American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
Security Management Program
SCMT507
Assets Protection and Loss Prevention Management
3 Credit Hours
8 Weeks
Prerequisite(s): 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)

The course focuses on advanced administration and management issues related to corporate security functions, including strategic and operational management, risk management, contract security services, management of emergencies and loss prevention. Students will assess vulnerabilities and recommendations of the 9/11 Commission Report on terrorist attacks upon the Unites States. Facility protection standards are used to determine appropriate courses of

action, from a security management perspective, using threat models and risk assessment concepts. Research is required and application of critical thinking is applied to address external threats and countermeasures. Practical exercises are conducted to apply research findings.

Course Scope

This course is divided into 8 weeks and is organized to give students the capability to explore the field of security management including the legal aspects, risk assessments, planning and program administration. The student should also gain an insight into the terms that apply to various aspects of security including, physical security, personnel security and information security. Special attention is paid to the risk analysis methodologies and applications so students will have an understanding on how to evaluate and respond to certain threats. Instruction is primarily textbook driven with practical exercises and examinations using online discussion and responses to topics.

Course Objectives

After completing this course, you will be able to:

- CO1: Examine the history of security and loss prevention; business, careers, challenges in security and loss prevention; and the foundations of security and loss prevention.

- CO2: Evaluate the essentials of law, internal and external relations, and applicant-screening practices as they concern the security professional.

- CO3: Analyze internal versus external threats and their appropriate countermeasures.

- CO4: Critique methods for prudent purchasing decisions and the value of investigations in the workplace.

- CO5: Assess the security function in relation to accounting, auditing, risk management, business continuity, and emergency management.

- CO6: Appraise the concepts, principles, and interrelationships between life safety, fire protection, emergencies, and safety.

- CO7: Design countermeasures in homeland security and terrorism and strategies to protect critical infrastructure.

- CO8: Discuss special problems and related countermeasures in the protection of commercial and institutional critical infrastructure, and security industry topics of concern.

Course Delivery Method

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

Course Resources

Required Course Textbooks

Purpura, P. P. (2013). *Security and loss prevention: An introduction* (6th ed.). Waltham, MA:

Elsevier Butterworth-Heinemann.

Optional Text:

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington,
DC: American Psychological Association.

Strunk, W. & White, E. (1999). *Elements of Style* (4th ed.). Upper Saddle River, NJ: Pearson:
Prentice Hall.

Web Sites

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	Website URL/Address
ASIS International	www.asisonline.org
APA Style Guide	http://owl.english.purdue.edu/owl/resource/560/01/
APA Video	http://youtube.googleapis.com/v/9pbUoNa5tyY&hl=en_US&fs=1&
ASIS International	www.asisonline.org
Citation Builder	http://citationmachine.net/index2.php
Continuity Central	http://www.continuitycentral.com/
Grammar Aid	http://www.uottawa.ca/academic/arts/writcent/hypergrammar/grammar.html
Department of Homeland Security	http://www.dhs.gov/
International Organization of Standards	http://www.iso.org
Mentoring and Job	http://intelligencecareers.com/blogs/

Search Websites	http://www.fedworld.gov/ http://www.csoonline.com/ http://www.clearancejobs.com/ http://usadefenseindustryjobs.com/ http://www.privatemilitary.org/
National Association of Security Companies	http://www.nasco.org
National Institute of Standards and Technology	http://www.nist.gov/

Evaluation Procedures

Forum Guidelines

Forum Questions (FQs), found under the heading of Forum Board, has been developed for each unit of study (module) in this course and will comprise 25% of your final grade. These questions are designed to help the students apply critical thinking techniques to the material learned through experience and readings. The FQs are designed to give students direction in integrating old and new ways of thinking and to examine the relationship between theory and practice of security management.

Each student will post his/her individual response to each FQs on the message board on/by Thursday at 11:55 pm ET of each week. Students must then interact with other students by posting questions addressed to others based upon their initial response and furthering the discussion on the forum boards. Students may earn a score of up to 100 for each module by doing so. Please note that the questions are comprehensive, requiring the base knowledge presented in the text before applying the analytical and critical evaluation necessary to meet program goals.   Forum boards will be closed on/by Wednesday of the next week and grades entered shortly after that. Once the forum board is closed, no work will be accepted for that board and no credit can be earned for that forum board.

