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American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
Security Management
SCMT699
Course Name: Master of Arts in Security Management Capstone
Option
3 Credit Hours
16 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)

Preparation for the Security Capstone Study begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the Capstone study project.

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Students support the research study effort, including gathering bibliographic and reference materials on the research study topic; developing individual course research papers that may become sections of the final research study. Students address the requirements as described in the syllabus and classroom assignments. The capstone study proposal is prepared in accordance with the standards of the academic discipline. The capstone study proposal must provide a clear and lucid description of a question or problem and a proposed method of answering the question or solving the problem. [Guidance on the format of the research study proposal and a sample proposal are contained in the APUS Research Study Manual.](#)

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Course Scope

The course focuses on preparing and guiding the student degree candidate through a successful capstone research study preparation and submission process and the award of the MA in Security Management degree from the American Public University System.

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Course Objectives

- After successfully completing this course, you will be able to
- Prepare for issues and trends in security management, which are critically important in identifying and planning security in the 21st Century.
- Develop a current, state-of-the-art security management model utilizing the latest management techniques and technologies available.
- Apply security management concepts.

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Course Delivery Method

The capstone study option, delivered via distance learning enables students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system are made available to each student. Online assignments may include Forum questions (accomplished in groups through a threaded Forum) and individual assignments (submitted for review by the Faculty Member). Assigned faculty members support the students throughout the sixteen-week course.

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Course Resources

Required Course Textbooks

APUS *End of Program Manual* (2014). This document is located in the Lessons tab of your classroom. It is also located at:

http://apus.campusguides.com/writing/thesiscapstone/EOP_Manual

The following will also prove essential to successful completion of this course:

Essential Graduate Research Links to the APUS Online library

End of Program Assessment Manual (2014) (63 pp):

http://apus.campusguides.com/writing/thesiscapstone/EOP_Manual

Center for Graduate Studies Home:

<http://www.apus.edu/ctl/students/gradstudies/>

Graduate End of Program Assessment option Explained (2 pp):

http://www.apus.edu/ctl/students/gradstudies/eop_options_explained.htm

The Institutional Review Board (IRB) (1 pp):

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#irb2>

Responsible Conduct of Research (ROR) (2 pp):

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#rcr2>

Writing, Research, and the library (4 pp):

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Academic Writing (1 pp):

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<http://apus.campusguides.com/content.php?pid=228830&sid=3633280>

College Research Writing (2 pp):

<http://apus.campusguides.com/writing/tips>

Must Read Specifics on Writing Your Capstone – Theoretical and Format Requirements

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies (5 pp):

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers (2 pp):

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format (5 pp):

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Writing the Abstract / Instructional Module (10 pp):

<http://apus.campusguides.com/writing/thesiscapstone/abstract>

APA Style Guide (20 pp):

<http://apus.campusguides.com/content.php?pid=205954&sid=3202561#11507859>

Avoiding Plagiarism (8 pp):

http://apus.campusguides.com/plagiarism_prevention

Style & Format:

AMA. (2009). *Publication manual of the American Psychological Association*. (6th ed.).

Washington, D.C.: American Psychological Association. (272 pp)

Research Methods:

Tracy, S. (2012). *Qualitative research methods*. Westchester, UK: John Wiley & Sons, Ltd.

Retrieved from <http://www.productmanualguide.com/and/qualitative-research-methods.html>

Note: Free eBook if read online (368 pp)

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Osborne, J. (2008). *Best practices n quantitative methods*. Thousand Oaks, CA: SAGE Publications Ltd. Retrieved from <http://www.productmanualguide.com/practices/best-practices-in-quantitative-methods.html>

Note: Free eBook if read online (596 pp)

Frechtling, J., & Sharp, L. (Eds.). (1997). *User-friendly handbook for mixed method evaluations*. Retrieved from <http://www.openisbn.com/preview/0788174312/>

Note: Free eBook if read online (132 pp)

Web-based Readings

See weekly readings.

- Microsoft Office (MS Word, MS Excel, MS PowerPoint)
- Adobe Acrobat Reader ([Click here for free download](#))

Required Readings

See weekly readings.

Additional Resources

Noted throughout this course

Web Sites

Noted throughout this course

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
ASIS International	http://www.asisonline.org/
American Board for Certification in Homeland Security	http://www.abchs.com/
CSO Online	http://www.csoonline.com/
CIO Online	http://www.cio.com/

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Evaluation Procedures

Reading Assignments: See weekly readings below

Supplemental Readings: See supplemental readings below

Forum Assignments: **THERE IS A MANDATORY WEEK 1 INTRODUCTION FORUM WHICH, WHILE UNGRADED, IS UNIVERSITY-MANDATED. NOTE: SUBMIT WEEKLY FORUMS TO THE FORUMS ONLY UNLESS DIRECTED OTHERWISE IN THE WEEKLY SUMMARIES BELOW AND IN THE SYLLABUS. HOWEVER, WHEN YOU UPLOAD YOUR WORK TO A FORUM, YOU MUST BOTH COPY-AND-PASTE IT AS WELL AS ATTACH IT AS A FILE IN THE3 FORUM WITH THE EXCEPTION OF FORUM #14 AND ASSIGNMENT #15 WHICH SHOULD BE UPLOADED AS ATTACHMENTS ONLY DUE TO FORMAT AND/OR SIZE.**

Homework Assignments: See mandatory Week 1 introduction forum, the forums, and the final Capstone assignment in the electronic classroom. There are 13 weekly forums. Forums are uploaded to the forums only. There are 14 writing assignments with Assignment #14 being the final capstone thesis. Assignments are uploaded in Assignments as a .doc or .docx file. Assignment #14 will also be loaded into Forum #13 as an attachment so that all students can appreciate the work of one another.

