), aka drones, as an emerging technology for law enforcement, counterterrorism, CBRNE defense, search and rescue, natural disasters, and other homeland security technology operations and applications. Feel free to apply knowledge you have learned in this and previous lessons, selected readings from this unit, and/or academically appropriate resources you have discovered through your own research.

You may use various sources including your textbook or other scholarly material such as academic, governmental, or industry publications.

**Tips on creating effective PowerPoint presentations:**
Since you will not be presenting this PowerPoint to your instructor in person, you will need to add written explanation for the contents of your slides. To do this, you will make use of the PowerPoint slide notes function to provide brief explanations. For an explanation on creating slide notes within PowerPoint presentations, click here:

- Create Notes Pages

Visual emphasis such as bold, italicized, or underlined text should be used sparingly in order to maximize the prominence of key points. Each slide should address a single concept, and slides should follow a logical progression, each building on the other.

Treat your PowerPoint slides like you would any APA formatted research paper; providing in-text citations and a reference slide for any outside sources, including direct quotations, paraphrased words or ideas, tables and data, and images. The title and reference slides are not included in the required slide count.

Below are some of the many PowerPoint tutorials that can be found online if you need guidance for creating effective PowerPoint presentations:

- 10 Tips to a Powerful PowerPoint
  http://standout-strategies.com/how-to-make-a-good-powerpoint-presentation/

- PowerPoint Tutorial
  http://columbiasouthern.adobeconnect.com/powerpointbestpractices/

- 8 Best PowerPoint Presentations: How To Create Engaging Presentations
  https://www.udemy.com/blog/best-powerpoint-presentations/

**Unit VII Case Study**

**Scenario:**

Because of your technical and academic expertise as a graduate of CSU, and your experience in this arena, you have been tasked to produce a brief white paper that will be provided to stakeholders and the media which defines, clarifies, and defends your agency’s/organization’s decision to implement a biometric, identification, screening, and/or intervention technology (of your choosing) that has been implemented or proposed for implementation that will best address your specific area of responsibility (AOR) and public safety mission. Specifically, you have been tasked to develop a concise and clearly defined synopsis that outlines how this proposed technology will be used, the benefits of the integration and deployment of this technology as it relates to your specific mission, any possible complications that will arise (such as public skepticism regarding fears of surveillance and/or other violations of constitutional rights), and how your organization’s early adoption of this technology will place you at the ‘tip of the spear’ in terms of the development of future technology, applications, and best practices industry and nationwide.

The purpose of this case study is to allow you the opportunity to apply the concepts and information you learned in this and all other units with regards to the development, implementation, and proposed future use of biometrics, identification, screening, and intervention technologies within the homeland security and domestic response operations construct. This assignment also provides you with the opportunity to use your skills, expertise, and experience to enrich your response.

For this assignment, select a current or proposed future biometric, identification, screening, and/or intervention technology and address the aforementioned criteria. The completed assignment must be a minimum of two pages in length, not including the title page and reference list, provided as a Word document, and references and citations must be provided using APA format. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations. To supplement your discussion, you may use your textbook, professional journal articles, case studies, scholarly papers, or other scholarly material such as academic, governmental, or industry publications other sites you may find pertinent.

**Unit VIII PowerPoint Presentation**

For this assignment, imagine the following scenario:

Your agency has been awarded a multi-million dollar grant to research and evaluate the efficacy of cutting-edge natural disaster and/or search and rescue (SAR) technology for use in homeland security and domestic response operations. Because of your technical and academic expertise as a graduate of CSU and your experience in this arena you have
been hand selected to produce, and deliver, a presentation to a committee of stakeholders who will make the final decision on which technology will best address natural disaster and/or SAR mission critical needs. Specifically, you have been tasked to develop a concise and clearly defined operational model that defines how your proposed asset will be used, the benefits of the integration and deployment of this technology as it relates to your specific area of responsibility (AOR) and public safety mission, any possible complications that will arise, and how your organization’s early adoption of this technology will place you at the ‘tip of the spear’ in terms of the development of future technology, applications, and best practices industry and nationwide.