You must respond to each individual question on the forum board. The required individual response for EACH question is 500 words with citations and two references in APA format. Failure to respond with an individual response of 500 words of your original work to a particular question and/or citations and two references in APA format will result in the student NOT earning maximum credit for that response. While 500 words of your original work is the MINIMUM acceptable response length, there is no maximum word limit. So you are aware, the classroom software utilized by AMU, SAKAI, automatically provides faculty with the word count in each individual response.

In addition, you must reply to at least two of your classmates in the forum on/by Sunday at 11:55 pm ET. Replies must be at least 150 words in length and include citation(s) and one reference in APA format. These responses are to be informative and contribute to advancing the knowledge of the topic. This is the minimum required. To earn a grade higher than acceptable/minimum, your activity should include more than two reply postings.

You are required to post your original work to the forum board. You are to input your original response directly to the dialog box. Attachments will not be accepted.

Additionally for Week 1 you are required to post a biography on the Biography forum. You will earn a grade for this submission. No additional participation is required on this administrative forum.

When responding to forum questions, please do so in the follow fashion:

1. Log on to the appropriate forum board.
2. Select the appropriate forum question
3. Upon viewing the question, select the Post New Thread or Reply button
4. Enter your response to the question then select the Post Message button

This will place your response under (or threaded) to the original question and groups responses under the appropriate section. Forum Questions (FQs) will be graded based on the Forum Grading Rubric (Graduate Level).

Initial Post

Post your initial response to each forum by 11:55 pm ET on Thursday.

Your initial post should be at least 500 words.

Initial responses are to be original in content and demonstrate a thorough analysis of the topic.

Include at least two proper citations and references other than your text.

Replies to Classmates

Reply to at least two of your classmates in each forum by 11:55 pm ET on Sunday.

Replies to classmates should be at least 150 words.

Responses to classmates are informative and contribute to advancing knowledge of the topic.

Include proper citations and references.

Forum Grading Rubric					
Category	Points Earned				
Initial Response Substance	0	20	30	40	50
	Student	Presentation is	Student's initial	Student	Student

	failed to respond.	unclear; a basic understanding of the topic and issues is not evident; explanation is lacking; segments of the required answer are lacking; sources and supporting facts are not utilized; length requirements may not have been met.	posting did not meet the length requirement; and/or presentation evidences some confusion concerning topics under discussion; analysis may be lacking and/or elements of the question are not answered; support and references may be lacking.	answered/addressed most aspects of the question/topic posed in the Forum; initial posting met length requirement; a basic understanding of relevant concepts/theories is demonstrated; relevant sources were located; minimal or no facts/examples were used in support of presentation.	answered/addressed all aspects of the topic/question posed in the Forum; initial posting met length requirement; analysis of concepts and theories clearly demonstrates superior knowledge and a clear understanding of the topic; relevant and scholarly resources were located and used appropriately; facts and examples are used in support of presentation.
Collaboration	0	5	10	15	20
	Student failed to respond to other students.	Student filed only one of the required replies OR filed the required replies but failed to meet length requirements.	Student filed the minimum number of replies (two), meeting the length requirements and evidencing an understanding of the issues under discussion and the views of colleagues. Student failed to respond to specific queries posed to him by colleagues or by the Instructor. Student did not take initiative in advancing the discussion throughout the week.	Student filed the three replies, meeting the length requirements and evidencing an understanding of the issues under discussion and the views of colleagues. Student failed to respond to specific queries posed to him by colleagues or by the Instructor. Student did not take initiative in advancing the discussion throughout the week.	Student filed at least four replies and they met the length requirement; the replies were substantive, thoughtful responses and contributed to the discussion; student exceeded minimum requirements by answering all queries posed to him by others and remained present and actively engaged in the discussion throughout the week; student led the discussion by raising complex issues, connecting concepts, and illuminating the discussion with examples.
Writing	0	2	5	8	10
	Student failed to respond.	Writing contains several grammatical, punctuation, and/or spelling errors. Language lacks clarity or	Student demonstrates consistent and correct use of the rules of grammar usage, punctuation	Student demonstrates consistent and correct use of the rules of grammar usage, punctuation, and spelling. Language is clear and precise throughout all	Student demonstrates a quality of writing consistent with scholarly works in the relevant discipline; student is facile in the use of subject-matter vocabulary and

