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American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
Security Management
SCMT698
Separate Comprehensive Examination - MA in Security Management
Credit Hours: 3 Credit Hours
Length of Course: 8 Weeks
Prerequisite: None

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Instructor Information

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

Email: Please use internal classroom messaging system

Course Description (Catalog)

Comprehensive final examination for students in the Master of Arts in Security Management Program: The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

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**Course Scope**

The course focuses on preparing the student degree candidate for the comprehensive final examination and the award of the MA in Security Management degree from the American Public University System.

**Course Objectives**

After successfully completing this course, you will be able to

- Prepare for issues and trends in security management, which are critically important to security in the 21st Century.

- Develop a state-of-the-art security management model based on the latest management techniques and technologies.

- Synthesize fundamental security management concepts.

**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. Online assignments are due by the last day of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

**Course Resources**

**Required Course Textbooks**

None - however, a study guide is provided (see annexes in this syllabus).

Optional Text
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Microsoft Office (MS Word, MS Excel, MS PowerPoint)
Adobe Acrobat Reader

**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.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Web Site URL/Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSO Online</td>
<td><a href="http://www.csoonline.com/">http://www.csoonline.com/</a></td>
</tr>
</tbody>
</table>

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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.

**Homework Assignments:** See mandatory Week 1 introduction forum / four mandatory sample question forums.
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Exams/Quizzes:

The course consists of the comprehensive final exam for the award of the MA in Security Management degree. The comprehensive final exam consists of four questions designed to test your broad knowledge of security management fundamentals. For example, you might encounter a question concerning the fundamental of risk analysis. You should not expect questions which are too narrow in focus. For example, you would not see a question asking you to describe a particular CCTV camera or software encryption package.

A few administrative observations:

There are no assignments in this course other than the mandatory but ungraded introduction forum, the four mandatory sample question forums, and the exam itself. As noted, there are four sample questions in forums. These are mandatory - the instructor feedback and feedback from fellow students can be very beneficial to you when you reach the actual proctored exam. **You will not be able to sit for the final exam unless you have completed the four sample questions in the forums.**

You must locate a proctor and have the proctor approved by the proctor services at APUS/AMU no later than Week 5 (see the course announcements for details). Once your proctor is approved, send your instructor his or her position and e-mail address via e-mail through the "Messages" link in the classroom. In that e-mail also provide the instructor with the projected date/time that you intend to take the exam (in Week 8).

A proctor can be anyone except for an immediate family member. Typically, a proctor is a supervisor or colleague from work, a librarian, a person from a testing center, an employee from the post education office (for military personnel), etc.

The exam will be taken in Week 8. The instructor may activate the exam earlier to set up the Gradebook. Under no circumstances enter the exam until Week 8.

The sample questions in the syllabus are the only sample questions you will receive other than the four practice questions in the forums.

When taking the exam, remember that it must be submitted in two copies. First, you will take the exam in the normal way and when you finish, copy and paste your responses into the electronic exam and click "Submit." The second copy is saved in MS Word and forwarded to your instructor via e-mail attachment by your proctor. This ensures you have a proctor and secondly, allows for a back-up copy in case of technical difficulties. You will want to take this exam twice (LOL)! Failure to provide the proctor copy can result, after the session ends, in your receiving a FAIL for the course despite the grading for actual exam questions.

While most students pass the exam the first time, those who have failed the exam in the past generally do so for the following reason:
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The responses are not comprehensive in nature. For some reason, they did not understand that this is not a short-answer exercise. While historically, students do not normally use all of the time allotted, this is a six-hour exam. This should serve as a reminder that a paragraph or two per response is not adequate. This is your chance to showcase and demonstrate your knowledge of the broad security fundamentals underlying the profession. While there is no minimum word count for question responses, the average per question is typically 500-1500 words. Some students write very clearly and concisely while others “ramble.” Both are acceptable for this exam as long as each question, indeed, each part of every question is addressed thoroughly and in detail.

