

**University of Texas at El Paso**  
**Instructor's Course Requirements**  
**Fall 2023**

**I. Course Number and Instructor Information**

Course: INSS 4347 Critical Infrastructure Protection  
CRN: 14217 and 14218  
Meets: Online - Blackboard  
Semester: October 23, 2023 – December 11, 2023  
Instructor: Juan F. Campos  
Email: jfcampos3@utep.edu  
Office Hours: Mon/Wed 1:30 – 3 p.m & Tue/Thur 1p.m to 3 p.m., or by  
appointment.  
Prospect Hall, office number 207

**Communication**

Should you have any questions or concerns throughout the course, please do not hesitate to call, visit or email me. I am available via phone 9 a.m. to 5 p.m. (MST) Monday through Friday.

Students will receive feedback in various ways, through the discussion forum, the grade book for exams and a grading rubric for the term paper and discussions. You may E-mail me using the Mail Box in Blackboard, or the virtual instructor's office in the Discussions forum. I will respond to all student communication to me within 24-48 hours. You may contact me via phone as well.

**II. Purpose of the Course**

- This course examines the various fields of security protection, corporate security, asset protection, vulnerability and risk assessments. Emphasis is placed on security management concepts, target hardening and other proactive activities for protecting critical infrastructures: the people, physical assets, and the communications/cyber systems that are indispensably necessary for both homeland and national security.

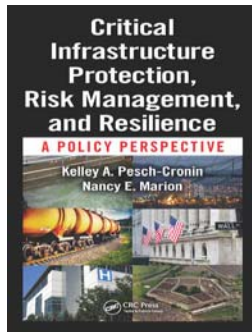
**III. Course Objectives**

After completion of the course, students will be able to:

- Understand proactive activities for protecting critical infrastructures: the people, physical assets and communications/cyber systems that are indispensably necessary for national security, economic stability, and public safety and Intellectual Property Protection.
- Identify and understand methods and resources used to deter or mitigate attacks against critical infrastructures caused by people (e.g., terrorists, other criminals, hackers, etc.), by nature (e.g., hurricanes, tornadoes, earthquakes, floods, etc.), and by HazMat accidents involving nuclear, radiological, biological, or chemical substances (i.e. all hazards).

## Text and Materials

### A. Required text:



Presch-Cronin, K. and Marion, N. *Critical Infrastructure Protection, Risk Management, and Resilience: A Policy Perspective* ISBN 9781498734905. CRC Press, 2017. Available at UTEP bookstores.

### B. Federal Emergency Management Agency online courses:

1. IS-860.C - The National Infrastructure Protection Plan, An Introduction: Ensuring the security and resilience of the critical infrastructure of the United States is essential to the Nation's security, public health and safety, economic vitality, and way of life. The purpose of this course is to present an overview of the National Infrastructure Protection Plan (NIPP). The NIPP provides the unifying structure for the integration of existing and future critical infrastructure security and resilience efforts into a single national program.

<https://training.fema.gov/is/courseoverview.aspx?code=IS-860.c&lang=en>

2. IS-913-A - Critical Infrastructure Security and Resilience: Achieving Results through Partnership and Collaboration: The purpose of this course is to introduce the skills and tools to effectively achieve results for critical infrastructure security and resilience through partnership and collaboration.

The course provides an overview of the elements of and processes to develop and sustain successful critical infrastructure partnerships.

<https://training.fema.gov/is/courseoverview.aspx?code=IS-913.a&lang=en>

C. Other materials as provided.

#### **IV. Academic Requirements (Course requirements conform with UTEP Policies):**

##### **Blackboard**

All the course content will be delivered via the UTEP Blackboard course management system. You can view all materials related to this course on Blackboard (except the textbook). You can also send e-mails to your fellow classmates or to me.

##### **Educational Philosophy**

My philosophy of teaching is based on a belief that learning needs to be student centered and that students need to be equal partners in the learning process. The goal of my teaching is active and cooperative learning. I find that when I can convey my own enthusiasm for the criminal justice profession, it is often contagious enough that students become engaged in the learning process. Through academic research, I encourage students to tackle problems creatively, which helps them to learn to think outside conventional boundaries and to seek the deeper meaning of a concept or finding. These efforts foster personal and intellectual fulfillment. My emphasis is on helping the student to learn, rather than just dispensing knowledge to them. My role involves using my expertise to put the necessary information in the hands of students so they are well equipped to find and answer their own questions.

