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American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies

Course Number: SCMT 379
Course Name: School and Campus Security
Credit Hours: 3 credit Hours
Length of Course: 8 weeks
Prerequisite: None

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Instructor Information

Instructor: See information provided in the Syllabus link in the classroom

Email: Please use internal classroom messaging system

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Course Description (Catalog)

Over the last several years, the perception of safety has been challenged by a series of high profile critical incidents, litigation, legislation and the protection of the 2nd Amendment, right to bear arms. Officials at educational and all types of institutions must be prepared to manage every day security issues while planning for high impact scenarios such as terrorism and active shooter/mass casualty incidents. Students will explore risk management and emergency management

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protocols, the threat assessment process, crisis and recovery measures, and become aware of the Department of Homeland Security protocols for active shooters/mass casualty incidents. Students will be required to take the web-based FEMA Active Shooter training and upon successful completion will receive a FEMA certification. This course will benefit students in the educational, criminal justice, security management, emergency management and, homeland security fields of study.

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Course Scope

This course will familiarize the student with the various aspects of security related to active shooters/mass casualty incidents. The student will approach the study of the subject through reading assignments, research assignments and discussion forums while applying the practical applications of the security and crisis management disciplines. Upon completion of the course, students will have an in-depth comprehensive knowledge of the challenges and countermeasures used to create an effective emergency plan related to an active shooter/mass casualty incident.

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Course Objectives

After successfully completing this course, you will be able to:

- LO1. Analyze the common security risks concerning the safeguard of educational institutions.
- LO2. Describe the process for conducting risk analysis and security surveys at educational institutions.
- LO3. Use risk analysis methodology in order to determine the appropriate level of security for a given school.
- LO4. Describe appropriate physical and procedural countermeasures in proportion to identified risks, common and specific vulnerabilities and potential impacts of identified loss event profiles.
- LO5. Justify the importance of a campus crisis management program, including interdisciplinary Crisis Response and Behavior Intervention Teams.
- LO6. Describe the emergency management cycle of prevention-mitigation, preparedness, response, and recovery operations within an educational environment.
- LO7. Compare and contrast preventative and intervention strategies to campus violence in an effort to enhance security.
- LO8. Interpret critical response procedures for a campus emergency response plan including, mass communications, life safety, and active shooter/mass casualty protocols as directed by FEMA.

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- LO9. Summarize various types of exercises and drills necessary to evaluate the state of readiness for a given campus.
- LO10. Illustrate proactive protective intelligence and violence assessment techniques in support of a Campus Security program.
- LO11. Examine case studies of critical incidents in educational environments.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. To facilitate class interaction, the initial discussion forum assignments are due by midnight on Thursday evenings of the week as noted. All other course work is due by Sunday evenings of the week as noted and includes forum classmate responses, papers, projects, and quizzes/examinations submitted for review by the Faculty Member. Assigned faculty will support the students throughout this eight-week course.

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Course Resources

Required Course Textbooks: [APUS online bookstore](#)

Nicoletti J, Spencer-Thomas, S, Bollinger, C. (2009). *Violence Goes to College*. Springfield, IL: Charles C. Thomas Publishers.

Required Readings: See Resource Section of course for current listing of weekly readings.

E-Text: Many of the eBooks are now being housed in Vital Sources. To access Vital Sources here is the web address: <http://apus.campusguides.com/bookstore>

Additional Resources: [SCMT 379 AMU library page](#)

Web Sites: See Resource section of course for any URL listing for the course week.

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
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Security On Campus Inc.	http://www.securityoncampus.org/
School Shooters.info	http://www.schoolshooters.info/PL/Official_Reports.html
FBI Bulletin Threat Assessment Teams	http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/february-2010/threat-assessment-teams
DHS Active Shooter Video	http://www.dhs.gov/video/options-consideration-active-shooter-training-video
DHS Active Shooter	http://www.dhs.gov/active-shooter-preparedness
DHS Active Shooter Booklet	http://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf
DHS At Active Shooter Drill in Texas	http://www.youtube.com/watch?v=QXInEAYuaG4
ASIS Guidelines on Active Shooter Situations	https://www.asisonline.org/About-ASIS/Who-We-Are/Whats-New/Documents/Active-Shooter.pdf
FEMA Active Shooter Link for Final Exam Certification	http://emilms.fema.gov/IS907/index.htm
DHS Buildings and Infrastructure Protection Primer to Design Safe School Projects in case of Terrorist Attacks or School Shootings	http://www.dhs.gov/xlibrary/assets/st/bips07_428_schools.pdf

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Evaluation Procedures

How you will be evaluated for each graded activity:

Reading Assignments: students are required to read all assigned text book chapters/pages and documents as noted in the 8 Week Course Outline of this syllabus. The knowledge you acquired should be applied in developing responses to the weekly forums assignments, assigned Case Study and mid-term.