To re-emphasize, please ensure that if the question is multi-part, you address each specific part of the question.

References are not required on the exam. This is because no texts or materials are available to you during the exam. However, if you are certain of a source, you may state it. For example, "Fay (2006) stated that . . ."

Please do not hesitate to contact me if necessary.

Your instructors wish each of you the very best of luck on the exam!

All exam questions ARE individually graded based on the following scale: Pass with Distinction, Pass, or Fail.

“Pass with Distinction.” If a student passes 3 of the 4 questions “with distinction,” and at least passes the fourth question, he or she will pass the exam “with distinction.”

“Pass.” If a student at least passes 3 of the 4 questions, he or she will pass the exam.

“Fail.” If a student fails two or more questions, he or she will fail the exam. Such a student will be offered a second examination with a different faculty member. If a student fails the exam twice, he or she will not be permitted a third attempt and will not graduate.

Different questions are used for a second examination.

The student has the right to appeal issues related to the comprehensive examination in line with the standard AMU appeals process.

A student who fails the examination the first time cannot receive a grade of “Pass with Distinction” on the second examination.

**How a Student Score on the Comp Final Exam Affects the “Graduate with Honors” Determination by the University**
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Please review the Student Handbook explanation on how honors are determined located at:

http://www.apus.edu/student-handbook/graduation/#Honor

In addition to achieving a “Pass with Distinction” on the exam, you must still possess an Honors level GPA to graduate with Honors. In essence, it is a two tire system for Honors determination. The instructor of your SCMT698 course does not have access to the GPA portion of this process.

Rubric Information: See the "Rubrics" folder under the "Lessons" tab.

Field Experience Assignments: NA

Research Paper: NA
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:

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Field Experience Assignments: NA

In accordance with syllabus guidance and MA in SCMT Program Objectives

In accordance with MA in SCMT Program Objectives and as indicated in the sample question forums in weeks 2-5

As required

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

Week 2 –
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<table>
<thead>
<tr>
<th>Sample Question #1 Forum (mandatory)</th>
<th>Sample Question #2 Forum (mandatory)</th>
<th>Sample Question #3 Forum (mandatory)</th>
<th>Sample Question #4 Forum (mandatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3 – Sample Question</td>
<td>Week 4 – Sample Question</td>
<td>Week 5 – Sample Question</td>
<td>Study the materials within the syllabus and all available core course materials</td>
</tr>
<tr>
<td>#2 Forum</td>
<td>#3 Forum</td>
<td>#4 Forum</td>
<td></td>
</tr>
<tr>
<td>(mandatory)</td>
<td>(mandatory)</td>
<td>(mandatory)</td>
<td></td>
</tr>
</tbody>
</table>

| 8  | Comp Final Exam | Achieve MA in SCMT | None | Comp Final Exam |

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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**
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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.

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.


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

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

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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 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.

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.
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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 (ABCHS)
http://www.abchs.com/

Loss Prevention Magazine
http://www.lpportal.com/
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Understanding Security Complexity in 21st Century IT Environments

Security Focus
http://www.securityfocus.com/

Corporate Security Resources
http://www.csr-i.com/management_resources.shtml

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Week 1

Please note that students sitting for the comp final exam in security management must expect to address predominantly core course material drawn from the MA in Security Management Degree Program Objectives. Those sitting for the exam with concentrations from other disciplines such as terrorism studies should be prepared to address broad issues which cross discipline lines such as risk analysis, threat assessment, convergence, and the future of the profession in a global venue. Students with specific questions are encouraged to address them to the instructor as early as possible in the course session in which they are enrolled.