		includes some use of jargon and /or conversational tone; sentence structure is awkward.	and spelling, with a few errors; there is room for improvement in writing style and organization.	submissions. Sentences display consistently strong, varied structure and organization is excellent.		terminology consistent with the level of instruction; student applies concepts with ease; writing style and organization are designed to successfully convey the message and the related information to the reader with maximum effect.
Timeliness	0		5			10
	Student failed to respond.		Initial response was posted late.			All responses were submitted in a timely manner.
APA Reference Format	0		3			5
	None provided. The student failed to include references.		References are not properly formatted. Attempts to reference sources are made but fail to adhere to proper APA format.			References are properly formatted. Attempts to reference sources are made and adhere to proper APA format.
APA Citation Format	0		3			5
	None provided. The student failed to include references.		Citations are not properly formatted. Attempts to cite sources are made but fail to adhere to proper APA format.			Citations are properly formatted. Attempts to cite sources are made and adhere to proper APA format.

Assignments

The success of this course hinges on the constant exchange of your work with the professor who gives you feedback and tips for improvement and your interaction with your peers as you challenge and encourage one another and learn together. You must plan to work at this course continuously; you cannot succeed by working in fits and starts. If you plan to do a little work daily and regularly, you will accomplish much.

NOTE: All docs must use Microsoft Word. Microsoft Works, WordPerfect, Apple iWork Pages or other word processing software will not work in this class.

Paper

You have been appointed security director of a privately owned three (3) location retail sales establishment that specializes in automotive parts and accessories. All three (3) sales establishments are within a forty mile radius in a southern state. Products sold in these stores include auto engine parts, auto fluids, auto batteries, auto accessories (floor mats, shinny things, hubcaps, etc.), auto filters, and auto electronics, as well as candy bars and automotive publications. All three (3) locations are stand alone stores on owner owned property.

You have been tasked to develop a single comprehensive security and loss prevention plan applicable to all three (3) stores. This plan is expected to include, but is not limited to, loss prevention, applicant screening, internal threats and countermeasures, external threats and countermeasures, security systems, internal investigations, law enforcement investigations, fraud prevention, risk management, emergency management and safety in the workplace.

Review the text and choose one (1) subject of interest from the text or those listed above. Submit in narrative form and while adhering to APA format, a 10-12 page paper that describes how that topic will be applied to the scenario listed above. It is understood that your "piece" submitted for this assignment is just one component in the greater comprehensive plan for these stores. If information you need to complete your "piece" was not provided in the above scenario, you may make reasonable assumptions and proceed with your work based on those assumptions. It is expected that you will incorporate these assumptions in your work so that I may understand certain aspects of your "piece".

The paper is due at the end of week 8. In your response to the discussion board "Research Paper Topic", post the intended the subject you wish to research and why it is of special interest to you.

I will approve, comment, or disapprove. Please wait for approval before you begin your research. This must be completed by the end of Week 2.

Support your opinion on/of this topic by demonstrating examples of that influence. Your opinion does not determine your grade. Your grade is determined by how well you support your argument utilizing the materials discussed in this course and research and reference material you locate. What I do not want is a regurgitation of what is in the text. Expand on the text, do not repeat it. Document your facts utilizing standard APA style. This paper is to be submitted to me as indicated on the Course Schedule and Grading Policy Summary Table. The paper is to be in APA format and the body of the paper is to be between 10 and 12 pages. The body of the paper does not include the title page, table of contents, appendix or references. This is to be of high quality, free of spelling and grammatical errors, and of original work. Plagiarism will be dealt with harshly. You are to title your paper by your last name. For example, my paper would be called "russo.docx" with ".docx" being the MS Word file extension. You are to submit your paper by uploading it to your student folder in the course site prior to the due date as indicated in the Course Schedule and Grading Policy Summary Table.

For this assignment you must submit your research paper to this assignment as a Word document.

Papers will be graded based on the Paper Grading Rubric found in your course site.

