COURSE OUTLINE

CJS0420

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Prepared: Chris Reid   Approved:

Course Code: Title	CJS0420: SECURITY HARDWARE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semester/Term:	18W
Course Description:	This course will introduce the student to the various categories of protective hardware, their application and limitations. Hands-on opportunities will allow the student to see and use a variety of hardware components and develop skills in applying hardware to selected facilities. Software applications which support security options will also be examined and utilized.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Essential Employability Skills (EES):	#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #4. Apply a systematic approach to solve problems. #5. Use a variety of thinking skills to anticipate and solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences.
General Education Themes:	Social and Cultural Understanding Science and Technology
Course Evaluation:	Passing Grade: 60%, C
Evaluation Process and	

Evaluation Type	Evaluation Weight

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Grading System:

Final Examination	40%
Mid Term Examination	30%
Survey Project	30%

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

List and define the elements of risk analysis

Learning Objectives 1.

-list and discuss the impacts of honesty studies on risk management
-list and describe security facts that impact of risk management
-understand the loss to sales ratio concept
-list and describe the concepts of rational choice and the approaches to defeat criminal activity
-list and describe the element of crime and their impact on risk management
-list and describe the loss event triangle and its implication on risk management
-understand the implication of security versus civil liberty and its impact on risk management
-list and describe the sources of loss and their implication on risk management
-List and describe the laws of loss prevention
-list and describe the levels of security
-list and describe today's threat environment
-define and explain the term, "risk management"
-describe and define the term, "probability of risk"
-describe and define the term, "vulnerability to risk"
-describe and define the term, "loss event criticality"
-list and describe the elements of risk reduction

Course Outcome 2.

List and define the process of conducting loss control/loss prevention and security surveys

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Learning Objectives 2.

-list and define the construction standards and requirements for security
-list and discuss the performance goals of a security system
-list and discuss the elements of a survey
-conduct and provide a written loss control/loss prevention/security survey of a business.

Course Outcome 3.

List and describe the attributes/types of barriers

Learning Objectives 3.

-list and discuss the purposes of barriers
-list and discuss the considerations for barrier protection
-list and discuss the requirements of barrier types

Course Outcome 4.

List and describe the attributes/types of locking mechanisms

Learning Objectives 4.

-list and discuss the strengths and weaknesses of locks
-list and discuss the considerations for locking devices
-identify and discuss the types of locking devices
-identify the basic parts of locking devices
-identify the types of locking bolt types
-identify and describe the types of keyed locking mechanisms
-identify and describe the processes of key control

Course Outcome 5.

List and describe the attributes/types of doors and windows

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Learning Objectives 5.

-identify door types and materials used for security
-identify door standards for security
-identify security considerations for windows
-identify the types of windows

Course Outcome 6.

List and describe the attributes/types of close circuit television

Learning Objectives 6.

-identify and discuss the purpose of CCTV
-identify the components of a CCTV system
-identify and discuss the advantages and disadvantages of CCTV

Course Outcome 7.

List and describe the attributes/types of alarm systems

Learning Objectives 7.

-list and describe the purposes of intrusion detection systems (alarms)
-list and discuss the factors affecting the operation of alarms
-list and describe the types of alarms and their attributes

Course Outcome 8.

List and discuss the attributes/types of access control

Learning Objectives 8.

-list and discuss the issues of access control

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-list and discuss personnel access control systems
-list and discuss vehicle access control systems

Course Outcome 9.

List and discuss lighting control systems

Learning Objectives 9.

-list and discuss the general requirements for lighting
-list and discuss the principles of protective lighting
-list and discuss the types of lighting, lamps, and purpose of each
-list and discuss the employment of lighting factors

Course Outcome 10.

List and discuss security containers and storage areas

Learning Objectives 10.

-list and discuss the types of containers
-describe the burglary and fire protection concept for containers

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

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B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
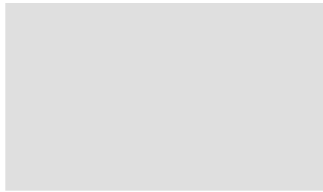6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

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E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.