All comprehensive final questions are based on the MA in Security Management Degree Program Objectives which follow:

- 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

Requirements:
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1. **Post to Introduction - Week 1 forum (forum posting only - ungraded). Mandatory!!**
   Begin the course with an intensive study (15-20 hours each week) of textbooks, lesson handouts, miscellaneous readings, course notes, etc., from your required, core, major, and elective courses in your MA program. In the first few weeks of study the student should concentrate on validating the major theoretical frameworks and research methods material presented during their MA program. At this point, the student should not memorize definitions, lists, or other detailed material presented in the readings.

2. Post your name and a short autobiography (no more than 500 words) in the Course Forum for the instructor and other students. Include your APUS e-mail address (posting of personal e-mail addresses is optional) in your autobiography so that other students may contact you for study assistance purposes.

### Study Recommendations #1 - Preparation Phase

- Review main ideas in terms of relationships.
- Compose practice questions
- Review course notes, journals, logs
- Carefully review primary source works
- Don’t hesitate to ask your instructor for guidance

### Study Guide for Security Management Degree Comprehensive Examination

Preparation for the comprehensive examination requires weekly interaction with your professor/mentor. The professor guides you through a preparation process as outlined in the body of this syllabus. At this point, you should be sufficiently prepared to reflect upon these questions through your course materials and draw upon your courses taken and any additional information you would like to add, in order to successfully pass the examination. The only responsibilities you have are to prepare for the examination through study, work on responses to the sample questions (voluntary), and taking the exam.

**NOTE:** The following four questions are uploaded as Sample Question Forums #1 through #4 in your classroom. While preparing responses to the sample questions in the forums is optional, it is highly recommended that you do so. It may materially assist you in passing the exam. Should you elect to participate, the instructor will provide detailed feedback on your work. All work in those forums must be uploaded as .doc or .docx files as well as in copy-and-paste. They will be available for everyone to see as will the instructor comments. This can prove very beneficial to all of you in Week 8.

As a Security Management degree candidate, your 4 sample study questions are listed below. In Week 8, four questions (not those below - but similar) addressing subjects such as these will be selected as the questions you must answer in a week long untimed and un-proctored exam with the aid of notes, references, or other materials to assist you.
1. Evaluate the use of lighting to enhance and augment other elements in a security system design. Select at least three types of lighting, describe the utility of each to the security function, and explain how each can be integrated into a security system design to enhance the overall effectiveness of the organizational security posture.

This question supports the degree program objective: Provide cost-effective measures for architectural security design for facilities, airport security, and critical infrastructures.


Note: Dated but very good even in 2014.


Note: There is a 2011 version of this document available for individual purchase from Amazon or in a single user copy free download from: https://www.smashwords.com/books/view/86829 (291 pages)

2. Assess in detail the security manager and staff’s role in business continuity planning for a natural disaster such as the recent Hurricane Katrina. Your organization profile follows:

Organization type: Industrial
Products: Bio-engineered products (some proprietary in nature)
Principal locations: Three in vicinity of San Diego, CA
Employees: 4,000 in three different locations
Transportation Division: 300 vehicles

This question supports the degree program objective: Assess the security function as it pertains to complex specializations in safety, safeguarding sensitive assets, and conducting vulnerability assessments.
3. Judge the impact of the convergence of traditional physical security and information technology (IT) security in terms of the technological and management challenges inherent in cross-training, managing technological change, effectively combining the two sub-disciplines in an effective manner, and the viability (or lack thereof) in creating a single position combining the two to the benefit of the organization.

This question supports the degree program objectives:

**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.**

References:


4. Hypothesize the future of biometrics in regards to security system design over the next twenty years. Provide a minimum of three examples as to how biometrics will change the face of security system design during the aforementioned period.

This question supports the degree program objective: **Apply the principles of scientific management to security management as a unique discipline.**


A Representative Sample Question and Notable Response

1. Assess the issue of the convergence of public and private sector security efforts in the 21st Century. Develop three key sub-topics concerning the aforementioned convergence and examine each of them in detail.

This question supports the degree program objective: Assess the security function as it pertains to complex specializations in safety, safeguarding sensitive assets, and conducting vulnerability assessments.