Exams/Quizzes: None

Field Experience Assignments: NA

Capstone Thesis:

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

Grade Instruments	Points
Forums #1 through #13	100 each
Writing Assignments #1- #13	100 each
Writing Assignment #14 (Capstone Final)	100
TOTAL	2700

ATTENTION: BE ADVISED THAT FOR THOSE OF YOU WHO COMPLETED AN UNDERGRADUATE CAPSTONE, YOU MUST SELECT A DIFFERENT RESEARCH TOPIC FOR YOUR GRADUATE CAPSTONE STUDY. RESEARCH TOPIC

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PROPOSALS ARE CROSS-CHECKED AGAINST YOUR UNDERGRADUATE PROGRAM RECORD TO ENSURE COMPLIANCE.

Important Notice:

Your capstone paper must be aligned with the requirements for obtaining the MA Degree in Security Management. There are certain criteria which your paper must meet. The essential criteria follow:

Graduates in this degree program will be able to:

- Recognize and critically analyze the various forms of liability associated with the security management industry.
- Provide cost effective measures for architectural security design for facilities, airport security, and critical infrastructures.
- Integrate and adapt security concepts and services from traditional approaches to address vulnerabilities to new technologies.
- Evaluate the technologies of security systems, information security, and asset protection methodologies, and construct a reasonable view through critical thinking, to draw logical conclusions towards objective perspectives.
- Assess the security function as it pertains to complex specializations in safety, safeguarding sensitive assets and conducting vulnerability assessments.
- Relate and associate historical, economic, equity and social perspectives of security measures and associate them to contemporary needs of protection and loss prevention.
- Apply the principles of scientific management to security management as a unique discipline.
- Apply the concepts of professional and ethical behavior to security programs and organizations.

Research study Structure

Table 1
The Applied Research Model for the Capstone Project

Problem Identification	Interviews, project selection, research question & analysis.
Conceptualization	Literature search: informal & institutional sources, library (including the AMU Online Library) & data base sources, interviews.
Operationalization	Transform the research findings into concrete approaches to solving the problem. Select capstone study strategies based on evidence,

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	credibility, & audience.
Measurement	Pre-production strategies, data gathering, observations, interviews relevant to the production of the capstone study.
Analysis	Project production. Analysis of techniques, approaches, results of the capstone study.
Recommendations	Discuss the ways in which the solution solved the problem: successes, weaknesses, suggested revisions.

(Adapted from O’Hair & Kreps, p. 25)

Possible research study constructs follow:

Note: There is an ungraded but mandatory Week 1 Introduction Forum. Post to forum only.

- Identification of a security management construct, regimen, or systemic tool(s) of utility to your current organization or to another organization. Analysis of the usefulness of the construct and if so, the steps necessary to implement it successfully. This is a **classical research study**.
- Identify a specific security management problem. The student researches the problem, assesses various potential solutions, and selects the best available option for implementation. This is called a **project report**.
- Acquire substantial information resources on a particular security organization or department concerning its culture, decision-making principles, its practices, and crucial decisions over the long-term. Ensure the organization’s institutional knowledge has widespread applicability to other organizations. The institutional knowledge base is analyzed and critical lessons learned are explored. This is a **case study**.
- Identify an exploitable and potentially lucrative (if applicable) security-related business or organizational opportunity. Conduct extensive research, determine the viability of the opportunity, and reflect, in detail, on what must be done to ensure its success.
- Examine a current issue or problem in security management.
 - Compare and contrast the selected issue or problem with past, present, and potential future trends or solutions. (**research study via secondary research**), or
 - Compare and contrast the experience of organizations affected by the trend or who have developed solutions to the problem and conduct analysis of their success or failure.

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Topic Selection

Topic selection may be difficult. Typically, a capstone research candidate has a general idea of an area within the discipline of security management which they wish to explore. Students are encouraged to select a topic which they are interested in, but which also has applicability to their organization. In this instance, personal enjoyment is coupled with the satisfaction of potentially improving the security posture of your organization.

Research Topic

Conduct a review of previous studies: Begin your research with the tools and capable librarian/archivists available to you in the [APUS Online Library](#). Please utilize the many security resources available in the APUS Online Library Security Management Portal and the services of our assigned librarian, Ms. Linda Cranston accessible from the SCMT Portal.

Discuss with SCMT Staff and Mentors: SCMT faculty members have a wealth of practical knowledge in the fields of law enforcement, security management, homeland security, military security and law enforcement operations, and both governmental and private sector security management challenges and solutions. Discussions with them may create in you a focus for a particular topic which you wish to address in your capstone study.

Ensure the availability of ample research resources: Initially, conduct research to ensure your proposed topic is one which benefits from ample research resources. These may be in many forms including: books, papers, manuscripts, theses, doctoral dissertations, magazine and professional, peer-reviewed journal articles, Web-based resources, etc.

Feasibility assessment: Ensure the research study goal is attainable within the established parameters. Typically, students initially decide on a capstone research topic which is too broad. Conducting preliminary research should serve to narrow the focus considerably.

Topic Guidance

Security-focused: Ensure the topic is focused on some aspect of security in the post-9/11 environment. The topic can be management focused. For example, you may focus on the utility to a security department of initiating a skill-based compensation program. The topic may be focused on rapidly-changing technologies. For example, you may select the topic of how IT security professionals are using technologies to secure complex systems based on wireless networks. The topic could focus on the challenges of managing a cross-cultural security force in hazardous regions such as Iraq or Afghanistan. You have a high degree of flexibility bounded only by your interest, enthusiasm, and the agreement between yourself and your capstone study advisor.

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Take a multi-disciplinary approach: Convergence of many disciplines and approaches is a key factor in the 21st Century security environment. You will find yourself incapable of writing a capstone study on a security-related topic without some discussion of related disciplines such as homeland security, counter-terrorism, intelligence analysis, law enforcement, etc.

