

**PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE**

**MASTER SYLLABUS**

**SEAT 1000     Intro to Security Engineering and Administration Technology**

**Class Hours:** 3.0            **Credit Hours:** 3.0  
**Laboratory Hours:** 0.0            **Revised:** FALL 05

NOTE: This course is not designed for transfer credit.

**Catalog Course Description:**

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:**

The student is expected to be able to read on the college level, to write using correct spelling and grammatical structure and to utilize basic research techniques.

**Prerequisites:**

None

**Textbook(s) and Other Course Materials:**

Textbooks:

Fischer, Robt. J., *Introduction to Security*, 7th Ed.  
Boston: Butterworth-Heinemann (2004) (ISBN 978-0-7506-7600-7 )

**Other Required Materials:**

Instructor-provided handouts, **AND**  
Selected readings from the library and the Internet

**I. Week/Unit/Topic Basis:**

| Week | Topic  |
|------|--|
| 1    | Overview of security principles;<br>- Introduction to Critical Thinking<br>- History and development of arms and armor   |
| 2    | Identifying security organization and protocols:<br>- Local, State, and Federal government<br>- Corporate, commercial, Industrial<br>- Private, community-level and personal |
| 3    | Security Planning and Response levels: Using the DHS model<br>- Regional and State operations<br>- Local Government operations   |
| 4    | Law and ethics overview<br>- Foundation of U.S. law<br>- introduction to Rights theory<br>- Tort Law: Negligence theories and defenses                                       |
| 5    | The Human Element:<br>- Social, cultural, religious, ideological, and psychological influences of behavior   |

- Motives for deviant/criminal behavior
- 6-7 Overview of terrorism as a political/social instrument of change: case studies
- 8 Terrorism counter-action: current U.S. initiatives and responses
- 9 Design considerations for buildings and other structures
- 10-14 Technology applications in combating crime and terror
  - Mechanical devices: locks, barriers
  - Electronic devices: cameras, sensors
  - Biometric devices: Palm, fingers, face, voice, retina, iris, and others
- 15 Final Examination

## **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. Discuss how political, social and economic factors affect the design and function of public buildings. 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 Security Engineering and Administration Technology 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 tapes 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

7. Identify information resources, facilities, and personnel appropriate to their needs. Evaluate retrieved information according to its relevance, and use it for making decisions. Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

8. Analyze historical facts and interpretations. History Outcome, Transitional Strategy, Active Learning Strategy

\*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework 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 appropriate 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:**

A full explanation of student evaluation will be presented by the Instructor's Supplementary Syllabus the first week of class.

##### **B. Classroom Expectations:**

Students must attend at least 80% of all scheduled classes. Lecture, demonstration, and classroom participation are the primary methods of disseminating information.

##### **C. Computer/Internet:**

Quizzes and tests will be given Online via WebCT, or Blackboard. Students must be able to access the Internet to take these examinations. Students may be required to post comments on the SEAT Web Discussion Board. Specific guidance will be given by instructor.

##### **D. Other Evaluation Methods:**

Class participation, group work, and homework will also comprise the final grade for the course.

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.

E. Grading Scale:

|   |              |
|---|--------------|
| A | 90-100       |
| B | 80- 89       |
| C | 70- 79       |
| D | 60- 69       |
| F | 59 and below |

**VI. Policies:**

A. 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. (*Pellissippi State, 2004-2006 Catalog, pages 62-63*)

B. Accommodations for disabilities:

If you need accommodation 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. Privately after class or in the instructor's office.

To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.

C. Other Policies:

Computer Usage Guidelines:

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. (*Pellissippi State, 2004-2006 Catalog, pages 67-70*)