Sample Response:

Although the convergence of private and public sector security began well before the tragic events of September 11, 2001, that awful day hastened and broadened the scope of the process appreciably.

The process is an enormously complex one, combining as it does corporations, federal, state, and local agencies, and security service providers of all types both foreign and domestic. Convergence is taking place in a large number of venues both here and abroad.

When considering the role of private security professionals in this process, I first had to narrow down the scope of this presentation to fit into the amount of time provided. This was no easy task! In the process, I selected those processes and trends which I felt were most appropriate. Obviously, I cannot discuss all aspects of this issue in the time provided, but I will endeavor to center on those aspects of the process which are most relevant to the private sector. By definition, these are:

A. The role of private organizations related to various security disciplines including the American Society for Industrial Security and the American College of Forensic Examiners, International.

B. Private sector security service providers receiving research grants and developing and/or selling homeland security-related products and services in both the national and international security venues.

C. Firms providing contractual security and paramilitary services to the federal government in overseas locations - notably the Balkans, Iraq, and Afghanistan. Such companies are commonly referred to as either “Private Military Companies” or “PMCs” and “Private Security Companies” or “PSCs.”

Note: In addition, many colleges and universities have begun offering courses in various homeland security-related venues to include all types of certifications from certificates to
regionally accredited doctoral degrees. Institutions of higher learning are also deeply involved in research grants and programs relating to homeland security challenges.

Let us consider A:

When considering professional organizations such as ASIS and ACFEI, their input has been quite profound.

ASIS, well-known in American security circles, achieves convergence through various venues to include numerous courses and seminars oriented towards homeland security. Representative examples of seminars offered in recent years include the following:
- Global Terrorism
- Emerging Trends in Security
- Defending Against Terrorism - Open Source Data-Mining
- Enterprise Security: A Global Approach

ASIS also works in an international role as the flagship US security industry spokesman abroad. They also work diligently to establish national guidelines for various aspects of the profession. ASIS affiliation with governmental agencies is enacted through various tools including:

- Business Executives for National Security
- Wharton/ASIS Intl. Program for Security Executives
- Southwest Emergency Response Network

This last organization mentioned above, of which I am a member, is a valuable tool established by the Department of Homeland Security and ASIS to provide near real-time security and intelligence information to security professionals across the nation. Additionally, the response network provides a convenient and rapid pipeline for reporting suspicious activity directly to those who critically require such information in a timely manner.

ABCHS has taken the entire homeland security mission to heart with our “Certified in Homeland Security (CHS) program, having recently added two advanced certification levels to the original three.

ABCHS also establishes and maintains preparation and response teams consisting of law enforcement and security experts from various disciplines who are willing and able to rapidly respond to crises at both the state and national levels.

ABCHS includes the Veterans’ Corps which is composed of US Armed Forces veterans willing and able to support Homeland Security initiatives.

It is not only in the aforementioned realm that security continues to converge.

B. Private sector security service providers receiving research grants and developing and/or selling homeland security-related products and services in both the national and international security venues. Examples follow:
FirstLine Transportation Security at MCI
ESRI & Hewlett-Packard (GIS & mapping software)
BioXS (biometric products):
DHS-Open for Business

In the wake of 9/11, corporate spending on security centered on upgrading access control measures. Additionally, the U.S. Transportation System, especially airports, significantly upgraded their access control systems en masse. Firms specializing not only in traditional access control measures such as locks, alarms, barriers, magnetometers, etc., but also companies offering high technology solutions such as smart cards and biometric access control devices have flourished. They have contributed materially to the fight against terror.

In the case of contractual security, growth has been truly exponential; particularly in overseas markets.

