

**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 Public Service and Health SCMT373

#### Evaluation of Security Programs

3 Credit Hours

8 Weeks

**Prerequisite(s):** All lower level general education and career planning coursework necessary to develop research, writing, and critical thinking skills.

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### Instructor Information

***Instructor:***

***Email:***

***Phone:***

***Fax:***

***Office Hours:***

## **Course Description (Catalog)**

This course explores industry standards, practices and methods of determining the adequacy of security management programs. It reviews the interplay of management structures, functions and processes as well as proper procedures for conducting physical security analyses and evaluations. The course examines the principles of operating technology-centered programs for the protection of assets.

## **Course Scope**

This course will cover general fundamentals and competencies, as well as specific issues in security management. Additionally, it will detail the determination, design, analysis and evaluation of physical protection systems. Included will be such areas as general management; personnel planning; training; staffing; supporting and motivating staff; appraising and promoting staff; discipline and discharge; accounting controls and budgeting; and leadership. Also examined are legal issues; threat definition; target identification; exterior and interior intrusion detection systems; alarm assessment; entry control; and risk management.

## **Course Objectives**

After completing this course the student will be able to:

- Distinguish security operations in the management environment and core competencies to initiate effective protection programs.
- Appraise staffing, training, motivating and appraising security employees.
- Demonstrate knowledge of physical security and security system design.
- Categorize the fundamentals of discipline & discharge.
- Illustrate accounting controls & the basics of budgeting.
- Debate the merits of vulnerability and risk assessments in operating a successful security program.
- Test the principles of operating physical/technology-centered and personnel-intensive programs.
- Dramatize leadership for optimal security operations.

## 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 Forum 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 by the Faculty Member. Assigned faculty will support the students throughout this eight-week course.

## Course Resources

McCrie, R. D. (2007). *Security operations management* (2<sup>nd</sup> ed). Boston, MA: Elsevier

Butterworth-Heinemann.

Other required readings are located in the Resources section of the classroom.

Additionally, there is a Library Guide set up specifically for this course, which contains many useful research resources. The Guide can be accessed via the link below:

<http://apus.libguides.com/aecontent.php?pid=126990&sid=1090014>

## Required Readings

Other required readings are located in the *Resources* section of the classroom.

## Additional Resources

Other additional resources are located in the *Resources* section of the 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
APA Video	<a href="http://youtube.googleapis.com/v/9pbUoNa5tyY&amp;hl=en_US&amp;fs=1&amp;">http://youtube.googleapis.com/v/9pbUoNa5tyY&amp;hl=en_US&amp;fs=1&amp;</a>
Citation Builder	<a href="http://citationmachine.net/index2.php">http://citationmachine.net/index2.php</a>

Grammar Aid	<a href="http://www.uottawa.ca/academic/arts/writcent/hypergrammar/grammar.html">http://www.uottawa.ca/academic/arts/writcent/hypergrammar/grammar.html</a>
Mentoring and Job Search Websites	<a href="http://intelligencecareers.com/blogs/">http://intelligencecareers.com/blogs/</a> <a href="http://www.fedworld.gov/">http://www.fedworld.gov/</a> <a href="http://www.csoonline.com/">http://www.csoonline.com/</a> <a href="http://www.clearancejobs.com/">http://www.clearancejobs.com/</a> <a href="http://usadefenseindustryjobs.com/">http://usadefenseindustryjobs.com/</a> <a href="http://www.privatemilitary.org/">http://www.privatemilitary.org/</a>

## Evaluation Procedures

### *Weekly Forum Questions:*

There are several Forum Questions. These questions can be located in the Forums section of the classroom. 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. **Forum 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 500 words at a minimum. Secondary responses must be 250 words.** Do not attempt to post responses in Assignments.

### *Quizzes / Examination:*

There are two quizzes and a final examination in this course. Quizzes are open from the beginning of class until the due date. The final examination will be available online approximately seven days prior to the due date and is NOT comprehensive. Each examination is open book. The time limit for quizzes is two hours and the final examination is untimed. Essay responses (except for essays asking for a "list") must be 250 words minimum.

**The Quizzes and exam are set for one-time entry so be prepared when opening the examination (note that clicking on the hyper link for the exam constitutes opening it).** It is suggested that students make a copy of the quiz or 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. Each examination will cover only material from the preceding weeks' readings.