Seek Innovation and unorthodox solutions: It is normal, while researching a topic, to find “school solutions” based on prevailing trends, thought processes, analysis, etc. The key to a great capstone study is to apply your research outcome, your personal experiences and background, and your analysis to create an innovative solution or outcome. This is the true essence of exciting learning and the highest attainable goal in writing a great capstone study.

Research study statement: The research study statement is composed once you have selected a topic and narrowed your focus to a useful degree. It is a clear and concise statement of the purpose of the capstone study. It must be a statement capable of being proved or disproved through your research and the capstone study process. It is, in effect, the path for your journey through the capstone study experience.

- Example: you are writing on the pros and cons of outsourcing security services in a war zone. The capstone study statement (proposition) is that while outsourcing of security services is cost-effective over the short-term, the long-term effect is the destabilization of military manpower and a return to large-scale mercenary operations lacking government oversight.
- Example: You are interested in security measures necessary to secure wireless networks. The capstone study statement (proposition) might be that wireless networks are inherently less secure than other communications means. A security system design to achieve wireless network security consists of the following components.

Examples of Acceptable Topics

- Aviation security system design in the post-9/11 environment - are we there yet?
- Convergence; the impact of the convergence of public and private sector security operations and constructs in the post-9/11 environment.
- Management under fire: creating and managing a cross-cultural security force in harm's way.
- Case studies emphasizing the validity, or lack thereof, of certain concepts, constructs, equipment, designs, management concepts, etc. such as the proliferation of closed circuit television systems and the privacy issues involved, achieving successful integration of complex security system designs, zero-based budgeting for security departments, implementing Crime Prevention Through Environmental Design (CPTED) concepts for protective services operations.

Examples of Unacceptable Topics

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- Over-generalized topics such as “homeland security.” Of course, this topic is highly relevant if not so generalized.
- Topic conflict, for example a discussion of both Crime Prevention through Environmental Design (CPTED) and Targeted Crime Reduction (TCR). They are not the same, but similar enough that they are to be avoided (in tandem).
- Small technical topics, for example, a comparison of the utility of the .40 S&W cartridge with the .38 S&W Special cartridge for use on protective services details.
- Topics which do not require challenging and innovative research, i.e., over-generalized. For example, the history of private security in America. In this instance, there is no point to be proved or disproved.

Topic Selection Self-Quiz

Answer the following self-graded quiz questions to assist in focusing your thoughts on a topic selection:

- What are your one year, five year, and ten year professional career goals? What do you require to achieve them in terms of experience, education, certifications, etc?
- Write down your potential topics, topics of previous papers, organizational challenges in your workplace, etc. Consider pros and cons of the listed topics. Eliminate those which are irrelevant, that you have over-used, in which you are not interested, etc.
- List your topic choices in order from most to least relevant. Assess them in terms of how you believe they will be viewed by the capstone study advisor.

Proposal Preparation

A formal research study proposal is submitted to your advisor after initial planning and research is accomplished. The following criteria apply:

1. Title for your proposed research study and a brief descriptive statement.
2. A concise and spare capstone study problem statement.
3. A concise and spare cap[stone study purpose statement
4. Descriptive outline establishing the specific limits of the proposed research study.
5. A clear description of what your contribution to the project will be.
6. Indicate your research strategy, the estimated number of sources used (both primary and secondary). **If you intend to conduct primary research with human subjects for publication, you must indicate the scope of your proposed research, methodologies, estimate of materials required for a successful effort, etc. Primary research with human subjects for publication is not recommended (see comments in reference to the IRB process below).**
7. A short annotated bibliography representative of materials surveyed (five sources minimum).

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8. A preliminary, but detailed schedule of your plan to complete the research study. Details are required in terms of tentative milestones, submission dates, etc.
9. The capstone study advisor, upon approval of the proposal, approves the form and provides the student with a copy

Note: There is a capstone proposal template located in Lessons section of the classroom.

Conducting Research

Once your topic is selected, you conduct research before proposal submission. Your starting point is the APUS Online Library and the talented staff of librarians and archivists available to assist you in your efforts (see above). Resources include:

- Bibliographic resources
- Web-based resources
- Web search engines
- Other resources
- Databases

Your search strategy focuses your search efforts and makes efficient use of your time.

You must discuss search strategies first with your faculty advisor and secondly, with the aforementioned experts in the APUS Online Library.

Research Sources

Primary research is accomplished by the researcher himself (or herself). The researcher must adhere to a recognizable research construct. Surveys and case studies are representative examples of acceptable research strategies. **The capstone study program does not require primary research with human subjects for publication although it is an option (pending your faculty advisor's approval). In the case of primary research with human subjects for publication, the APUS/AMU Institutional Review Board (IRB) located at:**

<http://www.apus.edu/community-scholars/institutional-review-board/>

must approve your research plan prior to beginning any such research. As the Capstone is only four months in length, this option is highly discouraged. Four months is not truly commensurate with primary research with human subjects for publication which traditionally requires a longer period of time for a successful study.

Secondary research consists of analysis of documents, sources, and information derived from primary sources. It typically includes reports, case studies, and organizational documents, books, professional journal articles, and trade publication materials.

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Tertiary research resources are compilations or outlines of information contained in secondary resources. Typically, they consist of newspaper articles, magazine articles, Web blogs, etc. A research study based primarily on tertiary sources is unacceptable.

The capstone study process requires the student to consider two issues in reference to research sources. First, the student considers the validity of the material and secondly, the quality of its content.

