

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
Course Number: SCMT 544
Course Name: Security Architecture
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite: None

Table of Contents

| | |
|--|---------------------------------------|
| Instructor Information | Evaluation Procedures |
| Course Description | Grading Scale |
| Course Scope | Course Outline |
| Course Objectives | Policies |
| Course Delivery Method | Academic Services |
| Course Resources | Selected Bibliography |

Instructor Information

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

Email: Please use internal classroom messaging system

[Table of Contents](#)

Course Description (Catalog)

This course stresses the core principles of the CPTED (Crime Prevention through Environmental Design) concept. Students learn how to work with architects, city, and municipal planners to ensure new or refurbished construction is designed in such a way as to minimize or eliminate criminal activity. Topics covered include initial planning considerations, gathering information from multiple sources, formulating and implementing the plan based on core CPTED principles, and the need for modifications and review over time.

[Table of Contents](#)

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Course Scope

Security architecture, as typified by the Crime Prevention Through Environmental Design (CPTED) concept, is a viable means for avoiding and/or reducing crimes in specific areas be they urban or suburban. The course provides a viable baseline for security managers and law enforcement personnel who must work with city planners, architects, and community planners in developing and constructing new facilities and communities. The importance of security and law enforcement personnel assisting in this process from inception cannot be over-emphasized. Building in security features into new construction not only results in considerable cost savings over implementing add-ons at a later date, but also results in fewer crime-related problems from the beginning.

[Table of Contents](#)

Course Objectives

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

Formulate a working knowledge of the background and theory of CPTED.

Measure the concepts behind protecting the built environment.

Evaluate applications of CPTED in the built environment.

Evaluate how to measure the success of CPTED, conduct CPTED surveys and implement CPTED.

Select the various assessments required to conduct a CPTED assessment, risk, threat and vulnerability.

[Table of Contents](#)

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, forum discussion assignments are due by **Friday 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. Assigned faculty will support the students throughout this eight-week course.

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[Table of Contents](#)

Course Resources

Required Course Textbook

Atlas, R.I. (2008). *21st century security and CPTED*. Boca Raton, FL: Auerbach Publications, Taylor & Francis Group.

Required Readings

As noted in the course Schedule.

Additional Resources

As noted in Lessons in the online classroom.

Websites

In addition to the required course texts the following public domain Websites 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 | Website URL/Address |
|---|--|
| CSO Online | http://www.csoonline.com/ |
| American Society for Industrial Security | http://www.asisonline.org/ |
| Security Info Watch | www.securityinfowatch.com/ |
| Crime Prevention Through Environmental Design | http://www.cptedtraining.net/ http://www.cpted.net/ |

[Table of Contents](#)

Evaluation Procedures

WEEKLY FORUMS:

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There are six Forums. Respond to each question using what you have learned during the week's reading and your personal experience and opinion as well. Each student must also respond to a minimum of two fellow students' postings (15 points each will be deducted for each secondary post that is not submitted). Students must submit their responses in the appropriate Forum for the week using the threaded format for all postings. Postings must be in good taste (remember your Netiquette, see the Policies section below) and to the point. Constructive criticism and honest assessment of each others ideas is encouraged. The Rubric posted in the Resources section of the classroom will be utilized to grade these assignments. **Discussion Question responses must be substantive. There are two elements of substance: one is content and the other is length of response. Content is obvious, you must fully cover the issue. Primary responses (each question, some weeks there are more than one question) must be 750 words at a minimum. Secondary responses should be about 250 words.** Do not attempt to post responses in Assignments.

EXAMINATIONS:

There is a midterm and a quiz in this course. The examination will be available online approximately ten days prior to the due date. The midterm is not comprehensive. The midterm is open book and the time limit is four hours. Essay responses (except for essays asking for a "list") must be 250 words minimum. The quiz is open book and timed, one hour. **The exam and quiz are set for one-time entry so be prepared when opening them (note that clicking on the hyper link constitutes opening it).** It is suggested that students make a copy of the examination and save it into a Word document prior to submission in the event that technical difficulties occur. In the event of such difficulties, contact the instructor via e-mail immediately to arrange for the examination to be reset. **Make sure ALL of your popup blockers are disabled when taking a single access exam. Essay question grades will show up as "zeros" upon submission. This is because they have to be graded manually. Grading will not normally begin until after the due date/time, so relax!**

FINAL PROJECT:

Each student is required to submit a paper (minimum of 15 pages), **not** including title, reference, or other non-text pages, diagrams, etc.) using the following parameters: **on the topic below.** Note that abstracts and Table of Contents pages are **not** desired by the instructor. **The papers must be of high quality and in APA format (numerous APA formatting sources are posted in the Resources section of the classroom).** All information that is not original to the student **must** be cited properly. A minimum of 7-10 sources must be used for each paper. Students are highly encouraged to submit their papers to Turnitin (instructions are posted in the Lessons section of the classroom) and have an originality report accomplished. The instructor will review this report and provide comment to the student if necessary. Papers must be submitted into Assignments **as an attached Word document** for grading, submission to Turnitin for review does not count as submission for grading. Note that **all** materials submitted into the classroom are considered submitted for grading unless clearly noted as **draft**. Listing sources on a reference page does **not** constitute citation. Citation to sources is required whether or not the student uses direct quotes. Information that is summarized or paraphrased from research sources **must** be cited. Note that the papers will be graded in accordance with the Rubric and formatting materials posted in the Resources section of the classroom. **Note that Wikipedia is not considered a**