Supplemental Readings:

Forum Assignments: There are a total of seven required discussion forums (week 1 – 7, graded). In addition, in week one, there is an additional introduction forum (not graded). The discussion forums are located in the Forum Section of the classroom. You are required to

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respond to each forum. The initial response minimum word count is 250 words. Your response should include what you have learned during the week and when appropriate, you may related personal experiences and opinions. Initial Discussion forums are due by Thursday 11:59 PM. Each student must also respond to at least two peers. Each peer response should consist of at least 150 words. Peer responses are due each week no later than Sunday 11:59 PM of the corresponding week. Students must submit their responses in the appropriate discussion forum using the threaded discussion format. Discussion forum responses shall be in APA format and all material should be cited and reference appropriately.

Your responses should demonstrate a clear understanding of the main ideas, topics and concepts. Ensure that your ideas are clearly and properly organized and the other learner's ideas, questions, concerns are addressed when responding. Include the week's required readings and lecture materials when appropriate. All discussion posting must be in good taste (remember your Netiquette, see the Policies section below). Constructive criticism and honest assessment of each other's ideas is encouraged. The rubric for the course is posted in the assignment section of the classroom.

Research project: Your research project is due at the end of week 6. The project must be at least four pages. The Word document must be in APA format with in-text citations, a title page and reference page (at the end). Remember to save your documents with the proper file name. For example, JonesJSCMT379. The assignment will briefly describe the events leading to the incident legal considerations, analysis of the information and a conclusion. You may select from the following:

Select a topic from below and complete the

1. Effective security training for campus students, staff, and security staff.
2. The developing and the contents of a superior campus response plan.
3. The evolution of campus security laws and their current effectiveness.
4. Qualities of a well-protected campus.
5. How to assess violence and threatening behaviors effectively on campus.
6. Sandy Hook, Elementary School, Newtown, Connecticut or
- 7) *Any School/Campus active shooter incident you select. Incident must be cleared by your instructor by the end of week #2.

Your research paper should originate with a question or problem. Your task is to shape from one of research topics and develop a supporting outline by the end of Week 2. Your research should not include the Virginia Tech and Columbine incidents since we will be discussion those two incidents in detail.

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Exams/Quizzes: A midterm and final examination will be available online approximately seven days prior to the due date. Students will be notified via the weekly announcement when the examination is open. Each examination is open book and there will be no time limit. However, generally a three-hour effort should be sufficient. The exams are set for one-time submission. Therefore, be prepared when opening the examination (note that clicking on the hyper link for the exam constitutes opening it) to submit the exam upon completion. It is suggested that students make a copy of the examination and save it into a PDF or Word document prior to submission in the event of a technical difficulty occurring. In the event of such difficulties, contact the instructor via e-mail immediately. Each exam will address the material from the preceding weeks' readings. The final exam consists of attaining the FEMA Active Shooter certificate.

Field Experience Assignments: None.

Grade Instruments	Points %
Forum Postings and Class Responses Participation (7)	60.00
Assignment: Case Study 1	5.00
Mid Term Examination	25.00
Final (FEMA Training Course)	10.00
Total	100.00

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8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

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<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
1	Overview of School Security and Violence -Laws and Crime Statistics	LO 1 Analyze the common security risks educational institutions face concerning the	Textbook Readings: Read Forward, Preface, and Chapter 1, pp. 3-25. In Course Materials: Readings located in resources	Forums (2): Welcome Forum & Forum #1 and respond to two peer discussion