Quality is of primary importance. Acceptable sources include professional peer-reviewed articles and journals written by security and law enforcement professionals as well as scholarly articles written by educators involved in research in the aforementioned areas of expertise. The capstone study must add to the knowledge-base of the profession, enhance the critical thinking capacity of the student, and utilize objectivity as well as analytical thinking in solving a problem. and/or considering a particular construct. The materials used in writing the capstone study must reflect the aforementioned attributes. A key resource in acquiring materials and writing the capstone study are the materials and librarian/archivists of the APUS Online Library.

Quality assurance and a determination of appropriateness must be determined by the student. If a question arises, the student should contact his or her faculty advisor for further guidance on the issue. In short, the student must be prepared to defend the validity of all resource materials used in the research study. The student defends the material from the viewpoints of objectivity, appropriateness to the capstone study topic, reliability, or that the material is substantially relevant to the research study topic in some other demonstrable manner.

Acceptable research requires careful citation and documentation of sources. The style used for the capstone study is the American Psychological Association (APA) style as typified in the *Publication Manual of the American Psychological Association*, 6th edition. Excerpts are available in the APUS Online Library. Many additional aids are available online. I can recommend the following:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Writing and Style Guidance

Review the information in the APA style manual referenced above as an initial step before beginning to write your capstone study draft.

Formatting Your Capstone

APUS/AMU requires a specific format for the capstone which is discussed in the EOP Manual (2014) and in the following:

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Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Writing the Abstract / Instructional Module:

<http://apus.campusguides.com/writing/thesiscapstone/abstract>

The capstone study is a formal document and must follow traditional conventions accepted in formal writing including:

- Do not use personal pronouns, such as I, us, you, etc. Use the third-person.
- Do not use contractions such as don't, shouldn't, didn't, etc.
- Use abbreviations sparingly. Commonly-accepted abbreviations are Mr., Mrs., etc. You may also abbreviate discipline-specific titles such as "The Global War on Terror" (GWOT). The proper convention is to spell out the title completely on first use followed by the appropriate abbreviation in parentheses. You may use the abbreviation alone and sans parentheses thereafter..
- Avoid clichés and colloquialisms, such as: crystal-clear, out-of-the-box, etc.
- Write in the active voice (see "Web Resources" in your classroom for a PowerPoint presentation on this topic).

Common Writing Concerns

Restrictive/Non-restrictive

Non-restrictive modifiers require commas. Non-restrictive modifiers do not change the meaning of a sentence if they are omitted. The opposite holds true for a restrictive modifier.

Restrictive: All the books that were stolen in the night were never accounted for. (Implies some books remained in-stock).

Nonrestrictive: All of the books, stolen that night, were never accounted for. (Implies no books remained on-hand).

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For a more detailed discussion of grammar and punctuation, click on the following link:

<http://www.ucalgary.ca/UofC/eduweb/grammar/marking/alpha.htm> (150 + pp)

Spelling Errors and Proof-reading

Remember that while Microsoft Word and most other major word-processing programs contain a spell-checking function and a function which identifies, and can correct, some grammatical errors, they do not identify all such errors. If a word is incorrect within a sentence but is spelled correctly, it will not be identified as a problem. For example, consider the words, “not and knot.” You must proofread your work manually as well as electronically in order to ensure a quality product.

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/>

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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	Capstone Development Process	LO#1 – Synthesize the APUS/AMU MA thesis process LO#2 – Analyze the APUS/AMU Internal Review Board (IRB)	<i>End of Program Assessment Manual</i> (2014): http://apus.campusguides.com/writing/thesiscapstone/EOP_Manual Center for Graduate Studies Home: http://www.apus.edu/ctl/stud	Mandatory (but ungraded) Week 1 Introduction Forum (initial post due NLT midnight on Friday).

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		<p>LO#3 – Assess Responsible Conduct of Research (ROR)</p>	<p>ents/gradstudies/</p> <p>Graduate End of Program Assessment option Explained: http://www.apus.edu/ctl/students/gradstudies/eop_options_explained.htm</p> <p>The Institutional Review Board (IRB): http://www.apus.edu/ctl/students/gradstudies/resources.htm#irb2</p> <p>Responsible Conduct of Research (ROR): http://www.apus.edu/ctl/students/gradstudies/resources.htm#rcr2</p> <p>Writing, Research, and the library: http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2</p>	<p>Forum #1</p> <p>Writing Assign #1 – Topic Selection</p> <p>The capstone study program does not require primary research although it is an option (pending your faculty advisor’s approval). In the case of primary research with human subjects for publication, the APUS/AMU Institutional Review Board (IRB) located at:</p> <p>http://www.apus.edu/community-scholars/institutional-review-board/</p> <p>must approve your research plan prior to beginning any such research. As the Capstone is only four months in length, this</p>
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				<p>option is highly discouraged. Four months is not truly commensurate with primary research with human subjects for publication which traditionally requires a longer period of time for a successful study.</p>
2	<p>Research Method Selection</p> <p>The Annotated Bibliography</p>	<p>LO #1 – Examine research methods</p> <p>LO #2 – Analyze the annotated bibliography</p> <p>LO #3 – Critique the utility of the annotated bibliography to the research process</p>	<p>Quantitative vs. Qualitative Research (Video):</p> <p>http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14489000</p> <p>What is Mixed methods Research? (Video):</p> <p>http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14488972</p> <p>Writing an Annotated Bibliography (video)</p> <p>http://apus.campusguides.com/content.php?pid=228830&sid=3996536#15980075</p> <p>The Annotated Bibliography:</p>	<p>Writing Assign #2 – Research Methods Justification Essay</p> <p>Forum #2</p>