C. Firms providing contractual security and paramilitary services to the federal government in overseas locations - notably the Balkans, Iraq, and Afghanistan. Such companies are commonly referred to as either “Private Military Companies” or “PMCs” and “Private Security Companies” or “PSCs.” Examples follow:

DynCorp International, LLC, a CSC Company
Titan Corporation
Military Professional Resources, Inc. (MPRI)

Examples of Key PMCs in Iraq:

Blackwater Security Consulting L.L.C.
DynCorp (Computer Sciences Corp.)
Kroll Inc.

The post 9/11 security environment has given rise to various other opportunities outside of the primary three groupings discussed above.

Additional Cross-Over Points:

Aside from the three aforementioned areas, there was also an enormous migration of private sector security expertise, along with experts from other governmental agencies at the local, state, and federal levels, into the Department of Homeland Security and the Transportation Security Administration immediately after 9/11. While this trend has now slowed somewhat, the War on Terror continues and so also does the need for many security experts from different disciplines in a number of official capacities.
Many opportunities also exist for talented professionals in the associated fields of intelligence, forensics, and IT security. The need for intelligence analysts in a dangerous world is obvious. During the Cold War era, the emphasis was on analysts with a European background. This changed resulting in a lack of qualified individuals who can understand the intricacies of the Arabic cultural and economic reality. The usual route to such positions is from intelligence fields within the military. A key element is the retention of a valid security clearance at the level appropriate to the duty position. Those of you leaving active military or governmental service and contemplating working for a contractor in a similar capacity have a most valuable commodity indeed.

Forensic accounting, near and dear to the heart of ACFEI itself, has burgeoned into a crucial tool in the war on terror. For example, the U.S. Treasury Department, according to a recent article in *Asia Times*, has the financial expertise and access to forensic accountants to perform well in the shadowy world of international terrorist financing.

Security consultants have seen their horizons widened considerably since 9/11. With approximately 85% of U.S. critical infrastructure in private hands, many firms have deemed it prudent to update or initiate security surveys, risk analyses, etc. Many of these firms outsource this task to consultants

While security considerations figure prominently in the media and in some areas of the U.S. corporate and governmental sectors, other areas still require serious attention.

Problem Areas:

There are certain areas of the business world which require a heightened sense of urgency in shoring up our homeland security defenses. One of these is general corporate security. A recent study undertaken by the Conference Board and sponsored by the American Society for industrial Security (ASIS) reveals some troubling statistics regarding corporate security since 9/11.

While much has been done, much remains to be completed. A key challenge is ensuring that the enormous amounts of time, money, and energy expended on the national homeland security effort are spent wisely. The key element in ensuring wise spending relates directly to classic risk analysis. That is, identify the assets requiring protection, identify threats to the assets, conduct probability, impact, frequency, and manageability assessments, and identify appropriate countermeasures. Using this simple formula ensures the success of our collective effort.

Week 2
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.

Requirements:

1. Continue with the intensive study (15-20 hours each week) of textbooks, lesson handouts, miscellaneous readings, course notes, etc., from your required, core, major, and elective courses in your MA program.

2. Optional upload of your work to the Sample Question #1 Forum.

Note: Students should check the sample exam question forum postings of other students as thus allows students to share study materials and discuss response details. Students are encouraged to use e-mails or the SCMT698 forum(s) in order to form “Study Groups” that help with your preparation for the examination. Even students from different majors and concentrations have similar questions on the required and core topics. A Student Forum section is provided to facilitate student interactions while studying.

Study Recommendations #2 - Taking the Exam

- Plan allotted time carefully
- Read and thoroughly comprehend the question
- Carefully formulate your answer
- Write critically and well
- Proof your work before submission

Weeks 3 and 4

Requirements:

1. Continue with the intensive study (15-20 hours each week) of textbooks, lesson handouts, miscellaneous readings, course notes, etc., from your required, core, major and elective courses in your MA program.

2. Before the end of Week 5 provide your proctor’s name, position/background, telephone number and e-mail address to the instructor via e-mail for approval. Also, provide the proposed date/time you intend to sit for the exam in Week 8.