For this assignment, create a 10 to 15 slide PowerPoint presentation applying knowledge you have learned in this and previous lessons, selected readings from this unit, and/or academically appropriate resources you have discovered through your own research and evaluate an emerging natural disaster and/or SAR technology that addresses the aforementioned criteria. If you do not currently work in a field that would implement such a technology, develop this presentation from the perspective of your desired position or other homeland security and/or domestic response operation.

You may use various sources including your textbook, or other scholarly material such as academic, governmental, or industry publications.

Tips on creating effective PowerPoint presentations:

Since you will not be presenting this PowerPoint to your instructor in person, you will need to add written explanation for the contents of your slides. To do this, you will make use of the PowerPoint slide notes function to provide brief explanations. For an explanation on creating slide notes within PowerPoint presentations, click here:

- Create Notes Pages

Visual emphasis such as bold, italicized, or underlined text should be used sparingly in order to maximize the prominence of key points. Each slide should address a single concept, and slides should follow a logical progression, each building on the other.

Treat your PowerPoint slides like you would any APA formatted research paper; providing in-text citations and a reference slide for any outside sources, including direct quotations, paraphrased words or ideas, tables and data, and images. The title and reference slides are not included in the required slide count.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.
Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>16%</td>
</tr>
<tr>
<td>Unit I Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection Papers (3 @ 7%)</td>
<td>21%</td>
</tr>
<tr>
<td>Case Studies (3 @ 11%)</td>
<td>33%</td>
</tr>
<tr>
<td>PowerPoint Presentation (2 @ 10%)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I  
**Overview of Homeland Security Technology**

<table>
<thead>
<tr>
<th>Review:</th>
<th>☐ Unit Study Guide</th>
</tr>
</thead>
</table>
| Read: | ☐ **Chapter 1:** Homeland Security: The Concept, the Organization  
☐ **Suggested Reading:** See Study Guide |
| Discuss: | ☐ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
☐ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | ☐ **Assessment** by Tuesday, 11:59 p.m. (Central Time)  
☐ **Reflection Paper** by Tuesday, 11:59 p.m. (Central Time) |

### Notes/Goals:

### Unit II  
**Homeland Security Technology: Chemical and Biological**

| Review: | ☐ Unit Study Guide  
☐ **Learning Activities (Non-Graded):** See Study Guide |
|---------|--------------------|
| Read: | ☐ **Chapter 3:** Hazards  
*Law Enforcement Technology*, 32(8), 94+  
(The article above can be located in the CSU Online Library in the General OneFile database.)  
☐ **Suggested Reading:** See Study Guide |
| Discuss: | ☐ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
☐ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | ☐ **Reflection Paper** by Tuesday, 11:59 p.m. (Central Time) |

### Notes/Goals:
# Unit III: Homeland Security Technology: Radiological

**Review:**
- Unit Study Guide

**Read:**
- Chapter 3: Hazards
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

---

# Unit IV: Homeland Security Technology: Explosives, IEDs, VBIEDs, and C-IED

**Review:**
- Unit Study Guide

**Read:**
- Chapter 3: Hazards
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

---

# Unit V: Homeland Security Technology: Cyber: Information and Communication Assurance and Security

**Review:**
- Unit Study Guide

**Read:**
- Chapter 8: Cybersecurity and Critical Infrastructure Protection
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Reflection Paper** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
<table>
<thead>
<tr>
<th>Unit VI</th>
<th>Homeland Security Technology: Drones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>Chapter 6: Border Security, Immigration, and Customs Enforcement</td>
</tr>
<tr>
<td></td>
<td>Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Discuss:</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td></td>
<td>Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Notes/Goals:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit VII</th>
<th>Homeland Security Technology: Biometrics, Identification, Screening, and Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>Chapter 5: Intelligence and Counterterrorism</td>
</tr>
<tr>
<td></td>
<td>Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Discuss:</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td></td>
<td>Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>Case Study by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Notes/Goals:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit VIII</th>
<th>Homeland Security Technology: Disasters Response and Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>Chapter 10: Mitigation, Prevention, and Preparedness</td>
</tr>
<tr>
<td></td>
<td>Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Discuss:</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td></td>
<td>Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Notes/Goals:</td>
<td></td>
</tr>
</tbody>
</table>