Paper Grading Rubric					
Category	Points Earned				
Content	0	20	30	40	50
	Student failed to submit a final paper.	The essay illustrates poor understanding of the relevant material by failing to address or incorrectly addressing the relevant content; failing to identify or inaccurately explaining/defining key concepts/ideas; ignoring or incorrectly explaining key points/claims and the reasoning behind them; and/or incorrectly or inappropriately using terminology; and elements of the response are lacking.	The essay illustrates a rudimentary understanding of the relevant material by mentioning but not full explaining the relevant content; identifying some of the key concepts/ideas though failing to fully or accurately explain many of them; using terminology, though sometimes inaccurately or inappropriately; and/or incorporating some key	The essay illustrates solid understanding of the relevant material by correctly addressing most of the relevant content; identifying and explaining most of the key concepts/ideas; using correct terminology; explaining the reasoning behind most of the key points/claims; and/or where necessary or useful, substantiating some points with accurate examples. The answer is complete.	The essay illustrates exemplary understanding of the relevant material by thoroughly and correctly addressing the relevant content; identifying and explaining all of the key concepts/ideas; using correct terminology explaining the reasoning behind key points/claims and substantiating, as necessary/useful, points with several accurate and illuminating examples. No aspects of the required answer are missing.

			claims/points but failing to explain the reasoning behind them or doing so inaccurately. Elements of the required response may also be lacking.		
Use of Sources	0	5	10	15	20
	Student failed to include citations and/or references or the student failed to submit a final paper.	Sources are seldom cited to support statements and/or format of citations are not recognizable as APA 6th Edition format. There are major errors in the formation of the references and citations. And/or there is a major reliance on highly questionable. The Student fails to provide an adequate synthesis of research collected for the paper.	References to scholarly sources are occasionally given; many statements seem unsubstantiated. Frequent errors in APA 6th Edition format, leaving the reader confused about the source of the information. There are significant errors of the formation in the references and citations. And/or there is a significant use of highly questionable sources.	Credible Scholarly sources are used effectively support claims and are, for the most part, clear and fairly represented. APA 6th Edition is used with only a few minor errors. There are minor errors in reference and/or citations. And/or there is some use of questionable sources.	Student utilized Credible scholarly sources are used to give compelling evidence to support claims and are clearly and fairly represented. APA 6th Edition format is used accurately and consistently. The student uses above the maximum required references in the development of the assignment.
Grammar	0	5	10	15	20
	Student failed to submit a final paper.	The paper does not communicate ideas/points clearly due to inappropriate use of terminology and vague language; thoughts and sentences are disjointed or incomprehensible; organization lacking; and/or numerous grammatical, spelling/punctuation errors.	The paper is often unclear and difficult to follow due to some inappropriate terminology and/or vague language; ideas may be fragmented, wandering and/or repetitive; poor organization; and/or some	The paper is mostly clear as a result of appropriate use of terminology and minimal vagueness; no tangents and no repetition; fairly good organization; almost perfect grammar, spelling, punctuation, and word usage.	The paper is clear, concise, and a pleasure to read as a result of appropriate and precise use of terminology; total coherence of thoughts and presentation and logical organization; and the essay is error free.

			grammatical, punctuation, spelling errors.		
Structure	0	3	5	7	10
	Student failed to submit a final paper.	Student needs to develop better formatting skills. The paper omits significant structural elements required for and APA 6th edition paper. Formatting of the paper has major flaws. The paper does not conform to APA 6th edition requirements whatsoever.	Appearance of final paper demonstrates the student's limited ability to format the paper. There are significant errors in formatting and/or the total omission of major components of an APA 6th edition paper. The can include the omission of the cover page, abstract, and page numbers. Additionally the page has major formatting issues with spacing or paragraph formation. Font size might not conform with size requirements. The student also significantly writes too large or too short of a paper.	Research paper presents an above-average use of formatting skills. The paper has slight errors within the paper. This can include small errors or omissions with the cover page, abstract, page number, and headers. There could be also slight formatting issues with the document spacing or the font Additionally the paper might slightly exceed or undershoot the specific number of required written pages for the assignment.	Student provides a high-caliber, formatted paper. This includes an APA 6th edition cover page, abstract, page number, headers and is double spaced in 12' Times Roman Font. Additionally the paper conforms to the specific number of required written pages and neither goes over or under the specified length of the paper.
Timeliness	-10				0
	Late submission/no submission.				Submitted on time.

Tests & Quizzes

Mid Term Exam

The Mid Term Exam will comprise 25% of your final grade. It will be structured to cover material from Weeks 1, 2, and 3. Students may earn a score of up to 100 for the each exam. You will be provided with four essay questions. You are required to respond to each question. Each response will be worth 25 points. Your original response to each essay question is to be between 500-700 words – excluding direct quotes. You are to provide at least 3 references other than your textbook to support each response. These references are to be in APA format. Corresponding citations should be included in your response to document/support the facts you provide. You may access the exam several times during the exam period however it may only be submitted once. The exams must be submitted to your professor as indicated on the Course Schedule and Grading Policy Summary Table*.* Exam essays will be graded based on the Exam Essay Rubric found in your course site.

