SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

CICE COURSE OUTLINE

COURSE TITLE: Security Hardware

CODE NO. :   CJS420   **SEMESTER:**   Winter
MODIFIED CODE: CJS0420

PROGRAM: Law and Security Administration

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MODIFIED BY: Molly Frenette, Learning Specialist CICE Program

DATE: Jan. 2012   **PREVIOUS OUTLINE DATED:**   Jan. 2011

APPROVED: "Angelique Lemay"   Jan. 2012

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Dean, School of Community Services   **DATE**
and Interdisciplinary Studies

TOTAL CREDITS: 3

PREREQUISITE(S):   None

HOURS/WEEK: 3 hours per week

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I.   COURSE DESCRIPTION:

This course will introduce the CICE student to the various security devices and processes used in private security/loss prevention settings. The CICE student will be introduced to the concept of risk analysis and security surveys.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1.   **List and define the elements of risk analysis**
       Potential Elements of the Performance:
       a. list and discuss the impacts of honesty studies on risk management
       b. list and describe security facts that impact of risk management
       c. understand the loss to sales ratio concept
       d. list and describe the concepts of rational choice and the approaches to defeat criminal activity
       e. list and describe the element of crime and their impact on risk   management
       f. list and describe the loss event triangle and its implication on risk management
       g. have a basic understanding of the implication of security versus civil liberty and its impact on risk management
       h. list and describe the sources of loss and their implication on risk   management
       i. List and describe the laws of loss prevention
       j. list and describe the levels of security
       k. list and – take out describe today's threat environment
       l. define and explain the term, "risk management"
       m. describe and – take out define the term, "probability of risk"
       n. describe and – take out define the term, "vulnerability to risk"
       o. describe and – take out define the term, "loss event criticality"
       p. list and describe the elements of risk reduction

2.   **List and define the process of conducting loss control/loss prevention and security surveys**
       Potential Elements of the Performance:
       a. list and define the construction standards and requirements for security
       b. list and discuss the performance goals of a security system
       c. list and discuss the elements of a survey

        d. conduct and provide a written loss control/loss prevention/security survey of a business.

3. **List and describe the attributes/types of barriers**
Potential Elements of the Performance:
    a. list and discuss the purposes of barriers
    b. list and discuss the considerations for barrier protection
    c. list and discuss the requirements of barrier types

4. **List and describe the attributes/types of locking mechanisms**
Potential Elements of the Performance:
    a. list and discuss the strengths and weaknesses of locks
    b. list and discuss the considerations for locking devices
    c. identify and discuss – take out the types of locking devices
    d. identify the basic parts of locking devices
    e. identify the types of locking bolt types
    f. identify and describe – take out the types of keyed locking mechanisms
    g. identify and describe – take out the processes of key control

5. **List and describe the attributes/types of doors and windows**
Potential Elements of the Performance:
    a. identify door types and materials used for security
    b. identify door standards for security
    c. identify security considerations for windows
    a. identify the types of windows

6. **List and describe the attributes/types of close circuit television**
Potential Elements of the Performance:
    a. identify and discuss the purpose of CCTV
    b. identify the components of a CCTV system
    c. identify and discuss the advantages and disadvantages of CCTV

7. **List and describe the attributes/types of alarm systems**
Potential Elements of the Performance
    a. list and describe the purposes of intrusion detection systems (alarms)
    b. list and discuss the factors affecting the operation of alarms
    c. list and describe the types of alarms and their attributes

8. **List and discuss the attributes/types of access control**
Potential Elements of the Performance
    a. list and discuss the issues of access control
    b. list and discuss personnel access control systems
    c. list and discuss vehicle access control systems

9. **List and discuss lighting control systems**
Potential Elements of the Performance
a. list and describe the general requirements for lighting
b. list and describe the principles of protective lighting
c. list and describe the types of lighting, lamps, and purpose of each
d. list and describe the employment of lighting factors

10. **List and discuss security containers and storage areas**
Potential Elements of the Performance
a. list and discuss the types of containers
b. describe the burglary and fire protection concept for containers

III. **TOPICS:**

1. Introduction to risk analysis and the security survey
2. Barriers
3. Locking mechanisms
4. Windows and doors
5. Close circuit television
6. Alarm systems
7. Access Control
8. Lighting
9. Security containers and storage areas

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS**

Handouts provided by the instructor

V. **EVALUATION PROCESS/GRADING SYSTEM:**

Survey   30 marks
Mid-term   30 marks
Final exam   40 marks

Re-writes of tests or exams are not permitted.
All assignments must be typed, double spaced, and have a cover page.
Failure to notify the professor of exam absence prior to the exam will result in a "0" grade assigned.

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The following semester grades will be assigned to students in post secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see *Policies & Procedures Manual – Deferred Grades and Make-up*).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

NOTE: This course requires a 60% mark or better to be credited for graduation

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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VI.   SPECIAL NOTES:

Attendance:
Sault College is committed to CICE student success. There is a direct
correlation between academic performance and class attendance; therefore,
for the benefit of all its constituents, all students are encouraged to attend all
of their scheduled learning and evaluation sessions. This implies arriving on
time and remaining for the duration of the scheduled session.

*It is the departmental policy that once the classroom door has been enclosed,
the learning process has begun. Late arrivers will not be granted admission
to the room.*

VII.   COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part
of this course outline.

SECURITY HARDWARE
CJS 420
Winter

Take-home Assignment
Loss Control/ Loss Prevention/Security Survey

Purpose: to allow the students the opportunity to closely examine a business/home/organization, its construction, natural security attributes, and applied security measures. The student will apply knowledge of vulnerability, surveys and security hardware to make loss control/loss prevention and security recommendations for improvement to the business/home/organization surveyed.

Steps: Step 1

The student will contact and obtain permission of a business/home/organization owner/manager to conduct a security survey. A typed check list particular to the survey site will be developed. The site selection, check list, and approval for the survey will be discussed with the instructor prior to completing the survey.

Step 2

The student will conduct the survey using a specifically developed check sheet for that particular business/home/organization. The survey will cover specific site description, vulnerability matrix, barriers, locking mechanisms, windows and doors, CCTV application, alarm system application, access control procedures, lighting, and container/storage areas. WAECUP will also be addressed. Photographs of critical areas/issues will be taken and submitted as a part of your report.

Step 3

Complete a typed, double spaced report outlining, in detail, your findings. Include recommendations to improve security for the property surveyed. Rationale must be provided for each recommendation, in sufficient detail, to convince the owner to adopt the recommendation.

Parameters: **This an individual assignment**. Plagiarism and copying is not allowed. The assignment must include a cover page, be typed with double spacing, and submitted in a three ring binder. Marks will be assigned as follows:

Level of detail   10 marks
Presentation (readability/organization/layout)   5 marks
Soundness of recommendations   10 marks
Appropriateness of device for application   5 marks

                                                                   _____
                                                                   30 marks

Due Date: 1st class closest to 11 April
                    Late assignments will not be accepted for marking

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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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.