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valid source for reference. Citations to Wikipedia will not be considered as valid sources and will count against the overall grade of the paper. PLEASE review the materials on APA format that are posted in Resources. The “I don’t know APA” excuse will not fly, all the information needed to correctly format papers is in the classroom.

At least two of your sources must be from a scholarly, peer reviewed, journal from the list below. These Journals are available in the Security Management portal into the APUS online library. Here is the link, scroll down until you come to the “Peer Reviewed” section: <http://apus.campusguides.com/content.php?pid=82824&sid=614488>

Scholarly (Peer-reviewed) Journals for Security Management

Journals that are written for a specialized audience often using technical jargon, in which submissions are reviewed and selected for publication by panels of experts in the field.

Corporate Security
Disaster Prevention and Management
International Journal of Mass Emergencies and Disasters
International Security
Journal of Applied Security Research
The Journal of Physical Security
Journal of Security Administration
Journal of Security Education
Journal of Security Sector Management
Security Journal

Locate an area or facility in your local area, which you believe would benefit from a CPTED project. Describe how you would proceed to plan, implement, and monitor such a project discussing, as a minimum, the following points:

- a - Describe the local area and/or facility in detail and explain why and how CPTED could improve it.
- b - Discuss the planning stage. Describe the various persons and entities you must contact in detail.
- c - Produce a timeline for the CPTED project.
- d - Discuss the actual implementation period in detail. Discuss the various problems you are likely to encounter and describe how you would overcome them.
- e - Describe the post-project measures you must take to ensure the project was implemented successfully. Describe the system you must implement to ensure compliance, and create an

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adjustment mechanism to ensure that necessary changes can be effected.

A free utility you may find useful for proofing is “ReadPlease.” This is a software program into which you upload a document. ReadPlease then reads it back to you as you listen. The free version of the software is downloadable at: <http://readplease.com/>

NOTE: The Rubric used for grading research papers as well as a list of common mistakes and the point deductions are posted in Lessons and Resources. Please review all of this information in detail. It is to your benefit.

| <u>Grade Instruments</u> | <u>Points Possible</u> | <u>% of Final Grade</u> |
|--------------------------|------------------------|-------------------------|
| Forum #1 | 100 | 5% |
| Forum #2 | 100 | 5% |
| Forum #3 | 100 | 5% |
| Forum #4 | 100 | 5% |
| Forum #5 | 100 | 5% |
| Forum #6 | 100 | 5% |
| Quiz | 100 | 15% |
| Midterm Examination | 100 | 25% |
| Final Project | 100 | 30% |
| TOTAL | 900 points | 100% |

[Table of Contents](#)

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

[Table of Contents](#)

| <u>Week</u> | <u>Topic(s)</u> | <u>Learning Objective(s)</u> | <u>Reading(s)</u> | <u>Assignment(s)</u> |
|-------------|------------------------------|---|---------------------|--|
| 1 | The Background and Theory of | LO 1- Propose the new reality of CPTED LO 2- Assemble the elements of the site assessment process LO 3- Evaluate the 3 Ds LO 4- Select the | Atlas, Chapters 1-5 | -Introduction -Forum #1 (Primary Due Friday, secondary posts (2) due Sundays) |

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|---|------------------------------------|--|--|--|
| | CPTED | <p>three keys in building design</p> <p>LO 5-Appraise the “GET SMART” concept</p> <p>LO 6-Estimate the architectural planning process</p> <p>LO 7-Value the basic strategies of CPTED</p> | | |
| 2 | The Background and Theory of CPTED | <p>LO 8-Assess the criminal decision-making process</p> <p>LO 9-Judge the levels of territoriality in defensible space</p> <p>LO 10-Revise basic crime prevention assumptions</p> <p>LO 11-Propose next generation CPTED</p> <p>LO 12-Evaluate how to design against security negligence lawsuits</p> <p>LO 13-Construct the concept of offensible space and how to protect against it</p> | Atlas, Chapters 6-9 | -Forum #2 (Primary Due Friday, secondary posts (2) due Sundays) |
| 3 | Protecting the Built Environment | <p>LO 14-Appraise terrorism and critical infrastructure protection</p> <p>LO 15-Arrange the categories of critical</p> | <p>Atlas, Chapters 10-12</p> <p>General Security Risk Assessment Guideline</p> <p>A method to Assess</p> | -Forum #3 (Primary Due Friday, secondary posts (2) due Sundays) |