3. Optional upload of your work to the Sample Question #2 Forum (Week 3).

4. Optional upload of your work to the Sample Question #3 Forum (Week 4).

Note: Students should: (1) create detailed outlines of the answers to these focused sample questions, (2) learn detailed definitions, facts, or lists associated with the questions, and (3) be able to list key references (by author, title, year published) that support answers to these questions. Comprehensive examinations are also an opportunity to fill important gaps in a student’s MA professional preparation. The material in the questions is considered vital knowledge for a professional in your MA field. If questions on unfamiliar topics appear in your list of focused questions, it is the student’s responsibility to obtain key references and prepare
detailed outlines of those questions. The instructor will provide guidance on such questions if posted in the forums. Consultation with other students in SCMT498 as part of “study groups” also provides assistance in answering such questions.

### Study Recommendations #3 - Common Faults on Comp Finals

- Failure to address the question in sufficient detail
- Omission of one or more key elements of a theory or strategy
- Poor organization of ideas leading to confusion
- Failure to address the crux of the question itself

#### Weeks 5-7

**Requirements:**

1. Conduct intensive study (15-20 hours each week) of the 6 to 8 focused questions. Recommend make maximum use of student study groups to share study materials.
2. **Optional upload of your work to the Sample Question #4 Forum (Week 5).**

### Study Recommendations #4 - Comp Final Summary

- Use the tools and exercises in your course to ensure sufficient preparation beforehand
- Ask pertinent questions to eliminate any confusion you may have about the exam
- Leverage technologies to assist you in research and review
- Maximize use of the APUS Online Research Center (ORC) resources

#### Week 8

**Requirements:**

1. Sit for and complete the comprehensive final exam.

**Note:** The examination is typed on a computer without any required notes, books, or other references. The exam is administered at a time determined by the proctor and the student and takes place during week 8. The proctor is approved by an APUS representative. The examination consists of four (4) questions. The examination must be completed during the six hour exam window. Students unable to type or who otherwise may not be able to meet the examination requirements must contact the instructor before the end of week 4 to make alternative arrangements.
Appendix A – Letter to Degree Candidates

To Comprehensive Examination Students:

Greetings! Congratulations on completing all course work towards your MA degree from AMU. Your final milestone is the Comprehensive Examination.

A study guide for your use in preparation for the examination is provided at the Student Course Guide link.

The examination is proctored and must be completed in Week 8.

You will answer four questions similar to the sample questions from the syllabus and the Sample Question Forums. As such, your answers should be well thought out and comprehensive. Study materials are not allowed so citations are not a requirement.

Additional details on the examination grading follow:

A. Prof. Jeffrey T. Fowler, a senior Security Management professor and the Mentor - Security Management, Degree Programs will grade your exam questions. Other highly qualified individuals will grade your exam if A. Prof. Fowler is not the mentor for your session.

Preparation for the comprehensive examination should be undertaken with the idea of sharing your thoughts and concerns with other students and with the mentor.

The distribution of grades for each of the four questions you answer will be as follows:

“Pass with Distinction.” This grade is assigned for essays that clearly demonstrate an understanding of the issue beyond what is typically expected of the graduate student.
“Pass.” This grade is assigned for essays that meet the requirements for a graduate-level essay.

“Fail.” This grade is assigned for essays that clearly do not meet the requirements for a graduate-level essay. The final grade for the exam will be compiled among the four questions.

Students who pass three questions “with distinction” and the fourth question with at least a “pass” will pass the exam “with distinction.”
Students who pass three questions with a least a “pass” will pass the examination, which allows for one “fail” on an exam question.

Students who fail two or more questions will fail the examination.

The exam is graded by your mentor personally.