##### **What you need to first do**

- On week 1, you need to navigate through the system and get familiar with it. Technical problems need to be handled by the Blackboard Support office and tech support.
- 1) Look for the learning modules – you will only see Module 1.
- 2) Get your book, you will start using it right away.
- 3) In the discussions forum, introduce yourself and begin meeting others in the class.
- 4) You will have a Discussion Question assignment due on Saturday of week 1.

## V. Class CORE Assessments

### Course Requirements

| Activity or Assignment   | Point Value |
|--------------------------|-------------|
| Discussion Questions (7) | 140         |
| Exam #1                  | 100         |
| FEMA online courses      | 100         |
| Assignments (4)          | 80          |
| Case Analysis            | 80          |
| Total Points             | 450 Points  |

### Weekly Blackboard Discussion Questions (20 points per discussion = 120 points)

- During this course, you will have 7 *Unit discussion questions* to answer in the Blackboard Discussion Board. You will be required to respond *substantively* to the question, and respond *substantively* to two others within the discussion forum as well. This will require a minimum of three substantive posts for each unit discussion (one original post and two response posts per week). Among your three substantive posts, you must post within the forum on at least two days. Original response shall be posted first by Wednesday 11:59 p.m. You will not see other student posts until you have responded first to the discussion question. I encourage you to post your original response early, and more than just the bare minimum. The instructor will remain active in discussion board. *Look out for follow-up questions from instructor.*
- Your collaborative group discussions are theoretical in nature and mostly related to the issues to be covered in the textbook. Please note that both quantity and quality are important considerations when it comes to participation, and substantive posts need to move the discussion forward. For example, a message that restates the post to which you respond, or that essentially says, "I agree," does not constitute participation because it does not add anything new of substance to the discussion. Likewise, off-topic posts do not constitute participation because they do not relate to the original discussion. Discussion posts need to have a 'meaty' combination of your insights on the topics and objectives, specific examples from your experience, and support from the course readings or other scholarly sources. Think of substantive like a formula: **Your Insight + Example from your Experience + Support = Substantive.**
- Students must provide in-text citations in your ORIGINAL POST to support their views/perspectives and provide a full reference at the end of the original post. In-text citations or reference are not required but encouraged in PEER RESPONSES.
- Discussion Board Rules: All of your discussion posts must be substantive. Substantive posts provide your educated opinion based on what you have read and when appropriate, personal experiences combined. Non-substantive posts are passing comments, or a repeat of what another student said. Substantive posts

bring new information into the discussion allowing for others to respond to you as well. Discussions are to be collaborative where all of you are educating each other on the topic.

- All module discussions will be open for one week (SUN-SAT midnight) with the exception of the first week as the course begins on Monday October 23, 2023. Since discussions are used as a gauge of one's participation and attendance, there are no make ups for prior unit's missed discussions. Please do not notify me that you did not know or were mistaken. Print the syllabus and keep it next to your computer if you need to.

### **Exam (100 points)**

- There will be a timed multiple-choice comprehensive exam worth **100 points**. (See Calendar). The exam questions will be drawn directly from your Presch-Cronin and Marion (2017) book. Exam will be comprehensive covering all chapters covered in this course. See calendar! Exam will open on Sunday (Midnight) and close on Sunday (11:59pm). I will reschedule an exam only if you notify me in advance because of work (military) conflict where you will not have access to the Internet for the entire week (documentation), or if you were hospitalized for the entire week (doctor's note). This is why you have 7 days to sit down and complete them at a time that is convenient for you. Plan ahead. Each exam will only cover the assigned course readings in the modules.

### **Online Course Assignment**

- Online Courses: Online courses are valued **at 100 points** total (50 points each online course). Online courses include the following two Federal Emergency Management Agency online courses and associated course/homework:

IS-860.C - The National Infrastructure Protection Plan

IS-913-A – Critical Infrastructure and Resilience: Achieving Results through Partnership and Collaboration

- Each course is pass/fail and valued at **50 points each course** for a total of **100 points**. Additionally, it is requested and recommended that students not take online courses until the associated course/homework is complete. To complete the online courses, students are required to register for a Federal Emergency Management Agency student identification number. Students can register via the below site. If unable to open link, students can copy and paste link onto an Internet Search Bar or right click and hit Open Hyperlink.

