



## I. COURSE DESCRIPTION:

With the assistance of a Learning Specialist, this course will introduce the CICE 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 some basic skills in applying hardware to selected facilities. Software applications which support security options will also be examined and utilized.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

### 1. Identify and describe the elements of risk analysis

#### Potential Elements of the Performance:

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

### 2. Identify and describe the process of conducting loss control/loss prevention and security surveys

#### Potential Elements of the Performance:

- a. identify and describe the construction standards and requirements for security
- b. identify and describe the performance goals of a security

system

- c. identify and discuss the elements of a survey
- d. assist in conducting and providing a written loss control/loss prevention/security survey of a business.

**3. Identify and describe the attributes/types of barriers**

Potential Elements of the Performance:

- a. identify and discuss the purposes of barriers
- b. identify and discuss the considerations for barrier protection
- c. identify and discuss the requirements of barrier types

**4. Identify and describe the attributes/types of locking mechanisms**

Potential Elements of the Performance:

- a. identify and discuss the strengths and weaknesses of locks
- b. identify and discuss the considerations for locking devices
- c. identify and discuss 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 the types of keyed locking mechanisms
- g. identify and describe the processes of key control

**5. Identify 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
- d. identify the types of windows

**6. Identify 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.**

**Identify and describe the attributes/types of alarm systems**

Potential Elements of the Performance

- a. identify and describe the purposes of intrusion detection systems (alarms)
- b. identify and discuss the factors affecting the operation of alarms

**8.**

- c. identify and describe the types of alarms and their attributes

**Identify and discuss the attributes/types of access control**

Potential Elements of the Performance

- a. identify and discuss the issues of access control

9.
  - b. identify and discuss personnel access control systems
  - c. identify and discuss vehicle access control systems

**Identify and discuss lighting control systems**

Potential Elements of the Performance

- a. identify and discuss the general requirements for lighting
  - b. identify and discuss the principles of protective lighting
  - c. identify and discuss the types of lighting, lamps, and purpose of each
  - d. identify and discuss the employment of lighting factors
- 10.

**Identify and discuss security containers and storage areas**

Potential Elements of the Performance

- a. identify 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.**

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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 <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
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**

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to 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.

### **Addendum:**

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

### **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.