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|---|--|---|--|--|
| | | <p>infrastructure LO 16-Organize how to protect critical infrastructure against chemical, biological and radiological attacks LO 17-Measure asset and risk assessment in CPTED LO 18-Evaluate the threat analysis process</p> | <p>the Vulnerability of U.S. Chemical Facilities Threat Assessment</p> | |
| 4 | Protecting the Built Environment | <p>LO 19-Design the applications of the ATRiM model LO 20-Assess the effects of the GSA standards for federal facilities LO 21-Assemble the primary considerations in protecting facilities from explosives LO 22-Compare the differences between fire prevention and crime prevention</p> | <p>Atlas, Chapters 13-16 DOJ Vulnerability Report and Appendices</p> | <p>-Forum #4 (Primary Due Friday, secondary posts (2) due Sundays) -MIDTERM (Due Sunday)</p> |
| 5 | Applications of CPTED in the Built Environment | <p>LO 23-Estimate designing safe communities and neighborhoods LO 24-Propose what a neighborhood is LO 25-Assess the controversy over</p> | <p>Atlas, Chapters 17-22 A Manual for Community Based Crime Prevention: Making South Africa Safe</p> | <p>-Forum #5 (Primary Due Friday, secondary posts (2) due Sundays)</p> |

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| | | <p>the new urbanism/sprawl</p> <p>LO 26-Plan how to create safe school environments</p> <p>LO 27-Select how to design safe ATMs</p> <p>LO 28-Evaluate CPTED tips for landscaping</p> <p>LO 29-Create zones of security</p> <p>LO 30-Design safe green spaces and parks</p> <p>LO 31-Select appropriate lighting</p> | | |
| 6 | Applications of CPTED in the Built Environment | <p>LO 32-Judge minimum lighting guidelines and recommend strategies</p> <p>LO 33-Evaluate the elements of making parking lots and garages safer</p> <p>LO 34-Manage design considerations for office buildings</p> <p>LO 35-Assess how to design for reducing workplace violence</p> <p>LO 36-Evaluate the importance of signage in CPTED</p> | <p>Atlas, Chapters 23-28</p> <p>From the Ground Up: Security for Tall Buildings</p> | -QUIZ (Due Sunday) |
| 7 | Conducting | LO 37 -Prepare | Atlas, Chapters 29- | -Forum #6 |

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|---|---|--|--|---|
| | CPTED Surveys and Measuring Success | <p>how to measure the success of CPTED</p> <p>LO 38-Evaluate foreseeability</p> <p>LO 39-Value the CPTED data assessment process</p> <p>LO 40-Create a plan for implementing CPTED</p> | 32 | (Primary Due Friday, secondary posts (2) due Sundays) |
| 8 | <p>Various questions often asked about CPTED.</p> <p>Predict the future of CPTED in the 21st Century</p> | <p>LO 41-Choose key elements CPTED as a concept</p> <p>LO 42-Select areas of CPTED containing chronic compliance challenges</p> <p>LO 43-Propose ways CPTED can assist in the war on terrorism.</p> <p>LO 44- Compare/contrast challenges precipitated by new technologies</p> <p>LO 45-Estimate and discuss how new industrial processes will affect CPTED</p> | Security Design for Sustainable Buildings and Campuses | -FINAL PROJECT (Due Final day of class, Sunday) |

[Table of Contents](#)

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

Students will follow APA Style, 6th Edition as the sole writing style used in written work submitted as part of coursework to the University.

Citation and Reference Style

Attention Please: Students will follow APA Style, 6th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to 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. Routine submission of late assignments is unacceptable and will result in points deducted (15 points from each late assignment) 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 group.

[Table of Contents](#)

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.

Library Guide

<http://apus.campusguides.com/content.php?pid=267801&hs=w>

[Table of Contents](#)

Turnitin.com

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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 them to the contents of a huge 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.

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 |

Instructions, course ID and password are available in “Lessons.”

Selected Bibliography

Web Based Supplemental Resources

American Society for Industrial Security

<http://www.asisonline.org/>

Atlas Safety & Security Design, Inc.

<http://www.cpted-security.com>

Crime Prevention Through Environmental Design

<http://www.cpted-watch.com/>

Glass on Web (anti-terrorism glass)

<http://www.glassonweb.com/articles/article/231>

Making Buildings Work to Prevent Crime

<http://www.perc.ca/PEN/1998-11/s-boddy2.html>

Assessing the Impact of CCTV

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<http://www.homeoffice.gov.uk/rds/pdfs05/hors292.pdf#search='Report%20Use%20of%20CCTV%20in%20UK'>

School Terrorism Preparedness

http://www.schoolsecurity.org/terrorist_response.html

CPTED for Schools

<http://www.ncef.org/rl/cpted.cfm>

International CPTED Association

<http://www.cpted.net/>

Expanded Bibliography

<http://www.thecptedpage.wsu.edu/Resources.html>

[Table of Contents](#)