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	-Clery	safeguard of educational institutions.	<p>Week 1.</p> <p>1. Crime in Schools and Colleges</p> <p>2. NSSC Review of School Safety Research</p> <p>3. USDE Action Guide (located in Resources- Week 3 Lesson Plan) page 1-2.</p> <p>Websites:</p> <p>1. Timeline of Recent Worldwide School Shootings (located in Resources Week 1)</p> <p>2. Security On Campus Inc. http://www.securityoncampus.org</p>	forums
2	<p>-Conducting a Risk Analysis in a Campus Environment</p> <p>-Security Surveys; Methodologies, Problems & Prospects</p> <p>-Qualities of a Well Protected Campus</p> <p>-Popular Security Strategies & Issues</p> <p>-Assessing violence and vulnerabilities</p>	<p>LO 1 Analyze the common security risks educational institutions face concerning the safeguard of educational institutions.</p> <p>LO 2 Describe the process and identify the best practices for conducting risk analysis and security surveys at educational institutions.</p> <p>LO 3 Utilize risk analysis methodology in order to determine</p>	<p>Text Readings: Read chapter 3, pp. 32-44.</p> <p>In Course Materials: Readings located in resources Week 2.</p> <p>1. Instructor Notes-Sessions 1-3</p> <p>2. USDE Action Guide (located in Resources- Week 3 Lesson Plan) page 29.</p> <p>3. The Appropriate and Effective Use of Security Technologies in U.S. Schools</p> <p>4. School Safety Site Assessments NSSC</p> <p>5. School Safety Audit</p>	Forum Post #2 and respond to two peer discussion forums

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		<p>the appropriate level of security for a given school.</p> <p>LO 4 Select appropriate physical and procedural countermeasures in proportion to identified risks, common and specific vulnerabilities and potential impacts of identified loss event profiles.</p>	<p>Checklist</p>	
<p>3</p>	<p>The Emergency Management Cycle</p> <p>-Essential Elements of the Written Plan</p> <p>-Violence Preventative strategies</p>	<p>LO 2 Describe the process and identify the best practices for conducting risk analysis and security surveys at educational institutions.</p> <p>LO 3 Utilize risk analysis methodology in order to determine the appropriate level of security for a given school.</p> <p>LO 4 Select appropriate physical and procedural countermeasures in proportion to identified risks,</p>	<p>Text Readings:</p> <p>1. Read chapters 5-7, pp. 63-92, Appendix pp. 289-293</p> <p>2. Read chapter 12, pp. 151-176.</p> <p>In Course Materials: Readings (located in resources Week 3)</p> <p>USDE Action Guide for Emergency Management pp.7-57.</p> <p>Website: Security On Campus Inc. http://www.securityoncampus.org</p>	<p>Forum Post #3 and respond to two peer discussion forums</p>

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		<p>common and specific vulnerabilities and potential impacts of identified loss event profiles.</p> <p>LO 5 Define and justify the importance of a campus crisis management program, including inter-disciplinary Crisis Response and Behavior Intervention Teams.</p> <p>LO 6 Apply the emergency management cycle of prevention-mitigation, preparedness, response, and recovery operations within an educational environment.</p>		
4	<p>-The Importance of Educating the Staff</p> <p>- Adult Learning Concepts</p> <p>-Exercises & Drills</p> <p>-Physical (Environmental) protection and safety strategies to prevent violence</p>	<p>LO 4 Select appropriate physical and procedural countermeasures in proportion to identified risks, common and specific vulnerabilities and potential impacts of identified loss event</p>	<p>Text Readings: Read chapter 8, pp.93-104.</p> <p>In Course Materials: Readings located in resources Week 4.</p> <p>1. HSEEP Overview and Exercise Program Vol. I. pp1-26.</p> <p>2. Campus Security Design Guidelines, pp.1-8.</p>	<p>1) Forum Post #4 and respond to two Peer discussions forums</p> <p>2) MIDTERM EXAM</p>

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		profiles.		
5	<p>-Proactive Protective Intelligence</p> <p>-Violence Assessment and common campus violence</p> <p>-Law and campus security</p>	<p>LO 4 Select appropriate physical and procedural countermeasures in proportion to identified risks, common and specific vulnerabilities and potential impacts of identified loss event profiles.</p> <p>LO 7 Apply preventative and intervention strategies to campus violence in an effort to enhance security.</p> <p>LO 8 Define critical response procedures for a campus emergency response plan including, mass communications, life safety, and active shooter/mass casualty protocols as directed by FEMA.</p> <p>LO 11 Review case studies of critical incidents in educational environments, identify a list of lessons learned and</p>	<p>Text Readings: Read chapters 9-12, pp.105-160.</p> <p>In Course Materials: Readings located in resources Week 5.</p> <p>1. USSS Study-Threat Assessment in Schools</p> <p>2.FBI Study-The School Shooter: A Threat Assessment Perspective</p> <p>3.Washington Post-School Violence: Assessing the Threat</p> <p>Website: Threat Assessment Teams: http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/february-2010/threat-assessment-teams</p>	<p>1) Forum Post #5 and respond to two peer discussion forums</p>