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			<p>http://apus.campusguides.com/writing/tips/annotatedbib</p> <p>Annotated Bibliography vs. Literature Review – How Are They Different?</p> <p>http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14503736</p> <p>Sample APA Style Annotated Bibliography:</p> <p>http://libguides.brandonu.ca/content.php?pid=26571&sid=197586</p>	
3	Thesis Statement Development	<p>LO #1 - Distinguish between thesis and hypothesis statements.</p> <p>LO #2 - Generate a thesis statement</p>	<p>Thesis Statement vs. Hypothesis Statement: How Are They Different?</p> <p>http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14596671</p>	<p>Writing Assign #3 – Thesis Statement</p> <p>Forum #3</p>
4	Formal thesis proposal development – literature review	<p>LO #1 – Assess the importance of the literature review</p> <p>LO #2 – Deconstruct the literature review</p>	<p>Study and review the EOP Manual (2014) Appendix I which explains the required elements of the MA theses</p> <p>Writing the Literature Review (Resources):</p> <p>http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14596671</p> <p>Videos:</p> <p>Writing the Literature</p>	<p>Writing Assign #4 – Thesis Proposal (1st Draft)</p> <p>Writing Assign #5 – Annotated Bibliography (first ten entries)</p> <p>Forum #4</p>

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			<p>Review Parts 1-3:</p> <p>http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14596671</p>	
5	Formal thesis proposal development	<p>LO #1 – Defend the thesis development approach</p> <p>LO #2 – Prepare the thesis proposal</p>	<p>Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2</p> <p>Writing Thesis/Capstone Papers: http://apus.campusguides.com/writing/thesiscapstone</p> <p>Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format</p>	<p>Writing Assign #6 – Thesis Proposal (2nd Draft)</p> <p>Forum #5</p>
6	Formal Thesis Proposal Submission	<p>LO #1 – Produce the formal thesis proposal</p> <p>LO #2 – Justify the formal thesis proposal</p>	<p>See detailed weekly summaries below and lesson plans in the electronic classroom</p> <p>Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2</p> <p>Writing Thesis/Capstone Papers:</p>	<p>Writing Assign #7 – Formal Thesis Proposal Submission</p> <p>Forum #6</p>

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			http://apus.campusguides.com/writing/thesiscapstone Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format	
7	Begin Writing of Capstone /	LO #1 – Develop the initial capstone LO #2 – Evaluate the importance of a properly constructed annotated bibliography	Writing Thesis/Capstone Papers: http://apus.campusguides.com/writing/thesiscapstone	Writing Assign #8 – Annotated Bibliography (ten entries) Forum #7
8	Capstone Writing – APA Style (writing in the formal third person)	LO #1 – Examine the elements of formal academic writing in the APA style LO #1 – Produce a document in the formal third person style	APA Style Guide: http://apus.campusguides.com/content.php?pid=205954&sid=3202561#11507859 Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2 Writing Thesis/Capstone Papers: http://apus.campusguides.com/writing/thesiscapstone Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format	Writing Assign #9 – Formal Third Person Style Forum #8
9	Capstone Writing – Avoiding	LO #1 – Differentiate	Avoiding Plagiarism: http://apus.campusguides.com	Writing Assign #10 – Avoiding

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	Plagiarism	<p>plagiarism from legitimate academic writing</p> <p>LO #2 – Implement techniques to eliminate the dangers of plagiarism when writing</p>	<p>/plagiarism prevention</p> <p>Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2</p> <p>Writing Thesis/Capstone Papers: http://apus.campusguides.com/writing/thesiscapstone</p> <p>Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format</p>	Plagiarism
10	Capstone Writing – Progress Report #1	<p>LO #1 – Assess progress toward completion of the capstone thesis</p> <p>LO #2 – Diagram a strategy to achieve the final goal of an acceptable capstone thesis</p>	<p>Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2</p> <p>Writing Thesis/Capstone Papers: http://apus.campusguides.com/writing/thesiscapstone</p> <p>Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format</p>	Forum # 9 - Progress Report #1
11	Capstone Writing – Progress Report #2	<p>LO #1 – Assess progress toward completion of the capstone thesis</p> <p>LO #2 – Diagram a strategy to</p>	<p>Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2</p>	Forum # 10 - Progress Report #2

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		achieve the final goal of an acceptable capstone thesis	<p>Writing Thesis/Capstone Papers: http://apus.campusguides.com/writing/thesiscapstone</p> <p>Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format</p>	
12	Capstone Writing – Progress Report #3	<p>LO #1 – Assess progress toward completion of the capstone thesis</p> <p>LO #2 – Diagram a strategy to achieve the final goal of an acceptable capstone thesis</p>	<p>Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ct/students/gradstudies/resources.htm#writing2</p> <p>Writing Thesis/Capstone Papers: http://apus.campusguides.com/writing/thesiscapstone</p> <p>Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format</p>	Forum # 11 - Progress Report #3
13	Writing the Abstract	<p>LO #1 – Deconstruct the abstract</p> <p>LO #2 – Prepare a focused abstract</p>	<p>Writing the Abstract / Instructional Module: http://apus.campusguides.com/writing/thesiscapstone/abstract</p> <p>Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ct/students/gradstudies/resources.htm#writing2</p> <p>Writing Thesis/Capstone Papers:</p>	<p>Writing Assign #11 – Abstract Submission</p> <p>Forum #12</p>

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			http://apus.campusguides.com/writing/thesiscapstone Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format	
14	Putting It All Together – 1 st Complete Capstone Draft #1	LO #1 – Synthesize a 1 st complete draft of the capstone thesis. LO #2 – Critique what needs to be accomplished at this point on the capstone thesis.	Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2 Writing Thesis/Capstone Papers: http://apus.campusguides.com/writing/thesiscapstone Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format	Writing Assign #12 – 1 st Complete Capstone Draft
15	Putting It All Together – 2 nd Complete Capstone Draft	LO #1 – Synthesize a 2 nd complete draft of the capstone thesis. LO #2 – Critique what needs to be accomplished at this point on the capstone thesis.	Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2 Writing Thesis/Capstone Papers: http://apus.campusguides.com/writing/thesiscapstone Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format	Writing Assign #13 – 2 nd Complete Capstone Draft
16	Submission of Final	LO #1 – Produce	<i>End of Program Assessment</i>	Writing Assign