Essay Grading Rubric					
Category	Points Earned				
Content	0	20	30	40	50
	Student failed to respond.	The essay illustrates poor understanding of the relevant material by failing to address or incorrectly addressing the relevant content; failing to identify or inaccurately explaining/defining key concepts/ideas; ignoring or incorrectly explaining key points/claims and the reasoning behind them; and/or incorrectly or inappropriately using terminology; and elements of the response are lacking.	The essay illustrates a rudimentary understanding of the relevant material by mentioning but not full explaining the relevant content; identifying some of the key concepts/ideas though failing to fully or accurately explain many of them; using terminology, though sometimes inaccurately or inappropriately; and/or incorporating some key claims/points but failing to explain the reasoning behind them or doing so inaccurately. Elements of the required response may also be lacking.	The essay illustrates solid understanding of the relevant material by correctly addressing most of the relevant content; identifying and explaining most of the key concepts/ideas; using correct terminology; explaining the reasoning behind most of the key points/claims; and/or where necessary or useful, substantiating some points with accurate examples. The answer is complete.	The essay illustrates exemplary understanding of the relevant material by thoroughly and correctly addressing the relevant content; identifying and explaining all of the key concepts/ideas; using correct terminology explaining the reasoning behind key points/claims and substantiating, as necessary/useful, points with several accurate and illuminating examples. No aspects of the required answer are missing.
Sources Other Than Text	0	0	5	10	15

	Student failed utilize sources.	Student utilized only nonacademic sources and/or only the text in support of his/her response.	Student utilized one academic source, other than the text, in support of his/her response.	Student utilized two academic sources, other than the text, in support of his/her response.	Student utilized three or more academic sources, other than the text, in support of his/her response.
Writing	0	2	5	8	10
	Student failed to respond.	Writing contains several grammatical, punctuation, and/or spelling errors. Language lacks clarity or includes some use of jargon and /or conversational tone; sentence structure is awkward.	Student demonstrates consistent and correct use of the rules of grammar usage, punctuation and spelling, with a few errors; there is room for improvement in writing style and organization.	Student demonstrates consistent and correct use of the rules of grammar usage, punctuation, and spelling. Language is clear and precise throughout all submissions. Sentences display consistently strong, varied structure and organization is excellent.	Student demonstrates a quality of writing consistent with scholarly works in the relevant discipline; student is facile in the use of subject-matter vocabulary and terminology consistent with the level of instruction; student applies concepts with ease; writing style and organization are designed to successfully convey the message and the related information to the reader with maximum effect.
Length of Response	0	5	10	12	15
	Student failed to respond or the response failed to meet the minimum word count by more than 300 words.	The response failed to meet the minimum word count by more than 200 words but less than 300 words.	The response failed to meet the minimum word count by more than 100 words but less than 200 words.	The response failed to meet the minimum word count by more than 50 words but less than 100 words.	The response met/exceed the minimum word count.
APA Reference Format	0		3		5
	None provided. The student failed to include references.		References are not properly formatted. Attempts to reference sources are made but fail to adhere to proper APA format.		References are properly formatted. Attempts to reference sources are made and adhere to proper APA format.
APA Citation Format	0		3		5

	None provided. The student failed to include references.		Citations are not properly formatted. Attempts to cite sources are made but fail to adhere to proper APA format.		Citations are properly formatted. Attempts to cite sources are made and adhere to proper APA format.
Timeliness	-10				0
	Late submission/no submission.				Submitted on time.

Final Exam

The Final Exam will comprise 25% of your final grade. It will be structured to cover material from Weeks 5, 6, and 7. Students may earn a score of up to 100 for the each exam. You will be provided with four essay questions. You are required to respond to each question. Each response will be worth 25 points. Your original response to each essay question is to be between 500-700 words – excluding direct quotes. You are to provide at least 3 references other than your textbook to support each response. These references are to be in APA format. Corresponding citations should be included in your response to document/support the facts you provide. You may access the exam several times during the exam period however it may only be submitted once. The exams must be submitted to your professor as indicated on the Course Schedule and Grading Policy Summary Table. Exam essays will be graded based on the Essay Grading Rubric found in your course site.