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		implement these lessons into the planning process.		
6	<p>-Crisis Response</p> <p>-Avenger violence on campus</p> <p>-Case studies Columbine & Virginia Tech</p>	<p>LO 7 Apply preventative and intervention strategies to campus violence in an effort to enhance security.</p> <p>LO 10 Illustrate proactive protective intelligence and violence assessment techniques in support of a Campus Security program.</p>	<p>Text Readings: Read chapter 15, pp. 217-244.</p> <p>In Course Materials: Readings located in resources Week 6.</p> <p>1. Columbine Review Commission</p> <p>2. Virginia Tech Report</p> <p>3. Campus Attacks: Targeted Violence Affecting Institutions of Higher Education</p> <p>Website: School Shooters.info http://www.schoolshooters.info/PL/Official_Reports.html</p>	<p>1) Forum Post #6 and respond to two discussion forums</p> <p>2) Case Study Due</p>
7	<p>Crisis Recovery- Picking up the Pieces of a Critical Incident</p>	<p>LO 8 Define critical response procedures for a campus emergency response plan including, mass communications, life safety, and active shooter/mass casualty protocols as directed by FEMA.</p> <p>LO 9 Apply various types of exercises and drills</p>	<p>Text Readings: none</p> <p>In Course Materials: Readings located in Resources Week 7.</p> <p>1. Crisis Recovery: Traumatic Stress: An Overview</p> <p>2. Crisis Recovery: Practical Suggestions for Assisting Children</p> <p>3. Crisis Recovery: Parent Guidelines for Crisis Response</p>	<p>Forum Post #7 and response to two postings</p>

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		necessary to evaluate the state of readiness for a given campus.	4. USDE Action Guide for Emergency Management pp.14-15 (located in week 3 resource folders).	
8	<p>Campus riots, homicides, non-sexual assaults, arson and bombs.</p> <p>-Review for Final Examination</p>	<p>LO 8 Define critical response procedures for a campus emergency response plan including, mass communications, life safety, and active shooter/mass casualty protocols as directed by FEMA.</p>	<p>Text Readings: Read chapters 16-18, pp. 245-286 (Note: Read assignments before taking exam).</p> <p>Video: DHS Active Shooter http://www.dhs.gov/video/options-consideration-active-shooter-training-video (In addition, see links in your Additional Resources of this syllabus) and Lesson Section Week 8).</p> <p>In Course Materials: Readings located in resources Week 8.</p> <p>Active Shooter Resources</p> <p>Task Force on Assuring Successful Veishea and other Student/Community Celebrations Report pp. 1-6, 16-24, 34-35.</p>	<p>Final Examination (See FEMA link in Resources. Submit certification on obtained through assignments folder titled final exam)</p>

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Policies

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Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations:

All written submissions should conform to the APA style of writing:

- One inch margins on all four borders
- 0.5 indent (1 tab) at the beginning each paragraph.
- Arial or Times New Roman Style with 11 or 12-point font.
- Double spaced throughout (no excessive spacing between paragraphs).
- Photos, forms, diagrams, etc. should be placed at the end of the document and does not count towards the written component of each assignment.
- Cover page, abstract or reference pages are not considered part of the expected written minimum count.
- The document title should be your last name, followed by the course number followed by a dash and the assignment number. For example, if I was submitting my first assignment for this course, I would save my file under the following name, AguiarSCMT101-1.
- Each page excluding the cover page should be numbered and contain your assignment number in the running header.

Turnitin.com

Turnitin.com is a web-based [plagiarism](#) prevention application licensed, for campus use, through the APUS Online Library. Your assignments will be automatically submitted for review and requires no action on your part.

Turnitin.com analyzes electronic submissions of student writing, compares your assignment to the contents of a substantial online database, and generates a customized Originality Report. The database used to produce this analysis contains a massive collection of documents available on the Internet from both free and commercial sources, as well as the full texts of all other papers that have been previously submitted to Turnitin.com.

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Similarity index is based on the amount of matching text to a submitted paper:

Blue =	No matching text
Green =	One word to 24% matching
Yellow =	25 -49% matching text
Orange =	50-74% matching text
Red =	75-100% matching text

Citation and Reference Style

Attention Please: Students will follow the reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, D.C.: American Psychological Association, as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Publication Manual 6th ed. (2009).

Late Assignments

Students are expected to submit classroom assignments on the due date and complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. A student request for late submission must be initiated twenty-four (24) hours prior to the assignment deadline. Without prior permission by the instructor, late work will be assessed a five (5) percent penalty per day. In addition, routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

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- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular course group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor.com:*** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

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- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SCMT379), or class name.

If a guide you need is not available, please email the APUS Library: librarian@apus.edu.

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