An overview of the scope of the security industry providing an historical perspective on the
development of the security field with an emphasis on current role and function. Aspects of
protecting people, information and physical assets are examined. Principles and frameworks for
recognizing security issues and solutions are introduced within the contexts of contemporary
business, government and public settings.

Entry Level Standards:
Problem solving and analytical skills are important.

Prerequisites:
None

Textbook(s) and Other Course Materials:

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview of security principles: Ch 1-2</td>
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<tr>
<td></td>
<td>- Introduction to Critical Thinking</td>
</tr>
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<td></td>
<td>- Key Terms and Definitions</td>
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<td></td>
<td>- History and development of arms and armor</td>
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<tr>
<td>2</td>
<td>Identifying security organization and protocols: Ch 3-4</td>
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<tr>
<td></td>
<td>- Local, State, and Federal government</td>
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<tr>
<td></td>
<td>- Corporate, commercial, Industrial</td>
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<td></td>
<td>- Private, community-level and personal</td>
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<tr>
<td>3</td>
<td>Security Planning and Response levels: Using the DHS model: Ch 23</td>
</tr>
<tr>
<td></td>
<td>- Regional and State operations</td>
</tr>
<tr>
<td></td>
<td>- Local Government operations</td>
</tr>
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</table>
II. Course Objectives*:

A. Present a complete and thorough overview of Security Principles. I, II, III, IV

B. Demonstrate the processes by which officials make decisions regarding Public Safety. I, II, III, IV

C. Identify basic constitutional principles which shape and limit the government's approach to countering terrorism. I, II, III, IV

D. Present a complete and thorough overview of the human factors involved in combating crime and terrorism. I, II, III, IV

E. Discuss how political, cultural and economic factors affect U.S. counterterrorism policies. II, III, IV

F. Distinguish between public and private efforts to control/prevent/crime and terrorism. I, II, III

G. Explain types of negligence, and defenses to negligence lawsuits. I, II, III, IV, VII

H. Describe the variety of technological applications available to the security planner. I, II, III, IV, V, VI, VII

*Roman numerals after course objectives reference goals of the SEAT program.

III. Instructional Processes*:

Students will:
1. Analyze and evaluate oral and/or written expression by listening critically for elements that reflect an awareness of the situation, audience, purpose, and diverse points of view. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

2. Manage and coordinate basic information gathered from multiple sources for the purpose of problem solving and decision-making. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

3. Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world. *Humanities Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*

4. Examine legal and ethical issues related to security operations and security management. *Communication Outcome, Humanities Outcome, History Outcome, Transitional Strategy, Active Learning Strategy*

5. Participate in extensive discussion exercises regarding the culture of violence that fosters terrorism. *Communication Outcome, Humanities Outcome, Social/Behavioral Outcome, Transitional Strategy, Active Learning Strategy*

6. View video clips of various causes of terrorism, motives of terrorists, terrorist and criminal threats, Counterterrorism strategies, etc. to acquaint students with the objective analytical tools which are vital in any deliberative process. *Social/Behavioral Outcome, Communication Outcome, History Outcome, Transitional Strategy, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting course work to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.*

**IV. Expectations for Student Performance***:

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

1. Recognize acts/behavior that might be indicative of possible criminal/terrorist intent. A, B, C, D, E

2. Critique popularly held notions about the function of Federal and State government in securing Americans from terrorist/criminal activities. A, B, C, D, E, F, G

3. Recognize the use of evidence, analysis, and persuasive strategies, including basic distinctions among opinions, facts, and inferences affecting security related decision-making. A, B, C, D, E, F

4. Analyze the impact of social trends on the process of developing counterterrorism strategies. A, B, C, D, E, F

5. Compare and contrast different approaches to the security planning process. A, B, C, D, E, F, G, H

6. Identify and explain the various motives of both domestic and international terrorists. A, B, D, E

7. Describe and explain the Threat Levels used by the DHS. A, B, C, D, E, F, G, H

8. Identify the competing and often conflicting interests involved in multijurisdictional efforts
at counterterrorism. A, B, C, D, E, F, G, H

9. Explain the current applications of technology to control sensitive material and/or data. A, B, D, E, F

10. Participate in teams to analyze various legal, social and ethical concerns that face today's society with respect to the war on terrorism. A, B, C, D, E, F, G, H

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Midterm exam: 15%
Final exam: 15%

B. Additional Expectations:

Attendance: 25%
Students must attend at least 80% of all scheduled classes. Lecture, demonstration, and classroom participation are the primary methods of disseminating information. Attendance will count for 25% of the student’s final grade

Quizzes: 20%
Quizzes and tests will be given online. Students must be able to access the Internet to take these examinations. Quizzes and tests will count for 20% of the student’s grade.

Research Paper 15%
Homework: 10%
Students will be required to turn in at least one research paper of approximately 12 pages and complete homework assignments and/or group work throughout the semester. The research paper will count for 15% of the student’s grade for this class. Homework assignment and group work will count for 10% of the final grade for this course.

Students may be required to post comments on the SEAT Web Discussion Board.

All tests and papers will be graded for spelling and English usage in addition to content and format.

Late papers will not be accepted nor will make-up tests be given without specific approval of the instructor.

Any student encountering academic difficulty during the term is strongly encouraged to meet with the instructor to discuss options and solutions.

C. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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</tbody>
</table>
C  70- 76  
D  60- 69  
F  59 and below

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled required instructional activities. As a minimum, students in all courses MUST BE PRESENT for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course (Pellissippi State Catalog).

B. Academic Dishonesty:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course.

C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.

D. Computer Equipment:

College-owned or -operated computing resources are provided for use by students of Pellissippi State. All students are responsible for the usage of Pellissippi State's computing resources in an effective, efficient, ethical and lawful manner.