Essay Grading Rubric					
Category	Points Earned				
Content	0	20	30	40	50
	Student failed to respond.	The essay illustrates poor understanding of the relevant material by failing to address or incorrectly addressing the relevant content; failing to identify or inaccurately explaining/defining key concepts/ideas; ignoring or incorrectly explaining key points/claims and	The essay illustrates a rudimentary understanding of the relevant material by mentioning but not full explaining the relevant content; identifying some of the key concepts/ideas though failing to fully or accurately	The essay illustrates solid understanding of the relevant material by correctly addressing most of the relevant content; identifying and explaining most of the key concepts/ideas; using correct terminology; explaining the reasoning behind most of the key points/claims; and/or where necessary or useful, substantiating	The essay illustrates exemplary understanding of the relevant material by thoroughly and correctly addressing the relevant content; identifying and explaining all of the key concepts/ideas; using correct terminology explaining the reasoning behind key points/claims and substantiating, as necessary/useful,

		the reasoning behind them; and/or incorrectly or inappropriately using terminology; and elements of the response are lacking.	explain many of them; using terminology, though sometimes inaccurately or inappropriately; and/or incorporating some key claims/points but failing to explain the reasoning behind them or doing so inaccurately. Elements of the required response may also be lacking.	some points with accurate examples. The answer is complete.	points with several accurate and illuminating examples. No aspects of the required answer are missing.
Sources Other Than Text	0	0	5	10	15
	Student failed utilize sources.	Student utilized only nonacademic sources and/or only the text in support of his/her response.	Student utilized one academic source, other than the text, in support of his/her response.	Student utilized two academic sources, other than the text, in support of his/her response.	Student utilized three or more academic sources, other than the text, in support of his/her response.
Writing	0	2	5	8	10
	Student failed to respond.	Writing contains several grammatical, punctuation, and/or spelling errors. Language lacks clarity or includes some use of jargon and /or conversational tone; sentence structure is awkward.	Student demonstrates consistent and correct use of the rules of grammar usage, punctuation and spelling, with a few errors; there is room for improvement in writing style and organization.	Student demonstrates consistent and correct use of the rules of grammar usage, punctuation, and spelling. Language is clear and precise throughout all submissions. Sentences display consistently strong, varied structure and organization is excellent.	Student demonstrates a quality of writing consistent with scholarly works in the relevant discipline; student is facile in the use of subject-matter vocabulary and terminology consistent with the level of instruction; student applies concepts with ease; writing style and organization are designed to successfully convey the message and the related information to the reader with maximum effect.
Length of Response	0	5	10	12	15
	Student failed	The response failed	The response	The response failed	The response

	to respond or the response failed to meet the minimum word count by more than 300 words.	to meet the minimum word count by more than 200 words but less than 300 words.	failed to meet the minimum word count by more than 100 words but less than 200 words.	to meet the minimum word count by more than 50 words but less than 100 words.	met/exceed the minimum word count.
APA Reference Format	0		3		5
	None provided. The student failed to include references.		References are not properly formatted. Attempts to reference sources are made but fail to adhere to proper APA format.		References are properly formatted. Attempts to reference sources are made and adhere to proper APA format.
APA Citation Format	0		3		5
	None provided. The student failed to include references.		Citations are not properly formatted. Attempts to cite sources are made but fail to adhere to proper APA format.		Citations are properly formatted. Attempts to cite sources are made and adhere to proper APA format.
Timeliness	-10				0
	Late submission/no submission.				Submitted on time.

Citation and Reference Style

All work should be submitted in APA 6th Edition style, which includes (if sources are used) in-line citations and a References page. No exceptions. Review the APA publication manual. (See the Online Library)

Course Grading

Grade Instruments	% of Final Grade

Forum Questions	25%	
Essays	25%	
Midterm Examination	25%	
Final Examination	25%	
TOTAL	**100%**	

Grade	GPA / Percent	Description
A	4.0 / 100 - 94	Graduate: Very high quality, clearly above average work
A-	3.67 / 93-90	
B+	3.33 / 89-87	
B	3.0 / 86-84	Graduate: Expected performance level
B-	2.67 / 83-80	
C+	2.33 / 79-77	
C	2.0 / 76-73	
F	0.0 / 75-0	Graduate: Failing