**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!**

On fill-in-the-blank questions “**one word per blank space**” is the requirement. In Sakai, for some reason there is an erroneous blank space at the end of each fill-in-the-blank question, disregard this space. Note that I give credit for misspelled words in fill-in-the blank questions, as long as I can decipher the word.

***Research Paper:***

Each student is required to submit a research paper (minimum of 10 pages, maximum of 13 pages--points will be deducted on papers under 10 pages), **not** including title, reference, or other non-text pages, diagrams, etc.) using the following parameters: **Describe a model project to upgrade security at your facility (or a fictional facility) using the process identified in the three part Security Architecture and Engineering series. In whatever order seems most logical to you, address total system design including barriers, site hardening, access control, lighting, Intrusion Detection Systems, CCTV, patrols, etc.**

The paper must be in narrative format (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 3-5 sources must be used for each paper. Students are 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.

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.

**Wikipedia is NOT considered a 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 is not acceptable; all the information needed to correctly format papers is in the classroom.**

**At least one 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

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.**

The points earned on course assignments will determine the course grade. The final grade in the course will be based on total points. Grades will be assigned based on the following composite scores:

<u>Grade Instruments</u>	<u>Points Possible</u>	<u>% of Final Grade</u>
Forum Question #1	100	5%
Forum Question #2	100	5%
Forum Question #3	100	5%
Forum Question #4	100	5%
Forum Question #5	100	5%
Forum Question #6	100	5%
Quiz #1	100	10%
Quiz #2	100	10%
Paper	100	32%
Final Examination	100	18%
<b>TOTAL</b>	<b>1000 points</b>	<b>100%</b>

## Grading Scale

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

## 8 – Week Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
<b>1</b>	<p>Security Operations in the Management Environment</p> <p>Core Competencies to Initiate Effective Protection Programs</p> <p>Physical Security Planning</p>	<p><b>LO 1</b>-Interpret security's place in the organizational hierarchy.</p> <p><b>LO 2</b>-Illustrate the core competencies of security operations.</p> <p><b>LO 3</b>-Sketch a prioritized list of security threats.</p> <p><b>LO 4</b>-Interpret the elements of the Total Security Program.</p> <p><b>LO 5</b>-Test the security triangle.</p>	<p>McCrie, Chapters 1, 2 and Appendix B</p> <p>Physical Security Planning – Thinking Outside the Box</p>	<p>-Introduction</p> <p>-DQ #1 (Primary Due Friday, secondary posts (2) due Sundays)</p>
<b>2</b>	<p>Staffing to Meet Protective Goals</p> <p>Training and Development for High performance</p> <p>Security Architecture and Engineering</p>	<p><b>LO 6</b>-Distinguish the importance of job descriptions.</p> <p><b>LO 7</b>-Examine the importance of training.</p> <p><b>LO 8</b>-Analyze Crime Prevention through Environmental Design (CPTED).</p> <p><b>LO 9</b>-Examine physical barriers and site hardening.</p> <p><b>LO 10</b>-Illustrate applications of physical entry and access control.</p> <p><b>LO 11</b>-Relate uses of security lighting.</p> <p><b>LO 12</b>-Demonstrate implementation of Intrusion Detection Systems.</p> <p><b>LO 13</b>-Calculate placement and use of Closed Circuit Television Systems (CCTV).</p>	<p>McCrie, Chapters 3 and 4</p> <p>ASIS Guidelines - Facilities Physical Security Measures</p>	<p>-DQ #2 (Primary Due Friday, secondary posts (2) due Sundays)</p> <p>-QUIZ #1 (Due Sunday)</p>

