

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **CJUS 382**

#### **CRITICAL INFRASTRUCTURE PROTECTION**

#### **COURSE DESCRIPTION**

Identification, prioritization, and protection of critical infrastructure including agriculture, cyber and information technology, telecommunications, chemical, transportation, energy, water, medical, emergency services, and postal and shipping. Impact on personal safety, structural integrity and security, and economic performance.

#### **RATIONALE**

This course cultivates an understanding of different cultures and international actions. It promotes an understanding of Western tradition and American historical aspects of emergency management with a focus on critical infrastructure and fosters university-level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and research. It challenges the student to acquire knowledge independently through research of the sciences and promotes the evaluation of moral and ethical decision-making. The student will develop competence in determining an approach to vocation. This course nurtures the maturing of spiritual, intellectual, social, and physical qualities through the synthesis of academic knowledge and Christian values. It cultivates the sensitivity to others with commitment to better humanity and encourages commitment to Christian life while actively communicating the Christian faith, personal integrity, and social responsibility, all achieved through Jesus Christ the Lord and personal Savior.

#### **I. PREREQUISITES**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word
- E. APA Writing Guide:

<http://ezproxy.liberty.edu/login?url=http://APAStyleCENTRAL.apa.org>

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Identify critical stakeholders in critical infrastructure security.
- B. Describe interdependences, relationships, and legal requirements in critical infrastructure security.
- C. Identify and assess threats and vulnerabilities.
- D. Explain the scope related to critical infrastructure impacts.
- E. Analyze risks and assign qualitative values.
- F. Evaluate and develop recommendations for improving preparedness.
- G. Compare Scriptures and perspectives with real world situations.

#### **V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board forums (8)

Discussion questions will be posted each module/week. Threads in response to the questions must reflect critical thought, relate the course content to real-world applications with biblical perspectives, and cite any sources used. The thread must be at least 250–300 words. The student must post at least 2 replies to other students' threads. The replies must be 100–150 words each.

Unlike formal written assignments, the instructor does not require that the threads adhere to specific formatting requirements. However, make sure to proofread carefully as grammar and spelling errors may impact the grading. Participation is very important online and impacts the grade as well. Participation consists of notes the student sends above and beyond graded assignments. Note that both quantity and quality are important considerations when it comes to participation. For example, a message which simply expresses agreement does not constitute participation, because it does not add anything of substance to the discussion. To earn full participation points, the student must add substance to the discussion—this would consist of new ideas, perspectives, pointed follow-up questions, etc.

D. Airport Assessment Part 1

The student will comprise a comprehensive analysis of all potential threats and vulnerabilities at the Richmond International Airport. The student will review the building plan, services, and map links. This assessment must be conducted without consideration to, or analysis of, existing measures. This is the student’s personal assessment based on his/her knowledge gained from the information in this course and any outside sources he/she locates (scholarly, governmental, or academic). Consideration should be given to infrastructure impact at various levels.

The assessment must follow current APA guidelines and include at least 4 properly cited sources. This assessment will include a qualitative analysis. As such, separate spreadsheets must be developed for the threats and vulnerabilities respectively. All resource elements must be presented and discussed. The assessment must consist of 900–1,400 words.

E. Airport Assessment Part 2

The student will develop a report for airport administrators. This report must include a risk analysis and recommendations for minimizing threats and vulnerabilities. As with Part 1, this assessment is based on the student’s knowledge gained from the information in this course and any outside sources he/she locates (scholarly, governmental, or academic). The student will need to conduct research outside the text. For instance, using a risk assessment tool from a credible source (with proper citations) may be useful.

The student must prepare a formal report on his/her findings and recommendations, following current APA guidelines and must include at least 4 properly cited sources. This report will include a qualitative analysis. As such, spreadsheets must be developed to clarify the student’s findings and position. The report must consist of 900–1,400 words.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board forums (8 at 75 pts ea)	600
Airport Assessment Part 1	200
Airport Assessment Part 2	200
<b>Total</b>	<b>1010</b>

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600-699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

**VII. BIBLIOGRAPHY**

- Federal Emergency Management Agency. (n.d.). NRF Resource Center: NRF rollout briefing. Retrieved from <http://www.fema.gov/pdf/emergency/nrf/NRFRolloutBriefingNotes.pdf>
- Moteff, J. D. (2010). *Critical infrastructures: Background, policy, and implementation*. Retrieved from <http://fpc.state.gov/documents/organization/16263.pdf>
- Patel, B. (2006). *Perk Bak's How Nature Works*. Retrieved from <http://serendip.brynmawr.edu/complexity/course/emergence06/bookreviews/bpatel.html>
- Privacy Rights Clearinghouse. (2011). *Chronology of data breaches security breaches 2005 – present*. Retrieved from <http://www.privacyrights.org/data-breach>
- Radvanovsky, R. & McDougall, A. (2013). *Critical infrastructure: Homeland security and emergency preparedness* (3rd ed.). Boca Raton, FL: CRC Press. ISBN: 9781466503458.
- Renfro, N. A. & Smith, J. L. (2011). *Threat/vulnerability assessments and risk analysis*. Retrieved from <http://www.wbdg.org/resources/riskanalysis.php>
- United States Department of Homeland Security. (2003). *Vulnerability assessment methodologies report*. Retrieved from <https://www.hsdl.org/?view&did=461395>
- United States Department of Homeland Security: Office of Inspector General. (2011). *Compendium of disaster preparedness programs*. Retrieved from <https://www.hsdl.org/?view&did=488152>

## ***COURSE SCHEDULE***

### **CJUS 382**

Textbook: Radvanovsky & McDougall, *Critical Infrastructure: Homeland Security and Emergency Preparedness* (2013).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Radvanovsky & McDougall: ch. 1 Appendix 1 video 2 websites	Course Requirements Checklist Class Introductions DB Forum 1	10 0 75
<b>2</b>	Radvanovsky & McDougall: ch. 2 1 website	DB Forum 2	75
<b>3</b>	Radvanovsky & McDougall: ch. 3 1 presentation 1 website	DB Forum 3	75
<b>4</b>	Radvanovsky & McDougall: ch. 7 2 websites	DB Forum 4 Airport Assessment Part 1	75 200
<b>5</b>	Radvanovsky & McDougall: ch. 8 1 website 1 video	DB Forum 5	75
<b>6</b>	Radvanovsky & McDougall: ch. 9 1 video	DB Forum 6	75
<b>7</b>	Radvanovsky & McDougall: ch. 10 1 website	DB Forum 7	75
<b>8</b>	Radvanovsky & McDougall: ch. 11 1 video	DB Forum 8 Airport Assessment Part 2	75 200
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.