<https://cdp.dhs.gov/femasid/register>

- **Students shall provide copy of completed certificate for each online course to receive credit.**

### **Assignments (20 points per assignment = 80 points)**

- Students are required to complete four assignments found in Weeks 2, 3, 5 and 6. Assignments are **worth 80 points total**. Students shall follow instructions outlined in each assignment. Assignments are located in the Assignment link in blackboard. See syllabus calendar for due dates.

### **Case Analysis Paper (100 points)**

- Students are required to complete one Case Analysis paper. Paper is **worth 100 points**. *Students shall conduct an analysis of one of the below case studies:* Case studies and Guidelines are found in the Case Analysis Paper link in blackboard.

#### **Collapse: A Case Study of the Minneapolis I-35 Bridge Disaster**

**Or**

#### **Blackout: A Case Study of the 2003 North American Power Outage**

- Your analysis paper is due on Saturday **November 25th** of week 5 (See Calendar). You must submit your paper by the due date in the Case Analysis Paper link in Blackboard as an attached file in Microsoft Word only (doc., docx).
- I will not accept the paper otherwise.
- I will not accept a late paper. The paper must be submitted electronically through Blackboard. **Do not email it to me.**

### **Case Analysis Format**

- Case Analysis paper will be typed, double-spaced, “Time New Roman” font, 12-point size, 1-inch margins all around, and page number in the upper right corner header. A title page is required; provide your name, your instructor’s name, the course title, and the date in the center of the first page. The paper will be formatted and written in APA 7<sup>th</sup> Edition with a title page and reference page. All research and sources will be cited within the body of the paper with the appropriate use of in-text citations. The paper will be no less than 1,000 words. The grading rubric for this assignment may be viewed in the Case Analysis Paper submission link in Blackboard.

- Websites such as Wikipedia, blogs, and social networking forums (e.g., Facebook) are **not** to be used. Depending on your topic, they may be good places to start. However, there is nothing authoritative about these websites and therefore should not be cited in an academic paper. Information obtained from official websites, such as state/federal governments or government agencies, is acceptable and may be used as sources sparingly. Please review the Case Analysis Paper Rubric to see how I will be grading this assignment.

### Extra Credit

- There will be no extra credit offered in this course. I encourage quality, not quantity, so please do not ask.
- **The University Writing Center:** The University Writing Center is located in Library, Room 227. The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC’s website ([uwc.utep.edu](http://uwc.utep.edu)). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. They are open M-Th 9:00-5:00 p.m., Fr 9:00-2:00 p.m., and Sundays 12:00 -5:00 p.m. Appointments are recommended well before the deadline, but they will take walk-ins. Visit the UWC’s website to learn more about the services they provide, or make an appointment for an online consultation. Online consultations take place during regular business hours (see website) and must be made at least one day in advance.

<http://uwc.utep.edu/>

## VI. Grading Scale

| Points  | Letter Grade |
|---------|--------------|
| 400-450 | A            |
| 350-399 | B            |
| 300-349 | C            |
| 249-299 | D            |
| 0-249   | F            |

## **VII. Instructor's Policies**

### **a. Withdrawal Procedures**

- It is the student's sole responsibility to withdraw from the course. I will award an "F" for those who do not attend, nor drop the course. See the school catalog for policies and procedures.

### **b. Academic Honesty**

- Students are expected to conduct themselves in blackboard in a manner that does not violate the UTEP Code of Conduct. Acts in violation of the Code of Conduct will not be tolerated.
- Academic dishonesty will not be tolerated. Students should beware of the UTEP Handbook of Operating Procedures. Academic dishonesty may include, but is not limited to cheating on a test, plagiarism, making false statements and collusion.
- "Plagiarism" is defined as the appropriating, buying, receiving as a gift, or obtaining by any means another work and the unacknowledged submission or incorporation of it in one's own written work. This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.
- "Collusion" is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
- "Cheating on a test" shall include:
  - a. Copying from another student's test paper.
  - b. Using test materials not authorized by the teacher.
  - c. Collaborating with or seeking aid from another student during a test.
  - d. Knowingly using, buying, selling, stealing, or soliciting, in whole in part, the contents of an unadministered test.
  - e..Bribing another person to obtain an unadministered test.
- Turning in someone else's work as your own constitutes academic dishonesty. A grade of zero (0) will be assigned on any assignment/test found to be obtained under any of the items listed above in numbers 1-5.