<p><b>3</b></p>	<p>Supporting and Motivating Supervisors and Staff</p> <p>Appraising and promoting People in Security Programs</p> <p>Security Architecture and Engineering</p>	<p><b>LO 14</b>-Diagram methods of motivating personnel.</p> <p><b>LO 15</b>-Question the difficulties of conducting performance appraisals.</p> <p><b>LO 16</b>-Analyze the issues surrounding promotion.</p> <p><b>LO 17</b>-Employ a structured cradle to grave concept of security system design.</p>	<p>McCrie, Chapters 5 and 6</p> <p>Security Architecture and Engineering – Part I</p>	<p>-DQ #3 (Primary Due Friday, secondary posts (2) due Sundays)</p>
<p><b>4</b></p>	<p>Physical Access Controls</p> <p>Security Architecture and Engineering</p>	<p><b>LO 18</b>-Inventory the elements of a sound security program.</p> <p><b>LO 19</b>-Use the security triangle.</p> <p><b>LO 20</b>-Interpret defense in depth.</p> <p><b>LO 21</b>-Apply balanced protection.</p>	<p>Security Architecture and Engineering – Parts II and III</p>	<p>-DQ #4 (Primary Due Friday, secondary posts (2) due Sundays)</p> <p>-QUIZ #2 (Due Sunday)</p>
<p><b>5</b></p>	<p>Discipline and Discharge</p> <p>Accounting Controls and Budgeting</p>	<p><b>LO 22</b>-Analyze discipline in the workplace.</p> <p><b>LO 23</b>-Practice progressive discipline.</p> <p><b>LO 24</b>-Appraise dismissal and disgruntled employees.</p> <p><b>LO 25</b>-Inspect organizational financial controls.</p> <p><b>LO 26</b>-Examine budgeting for a security department.</p>	<p>McCrie, Chapters 7 and 8</p>	<p>-DQ#5 (Primary Due Friday, secondary posts (2) due Sundays)</p>
<p><b>6</b></p>	<p>Operating Personnel- Intensive Programs</p> <p>Operating Physical- and Technology-Centered Programs</p> <p>Vulnerability Assessment</p>	<p><b>LO 27</b>-Analyze the proprietary/contract employee debate.</p> <p><b>LO 28</b>-Contrast the core expectations of security officers.</p> <p><b>LO 29</b>-Illustrate the selection of security countermeasures to reduce loss.</p> <p><b>LO 30</b>-Question the vulnerability assessment model.</p>	<p>McCrie, Chapters 9 and 10</p> <p>A Method to Assess the Vulnerability of U.S. Chemical Facilities</p>	<p>-DQ #6 (Primary Due Friday, secondary posts (2) due Sundays)</p>

7	Leadership for Optimal Security Operations  Risk Assessment	<b>LO 31</b> -Examine leadership in the context of security operations. <b>LO 32</b> -Interpret the general security risk assessment model. <b>LO 33</b> -Differentiate between the qualitative and quantitative approaches to risk assessment. <b>LO 34</b> -Analyze loss event criticality.	McCrie, Chapter 11  General Security Risk Assessment Guidelines	-PAPER (Due Sunday)
8	Ethics in the security industry  The future of private security	<b>LO 35</b> -Distinguish ethics in security operations <b>LO 36</b> -Appraise the future of private security.	McCrie, Appendix C	-FINAL (Due Sunday)

## Policies

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 be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

(NOTE: You cannot copy and paste an entire section from a resource and call it your own even if you include a source at the bottom of your posting. There is more to properly citing your resources. Additionally, forums, quiz / exam essay's and research papers are not for me to judge if you can find an answer and simply paste what you found. There is plenty of room in either of these requirements to paraphrase and summarize what you have read that week in the readings and through research. I also want to know your own thoughts; even if they might be incorrect or

off the wall. The purpose of this course or any college level course is to prepare you for those next level positions. To be capable of articulating to your peers, your CEOs or Commanders why you must have X, Y, and Z to build a solid Security Program. Also, the lecture and weekly readings are assigned so that you may understand the material for that respective week. The readings and lecture will also provide you with most of the information needed to answer the Forum – but not all. Simply taking the easy route and attempting to Google for a potential response will not work. It will take some reading and research.

In essence, you must strive to develop, discuss, describe, illustrate, analyze, etc, your own answers. Demonstrate your understanding and knowledge in a “comprehensive and cogent manner.” This includes thoroughly explaining your positions/answers. Not comprehensively “developing and supporting” assignment questions/parts will cause point deductions from your assignment scores. Please see the assignment rubrics located in the syllabus for details on how your assignment and classmate responses are evaluated.

### ***Citation and Reference Style***

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and 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* (6<sup>th</sup> ed.). (2010). Washington, D.C.: American Psychological Association.

### ***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 we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the instructor **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 from your final course grade. The standard penalty assessed for late work is 15% of the total points available for the assignment in question upon the first day the assignment is late. Additional penalty points attach at the rate of 2 points per day the assignment continues to be late.

### ***Netiquette***

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions 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 fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion 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 Educator 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.
- **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.

## **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.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

*Smarthinking*: Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

### Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

### Selected Bibliography

Please see the Resources Section in your classroom for the course Bibliography.

*Last Updated: November 15, 2012 / DAS*