Sincerely,

Jeffrey T. Fowler, CPS, CAS, CHS-III
Mentor - Security Management Degree Programs

Appendix B - Exam Instructions - Student

Your final comprehensive exam is a closed book, proctored affair. Notes, reference material, dictionaries, computer files, and all other sorts of memory sticks, etc are not allowed. You must work independently and no collaboration with other individuals is allowed.

You must answer the questions within the date/time approved between yourself and your instructor in Week 8 of the course (six-hour window for completion).

Copy the exam from your e-classroom and paste the questions into a Microsoft Word document.

Answer the questions in Microsoft Word or a Word-compatible format such as .rtf. Do not use .pdf format.

When you complete your exam, save your work.

Copy-and-paste your answers into the exam and click “Submit” as you normally would. Ensure that your proctor sends a second copy to the instructor via e-mail.

Good luck on your exam.

Appendix C - Additional Study Resources

Examination Preparation

Iowa State University:
Appendix D - Course Rubric - 2012

Grading Rubric for Comprehensive Exam Responses:

<table>
<thead>
<tr>
<th>Category</th>
<th>Unsatisfactory</th>
<th>Marginal</th>
<th>Satisfactory</th>
<th>Accomplished</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness of answer</td>
<td>Response demonstrates little or no grasp of the question. Information is missing and substantial parts of the question are not fully addressed.</td>
<td>Response demonstrates a basic knowledge of the question, but is incomplete. Some information is missing and a few parts of the question are not fully addressed.</td>
<td>Response demonstrates an adequate grasp of the question. Factual information is provided and all parts of the question are answered.</td>
<td>Response demonstrates thorough grasp of the question. Response goes beyond factual information demonstrating a nuanced mastery of question fundamentals. All parts of the question are thoroughly answered.</td>
<td>Question 1 __ Question 2 __ Question 3 __ Question 4 __ P/F/PD __</td>
</tr>
<tr>
<td>Validity of Facts and</td>
<td>The majority of the facts,</td>
<td>All the facts,</td>
<td>All facts,</td>
<td></td>
<td>Question 1 __</td>
</tr>
</tbody>
</table>

Student ______________________ Date: ______          Evaluator: _____
**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.

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>facts, conclusions, and statements are incorrect and/or invalid.</th>
<th>conclusions, and statements are correct and/or valid.</th>
<th>conclusions, and statements are correct and/or valid. They also logically support the discussion topic.</th>
<th>Question 1 __</th>
<th>Question 2 __</th>
<th>Question 3 __</th>
<th>Question 4 __</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of Foundational Knowledge / Integration of practice and theory</td>
<td>No or very little integration of theory and practice is present. There is no or very little evidence of higher-order thinking skills such as application, analysis, synthesis, or evaluation.</td>
<td>Integration of theory and practice is present, yet somewhat weak. There is some evidence of higher-order thinking skills such as application, analysis, synthesis, or evaluation.</td>
<td>Integration of theory and practice is present. At least two different higher order thinking skills such as application, analysis, synthesis, or evaluation are evident.</td>
<td>Question 1 __</td>
<td>Question 2 __</td>
<td>Question 3 __</td>
<td>Question 4 __</td>
</tr>
<tr>
<td>Writing Quality</td>
<td>Response contains an abundance of errors in grammar, usage, and mechanics so that meaning is obscured. There is no or little organization in the response.</td>
<td>Response contains noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There is limited organization in the response.</td>
<td>Response is free of most errors in grammar, usage, and mechanics so that the reader is minimally distracted from the content. The response is well organized</td>
<td>Question 1 __</td>
<td>Question 2 __</td>
<td>Question 3 __</td>
<td>Question 4 __</td>
</tr>
<tr>
<td>Evaluator Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the MS in Ed. Comps Rubric of Martin Luther College Retrieved from, [http://www.mlc-wels.edu/home/academics/graduate-studies/program-planning/comprehensive-exam/scoring-rubric/](http://www.mlc-wels.edu/home/academics/graduate-studies/program-planning/comprehensive-exam/scoring-rubric/)

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