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	MA Capstone	<p>the final capstone thesis</p> <p>LO #2 – Defend the capstone thesis</p> <p>LO #3 – Evaluate the contribution of the study to further research</p>	<p><i>Manual</i> (2014): http://apus.campusguides.com/writing/thesiscapstone/EOPManual</p> <p>Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies: http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2</p> <p>Writing Thesis/Capstone Papers: http://apus.campusguides.com/writing/thesiscapstone</p> <p>Thesis Layout/Format: http://apus.campusguides.com/writing/thesiscapstone/layout-format</p>	<p>#14 – Final MA Capstone Submission</p> <p>Forum #13</p>
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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).

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- 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.

Citation and Reference Style

Attention Please: Students will follow the *Publication Manual of the American Psychological Association* (6th ed.) 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 aforementioned.

(2009). *Publication manual of the American Psychological Association*. (6th ed.). 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, 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 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.
- **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

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

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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.** The quick submit option lets faculty upload and check suspicious papers, without requiring student to create their own Turnitin.com profiles.

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

Selected Bibliography

Web Based Supplemental Resources

ASIS International

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

International CPTED Association

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

American Board for Certification in Homeland Security (ABCCHS)

<http://www.abchs.com/>

Loss Prevention Magazine

<http://www.lpportal.com/>

Understanding Security Complexity in 21st Century IT Environments

<http://www.checkpoint.com/downloads/whitepapers/ponemon-check-point-march2011.pdf>

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Security Focus

<http://www.securityfocus.com/>

Corporate Security Resources

http://www.csr-i.com/management_resources.shtml

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Appendices A through D cover crucial research study information. They are located after my autobiography at the end of the syllabus. They are mandatory for reading and review.

Week 1

Scope: Students develop a basic knowledge of the MA in Security Management Capstone Thesis Process

Objectives:

LO#1 – Synthesize the APUS/AMU MA thesis process

LO#2 – Analyze the APUS/AMU Internal Review Board (IRB)

LO#3 – Assess Responsible Conduct of Research (ROR)

Required Readings:

End of Program Assessment Manual (2014):

http://apus.campusguides.com/writing/thesiscapstone/EOP_Manual

Center for Graduate Studies Home:

<http://www.apus.edu/ctl/students/gradstudies/>

Graduate End of Program Assessment option Explained:

http://www.apus.edu/ctl/students/gradstudies/eop_options_explained.htm

The Institutional Review Board (IRB):

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#irb2>

Responsible Conduct of Research (ROR):

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#rcr2>

Writing, Research, and the library:

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<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Assignments:

Mandatory (but ungraded) Week 1 Introduction Forum (initial post due NLT midnight on Friday). Post to forum only

Writing Assign #1 – Topic Selection

The capstone study program does not require primary research although it is an option (pending your faculty advisor's approval). In the case of primary research with human subjects for publication, the APUS/AMU Institutional Review Board (IRB) located at:

<http://www.apus.edu/community-scholars/institutional-review-board/>

must approve your research plan prior to beginning any such research. As the Capstone is only four months in length, this option is highly discouraged. Four months is not truly commensurate with primary research with human subjects for publication which traditionally requires a longer period of time for a successful study.

Notes: Announcements are posted online in your classroom.

Week 2

Scope: Students assess the three scientific research methods available to them.

Objectives:

LO #1 – Examine research methods

LO #2 – Analyze the annotated bibliography

LO #3 – Critique the utility of the annotated bibliography to the research process

Required Readings:

Quantitative vs. Qualitative Research (Video):

<http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14489000>

What is Mixed methods Research? (Video):

<http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14488972>

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Writing an Annotated Bibliography (video)

<http://apus.campusguides.com/content.php?pid=228830&sid=3996536#15980075>

The Annotated Bibliography:

<http://apus.campusguides.com/writing/tips/annotatedbib>

Annotated Bibliography vs. Literature Review – How Are They Different?

<http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14503736>

Sample APA Style Annotated Bibliography:

<http://libguides.brandonu.ca/content.php?pid=26571&sid=197586>

Tracy, S. (2012). *Qualitative research methods*. Westchester, UK: John Wiley & Sons, Ltd.

Retrieved from <http://www.productmanualguide.com/and/qualitative-research-methods.html>

Note: Free eBook if read online (368 pp)

Osborne, J. (2008). *Best practices n quantitative methods*. Thousand Oaks, CA: SAGE

Publications Ltd. Retrieved from <http://www.productmanualguide.com/practices/best-practices-in-quantitative-methods.html>

Note: Free eBook if read online (596 pp)

Frechtling, J., & Sharp, L. (Eds.). (1997). *User-friendly handbook for mixed method evaluations*.

Retrieved from <http://www.openisbn.com/preview/0788174312/>

Note: Free eBook if read online (132 pp)

Assignments:

Writing Assign #2 – Research Methods Justification Essay

Forum #2

Notes: Announcements are posted online in your classroom.

Week 3

Scope: Students develop the thesis statement.

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.

Objectives:

LO #1 -Distinguish between thesis and hypothesis statements.

LO #2 - Generate a thesis statement

Required Reading:

Thesis Statement vs. Hypothesis Statement: How Are They Different?

<http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14596671>

Assignments:

Writing Assign #3 – Thesis Statement

Forum #3

Notes: Announcements are posted online in your classroom.

Week 4

Scope: Students begin formal thesis proposal development by preparing a literature review.