### **c. Student Accommodations Statements**



- In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS) <http://sa.utep.edu/cass/>. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you may have as a UTEP student with a disability.
- Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.

#### **d. UTEP Drop Policy**

- If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.
  1. Students who drop a course *before the "official census date,"* the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
  2. Dropping a course *after the official census date, but before the "course drop date"* will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, this type of drop counts against your 6 drop limit.
  3. If the course is dropped *after the "course drop date"* or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.
  4. UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F" will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.
  5. If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical

reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

### VIII. Online/Technical Assistance

- I will be setting up a Mail Box link in Blackboard. You can use this as a primary source of communication with me during the course. If you are having trouble with this course or its material, you should contact me via email to discuss the issues while you work it out with UTEP. I do not work for IT or Distance Learning at UTEP. As a student in this course, you can get help from the following resources:
- As a student in this course, you also have access to support from University Technology Services
  - for Blackboard and computer issues.
  - Blackboard Support: <http://at.utep.edu/bbc/>
  - Technical Support from Technology Support:
  - <http://admin.utep.edu/Default.aspx?tabid=63402> or call 915-747-5257

### VIII. Calendar

**NOTE: Each week starts on Sunday and ends on Saturday.** Discussions and exams are open on Sundays (12am) and close on Saturdays (12 midnight).

#### Weekly Classroom Activities and Exams

| <b>Mondays/Week</b>                     | <b>Reading Assignment</b>                                                                                                    | <b>Activities</b>                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Week 1<br>OCT 23 MON –<br>OCT 28 SAT    | Module 1<br><i>Critical Infrastructure and Risk Assessment</i><br>Read Chapter 1                                             | Intro Group Discussion<br>Group Discussion 1<br>Due SAT |
| Week 2<br>OCT 29 – NOV 4<br>(SUN – SAT) | Module 2<br><i>Current Critical Infrastructure Protection</i><br>Read chapter 3                                              | Group Discussion 2<br>Assignment 1<br>Due SAT           |
| Week 3<br>NOV 5 – 11<br>SUN - SAT       | Module 3<br><i>Department of Homeland Security</i><br><i>Other Federal Risk Management Agencies</i><br>Read chapters 4 and 5 | Group Discussion 3<br>Assignment 2<br>Due SAT           |

|                                               |                                                                                                                                                                                                     |                                                                                |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <p>Week 4<br/>NOV 12-18<br/>SUN - SAT</p>     | <p>Module 4<br/><i>Laws and Regulations</i><br/><i>DHS Perspective on Risk</i><br/>Read Chapters 7 and 8</p>                                                                                        | <p>Group Discussion 4<br/>Due SAT</p>                                          |
| <p>Week 5<br/>NOV 19-NOV 25<br/>SUN - SAT</p> | <p>Module 5<br/><i>Sector-Specific Agencies' Approaches to Risk: Food and Agriculture Sector, Water and Wastewater Sector, and Energy Sector</i><br/><br/>Read Chapter 10</p>                       | <p>Group Discussion 5<br/>Assignment 3<br/>Case Analysis Paper<br/>Due SAT</p> |
| <p>Week 6<br/>NOV 26-DEC 2<br/>SUN - SAT</p>  | <p>Module 6<br/><i>Sector-Specific Agencies' Approaches to Risk: Healthcare and Public Health Sector, Transportation Systems Sector, and Emergency Services Sector</i><br/><br/>Read Chapter 11</p> | <p>Group Discussion 6<br/>Assignment 4<br/>FEMA Online Courses<br/>Due SAT</p> |
| <p>Week 7<br/>DEC 3-DEC 10<br/>SUN - SUN</p>  | <p>Module 7<br/><i>Sector-Specific Agencies' Approaches to Risk: Communication Sector, Information Technology Sector, and Financial Sector</i><br/><br/>Read chapter 12</p>                         | <p>Group Discussion 7<br/>Exam (Mods 1-7)<br/>DUE SUN</p>                      |