8 – Week Course Outline

Week	Topic(s)	Learning Objectives	Reading	Assignments
1	History of security and loss prevention; business, careers and challenges of security and loss prevention; foundations of security and loss	CO1: Examine the history of security and loss prevention; business, careers, challenges in security and loss prevention; and the foundations of security and loss prevention. CO2: Evaluate the essentials of law, internal and external relations, and applicant-screening practices as they concern the security professional.	Purpura – Chapters 1 - 3	**Introduction:** Post to Biography/ Introduction Forum **Assignment & Forum Responses:** Post to Week 1 Forum

	prevention			
2	Law; internal and external relations; applicant screening and employee socialization	CO2: Evaluate the essentials of law, internal and external relations, and applicant-screening practices as they concern the security professional. CO3: Analyze internal versus external threats and their appropriate countermeasures.	Purpura – Chapters 4 - 6	**Assignment & Forum Responses**: Post to Week 2 Forum Post to Paper Topic Submission
3	Internal threats and countermeasures; external threats and countermeasures; services and systems; investigations	CO3: Analyze internal versus external threats and their appropriate countermeasures. CO4: Critique methods for prudent purchasing decisions and the value of investigations in the workplace. CO5: Assess the security function in relation to accounting, auditing, risk management, business continuity, and emergency management.	Purpura – Chapters 7 - 10	**Assignment & Forum Responses**: Post to Week 3 Forum
4	Mid Term Exam	CO1: Examine the history of security and loss prevention; business, careers, challenges in security and loss prevention; and the foundations of security and loss prevention. CO2: Evaluate the essentials of law, internal and external relations, and applicant-screening practices as they concern the security professional. CO3: Analyze internal versus external threats and their appropriate countermeasures. CO4: Critique methods for prudent purchasing decisions and the value of investigations in the workplace. CO5: Assess the security function in relation to accounting, auditing, risk management,		**Midterm Examination – Due Sunday**

		business continuity, and emergency management.		
5	Accounting, accountability and auditing; resilience, risk management, business continuity and emergency management	CO5: Assess the security function in relation to accounting, auditing, risk management, business continuity, and emergency management.	Purpura – Chapters 11 & 12	**Assignment & Forum Responses (2)**: Post to Week 5 Forum
6	Life safety, fire protection and emergencies; safety in the workplace	CO6: Appraise the concepts, principles, and interrelationships between life safety, fire protection, emergencies, and safety.	Purpura – Chapters 13 & 14	**Assignment & Forum Responses (2)**: Post to Week 6 Forum
7	Terrorism and homeland security; protecting critical infrastructure; protecting commercial and institutional critical infrastructure; topics of concern; your future in security and loss prevention	CO7: Design countermeasures in homeland security and terrorism and strategies to protect critical infrastructure. CO8: Discuss special problems and related countermeasures in the protection of commercial and institutional critical infrastructure, and security industry topics of concern.	Purpura – Chapters 15 - 19	**Assignment & Forum Responses (2)**: Post to Week 7 Forum
8	Final Exam & Paper	CO1: Examine the history of security and loss prevention; business, careers, challenges in security and loss prevention; and the foundations of security and loss prevention. CO2: Evaluate the essentials of law, internal and external relations, and applicant-screening practices as they concern the		**Final Examination – Due Sunday** **Paper – Due Sunday**

security professional.

CO3: Analyze internal versus external threats and their appropriate countermeasures.

CO4: Critique methods for prudent purchasing decisions and the value of investigations in the workplace.

CO5: Assess the security function in relation to accounting, auditing, risk management, business continuity, and emergency management.

CO6: Appraise the concepts, principles, and interrelationships between life safety, fire protection, emergencies, and safety.

CO7: Design countermeasures in homeland security and terrorism and strategies to protect critical infrastructure.

CO8: Discuss special problems and related countermeasures in the protection of commercial and institutional critical infrastructure, and security industry topics of concern.

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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 work should be submitted in APA 6th Edition style, which includes (if sources are used) in-line citations and a References page. No exceptions. Review the APA publication manual. (See the Online Library)

Citation and Reference Style

All work should be submitted in APA 6th Edition style, which includes (if sources are used) in-line citations and a References page. No exceptions. Review the APA publication manual. (See the Online Library)

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. 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

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

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning

resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor.com*: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com 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. 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

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