Objectives:

LO #1 – Assess the importance of the literature review

LO #2 – Deconstruct the literature review

Required Reading:

Study and review the EOP Manual (2014) Appendix I which explains the required elements of the MA theses

Writing the Literature Review (Resources):

<http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14596671>

Videos:

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.

Writing the Literature Review Parts 1-3:

<http://apus.campusguides.com/content.php?pid=228830&sid=3996536#14596671>

Assignments:

Writing Assign #4 – Thesis Proposal (1st Draft)

Writing Assign #5 – Annotated Bibliography (first ten entries)

Forum #4

Notes: Announcements are posted online in your classroom.

Week 5

Scope: Students analyze formal thesis proposal development.

Objectives:

LO #1 – Defend the thesis development approach

LO #2 – Prepare the thesis proposal

Required Readings:

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Assignments:

Writing Assign #6 – Thesis Proposal (2nd Draft)

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Forum #5

Notes: Announcements are posted online in your classroom.

Week 6

Scope: Students produce the final formal thesis proposal.

Objectives:

LO #1 – Produce the formal thesis proposal

LO #2 – Justify the formal thesis proposal

Required Readings:

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Assignments:

Writing Assign #7 – Formal Thesis Proposal Submission

Forum #6

Notes: Announcements are posted online in your classroom.

Week 7

Scope: Students implement the actual capstone writing process.

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Objectives:

LO #1 – Develop the initial capstone

LO #2 – Evaluate the importance of a properly constructed annotated bibliography

Required Readings:

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Assignments:

Writing Assign #8 – Annotated Bibliography (ten entries)

Forum #7

Notes: Announcements are posted online in your classroom.

Week 8

Scope: Students generate writing products in the formal third person APA style.

Objectives:

LO #1 – Examine the elements of formal academic writing in the APA style

LO #1 – Produce a document in the formal third person style

Required Readings:

APA Style Guide:

<http://apus.campusguides.com/content.php?pid=205954&sid=3202561#11507859>

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

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<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Assignment:

Writing Assign #9 – Formal Third Person Style

Forum #8

Notes: Announcements are posted online in your classroom.

Week 9

Scope: Students distinguish between quality academic writing and plagiarism.

Objectives:

LO #1 – Differentiate plagiarism from legitimate academic writing

LO #2 – Implement techniques to eliminate the dangers of plagiarism when writing

Required Readings:

Avoiding Plagiarism:

http://apus.campusguides.com/plagiarism_prevention

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

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Assignment:

Writing Assign #10 – Avoiding Plagiarism

Notes: Announcements are posted online in your classroom.

Week 10

Scope: Students prepare a formal progress report.

Objectives:

LO #1 – Assess progress toward completion of the capstone thesis

LO #2 – Diagram a strategy to achieve the final goal of an acceptable capstone thesis

Required Reading:

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Assignment:

Forum # 9 - Progress Report #1

Notes: Announcements are posted online in your classroom.

Week 11

Scope: Students produce a second formal progress report.

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Objectives:

LO #1 – Assess progress toward completion of the capstone thesis

LO #2 – Diagram a strategy to achieve the final goal of an acceptable capstone thesis

Required Readings:

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Assignment:

Forum # 10 - Progress Report #2

Notes: Announcements are posted online in your classroom.

Week 12

Scope: Students produce a final progress report.

Objectives:

LO #1 – Assess progress toward completion of the capstone thesis

LO #2 – Diagram a strategy to achieve the final goal of an acceptable capstone thesis

Required Readings:

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

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Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Assignments:

Forum # 11 - Progress Report #3

Notes: Announcements are posted online in your classroom.

Week 13

Scope: Students prepare the capstone thesis abstract.

Objectives:

LO #1 – Deconstruct the abstract

LO #2 – Prepare a focused abstract

Required Readings:

Writing the Abstract / Instructional Module:

<http://apus.campusguides.com/writing/thesiscapstone/abstract>

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

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Assignments:

Writing Assign #11 – Abstract Submission

Forum #12

Notes: Announcements are posted online in your classroom.

Week 14

Scope: Students construct the first complete capstone thesis draft.

Objectives:

LO #1 – Synthesize a 1st complete draft of the capstone thesis.

LO #2 – Critique what needs to be accomplished at this point on the capstone thesis.

Required Readings:

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Assignment:

Writing Assign #12 – 1st Complete Capstone Draft

Notes: Announcements are posted online in your classroom.

Week 15

Scope: Students produce a second complete capstone thesis draft.

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Objectives:

LO #1 – Synthesize a 2nd complete draft of the capstone thesis.

LO #2 – Critique what needs to be accomplished at this point on the capstone thesis.

Required Readings:

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Assignment:

Writing Assign #13 – 2nd Complete Capstone Draft

Notes: Announcements are posted online in your classroom.

Week 16

Scope: Students finalize and submit their final capstone.

Objectives:

LO #1 – Produce the final capstone thesis

LO #2 – Defend the capstone thesis

LO #3 – Evaluate the contribution of the study to further research

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Required Readings:

End of Program Assessment Manual (2014):

http://apus.campusguides.com/writing/thesiscapstone/EOP_Manual

Video: How to Write an MA Thesis for AMU & APU by Dr. Patricia Campbell, Dean of APUS Graduate Studies:

<http://www.apus.edu/ctl/students/gradstudies/resources.htm#writing2>

Writing Thesis/Capstone Papers:

<http://apus.campusguides.com/writing/thesiscapstone>

Thesis Layout/Format:

<http://apus.campusguides.com/writing/thesiscapstone/layout-format>

Assignment:

Writing Assign #14 – Final MA Capstone Submission

Notes: Announcements are posted online in your classroom.

Note: The advisor reviews the capstone study for completeness and compliance with APUS/AMU capstone study guidance. He or she completes any required forms and submits the student's final grade to the Office of the Registrar electronically.

Appendix A – Grading Rubric #1

American Public University System

The Ultimate Advantage is an Educated Mind

MA in Security - Capstone Study Evaluation Form

Course/Session Number: _____

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Date of Assessment: _____ Pass: ___ Fail: ___

Candidate: _____

Evaluator: _____

Criteria	Excellent	Above Average	Average	Below Average	Fail
CONTENT (40%)					
Relevance of Study Topic					
RESEARCH (25%)					
Quality of Literature Review					
Quality of Research Design					
Methodology/Procedure					
COMPOSITION (10%)					
Clarity of Work					
Writing Abilities (Style/Composition)					
OUTCOME/RESULTS (25%)					
Relevance of Results					
Met Program Objectives					
Comments					

Degree Criteria Met

Graduates in this degree program will be able to:

- Recognize and critically analyze the various forms of liability associated with the security management industry.
- Provide cost effective measures for architectural security design for facilities, airport security, and critical infrastructures.
- Integrate and adapt security concepts and services from traditional approaches to address vulnerabilities to new technologies.
- Evaluate the technologies of security systems, information security, and asset protection methodologies, and construct a reasonable view through critical thinking, to draw logical conclusions towards objective perspectives.
- Assess the security function as it pertains to complex specializations in safety, safeguarding sensitive assets and conducting vulnerability assessments.

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- **Relate and associate historical, economic, equity and social perspectives of security measures and associate them to contemporary needs of protection and loss prevention.**
- **Apply the principles of scientific management to security management as a unique discipline.**
- **Apply the concepts of professional and ethical behavior to security programs and organizations.**

Appendix B - Course Rubric#2

SCMT699 – Security Management Capstone Rubric – JTF/BEF – 2015

Master of Arts in Security Management Capstone Scoring Rubric - 2015						
LEVELS: 5 = Exemplary 4 = Excellent 3 = Good 2 = Satisfactory 1 = Unsatisfactory						
STUDENT NAME						
Dimension and Percentile Weight	5	4	3	2	1	Points Earned
Problem statement - 10%						
<input type="checkbox"/> Clearly states the problem and purpose of the research	<input type="checkbox"/>					
<input type="checkbox"/> The document is clearly aligned with previous research in this area	<input type="checkbox"/>					
<input type="checkbox"/> Concisely demonstrates the need for research in this area of study	<input type="checkbox"/>					
<input type="checkbox"/> Identifies and discusses study limitations	<input type="checkbox"/>					
<input type="checkbox"/> Provides definitions of unique terms	<input type="checkbox"/>					
Literature Review - 15%						
<input type="checkbox"/> Establishes a clear research context	<input type="checkbox"/>					
<input type="checkbox"/> Establishes an orderly progression within the discussion	<input type="checkbox"/>					
<input type="checkbox"/> Synthesizes contemporary and foundational sources into a cohesive whole	<input type="checkbox"/>					
<input type="checkbox"/> There is a clear linkage to the purpose of the research and the identified problem	<input type="checkbox"/>					
Methodology - 20%						
<input type="checkbox"/> The selected method is well aligned with the research purpose						
<input type="checkbox"/> Establishes an acceptable strategy for collecting data and analyzing it						
<input type="checkbox"/> Legitimizes the selected instruments for measuring results						
<input type="checkbox"/> Establishes sample or selection processes as necessary						
<input type="checkbox"/> In the case of a product or service, clearly outlines the design and development phases and means for testing validity						

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Analysis/Results - 25%					
<input type="checkbox"/> Provides a thorough explanation of all relevant data <input type="checkbox"/> The insufficient narrative for the explanation of all diagrams, charts, etc. <input type="checkbox"/> In event of a product or service , includes a process for fine-tuning, evaluation, feedback, etc.					
Conclusions/Recommendations - 10%					
<input type="checkbox"/> Creates and provides reasonable analysis of data presented <input type="checkbox"/> There is a visible integration of any findings between the established literature and the results of the study	<input type="checkbox"/>				
References - 5%					
<input type="checkbox"/> Represents contemporary scholarship concerning the problem and additionally, the essential historical and foundational underpinnings of the problem <input type="checkbox"/> There are at least ten scholarly sources and a total of twenty-five sources used <input type="checkbox"/> The study incorporates in-text and detailed references citations in the accepted format (APA sixth edition) <input type="checkbox"/> There are sufficient relevant references to place the problem in its proper context and to demonstrate a clear grasp of the essential of the problem on the part of the student	<input type="checkbox"/>				
Writing/Formatting - 15%					
<input type="checkbox"/> There is a graduate level mastery of syntax, grammar, clarity of thought; paragraphs are coherent, focused; transitions between paragraphs are evident <input type="checkbox"/> There is a logical progression of ideas which support and validate the argument <input type="checkbox"/> Proofreading via electronic and manual means for grammar and spelling was performed <input type="checkbox"/> The Capstone meets the basic requirements of the APUS/AMU <i>End of Program Manual</i> (2015) as well as the specific requirements of the MA in SCMT format and content guidance. The document includes a separate section which concisely aligns and discusses the problem with each of the MA in SCMT Program Objectives. <input type="checkbox"/> Reflects APA style: References are cited in text and listed in the end reference list according to the latest edition of the APA Style Manual. Tables and figures are labeled and numbered according to the latest edition of the APA Style Manual. Title page, abstract, table of contents, lists of charts and graphs, headings, margins, and spacing conform to the latest edition of the APA Style Manual.	<input type="checkbox"/>				
Final Score/Grade					0

Scale is as follows:

100-94 = A

93-90 = A-

89-87 = B+

86-84 = B

83-80 = B-

79-77 = C+

76-73 = C

72-0 = F

Last Update: 11 November 2015
