

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

American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies Security Management Program

SCMT 397
Physical Security

3 Credit Hours
8 Weeks

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

Table of Contents

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

Instructor Information

Instructor:

Bio:

Email: Please use the internal classroom messaging system (Messages). Click on my name (“not” Instructor Role). Use your mycampus email (or “Instructor Role” in Messages) for “**post**” class communication only. Do “**not**” choose the “instructor role” in Messages – choose my name “only”).

[Table of Contents](#)

Course Description (Catalog)

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.

Effective physical security is based on an accurate threat assessment followed by the implementation of an overlapping system of physical and electronic safeguards designed for the specific needs of the client. Topics covered include threat assessment, the security survey, architectural design for security, physical and electronic security methodologies, security lighting, perimeter protection and the guard force, clear zones, wall materials, signage, and the importance of effective and continuous local, state, and federal governmental liaison.

[Table of Contents](#)

Course Scope

In this course students should gain a thorough appreciation of the terms and concepts that apply to various aspects of physical security, including: Crime Prevention Through Environmental Design (CPTED), the security survey, perimeter protection, locks, system integration, security lighting, intrusion detection systems, CCTV and the importance of effective and continuous local, state, and federal governmental liaison.

[Table of Contents](#)

Course Objectives

After completing this course the student will be able to:

- Demonstrate knowledge of the influence of physical design, risk assessment and management, designing security with architects, and security surveys.
- Debate the concepts and fundamentals of crime prevention through environmental design strategies and applications.
- Employ the functions and management of physical security and the effective use of barriers.
- Operate locks in a physical crime prevention environment.
- Examine the functions of security containers and storage areas and describe the successful use of security lighting.
- Analyze efficient use of intrusion detection systems, entry control, and contraband detection.
- Illustrate the principles of effective CCTV surveillance and digital recording systems.
- Appraise the basics of successful cargo security.

[Table of Contents](#)

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.

Course Delivery Method

This B.A. in Security Management 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. **Responses to Discussion prompts** (submitted for review by the Faculty Member) are posted in Forums and are due every Friday of discussion weeks (weeks 1 – 3 and 5 – 7). **Classmate** (or instructor, if a follow-up question is asked) **Discussion “Responses”** (2) are due the last day (Sunday) of each discussion week (weeks 1 – 3 and 5 – 7). **Midterm and final examinations**, respectively, are due by the last day (Sunday) of week four and eight and available in these weeks under “Tests & Quizzes.” A **design project** is posted under Assignments and due on Sunday of week seven. Assigned faculty will support the students throughout this eight-week course.

[Table of Contents](#)

Course Resources

Required Text:

Fennelly, L. J. (2013). *Effective physical security*. (4th ed.). Burlington, MA: Elsevier Butterworth-Heinemann.

If you encounter difficulties locating, accessing or viewing the e-book for this course, please contact ecm@apus.edu or 877-755-2787 x3800.

Required Readings

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

Additional Resources

Other additional resources are located in the *Resources* section of the classroom.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

| Site Name | Website URL/Address |
|-----------|---------------------|
|-----------|---------------------|

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.

| | |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 Search Websites | http://intelligencecareers.com/blogs/ 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/ |

[Table of Contents](#)

Evaluation Procedures

Grading is based on six responses to forum prompt responses; 12 classmate (or instructor, if a follow-up question is asked) forum responses; untimed and open book midterm and final examinations; and a design project.

FORUM DISCUSSIONS:

There will be six graded forum discussions during the course. Each forum will be valued 10.42% of your course grade (62.5% of your course grade for all six forums). However, the first **required** forum is an introduction posting due by Sunday of week 1. It requires you to introduce yourself to classmates, outlining your background and class expectations in 250 words. **Recall the university policy of posting 250 words by Sunday of week one. Failure to do so will result in automatically being withdrawn from the course.**

You will post one response to the forum discussion prompt and a “minimum of two responses (more “substantive” responses for a “superior” score) to your classmates (or

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.

instructor, if a follow-up question is asked) each discussion week (weeks 1 – 3 and 5 – 7). **“Single space only”** in forums. Importantly, to keep everyone on the same sheet of music, **“post only during the current course week”** (do “not” post in advance).

The response to each forum prompt must be a minimum of “500 words” in length (“excluding” the directions, questions, quotations, notes, or references). Each of the **required two responses to your classmates (or instructor) must be a minimum of “200 words” in length.** Each forum discussion prompt response will be valued at “70%” your forum score and each “classmate/instructor response” will count as “15%” of your forum score (30% in total).

Forum Prompt Response/Classmate (instructor) Response General Information and Scoring Details: Essentially, the excellence of your effort is considered when grading your forum prompt responses and forum responses to classmates/instructor. It is critical that you ensure your forum prompt and forum responses to classmates/instructor are on time and meet the minimum lengths to avoid a loss of points. Although there are length minimums, your score is predicated on the quality of your thinking and writing - “not” the length of your writing. *Excess verbiage is usually a sign of poor editing and too few words are a sign of poor analysis.* Forum prompt responses must reflect some new or original information – do not just reiterate content or opinion posted by classmates. Lastly, **write in “three to seven” sentence paragraphs and avoid writing in outline form unless absolutely necessary (write in essay/narrative form).**

Your forum prompt response must reflect *college-level comprehension, analysis, discussion, application (where appropriate), and learning.* To demonstrate college writing, thoroughly discuss and relate your answers/responses in both source and anecdotal language. Paraphrase, quote “only” when absolutely necessary, and provide examples, differences/similarities, analogies, etc. Forum prompt responses and responses to your classmates/instructor must reflect “*critical thinking*” skills (critical, analytical, evaluative, etc.) – *not* your ability to simply transfer verbatim text content to the forum platform. You must strive to *apply, demonstrate, illustrate, relate, analyze, appraise, compare/contrast, criticize, deduce, debate, determine, differentiate, distinguish, estimate, evaluate, examine, and/or predict* in your forum responses. Show you are able to synthesize and evaluate knowledge in a “*cogent manner.*” This includes thoroughly explaining your positions/answers.

Properly formatted (per the APA) sources (via proper in-text citations and references) are required for quality, learning, and “scoring” purposes. Specifically, supplement/enhance your forum prompt response content (which is generally drawn from the course textbook or directed sources), but outside sources (peer-reviewed journals, trade publications, government reports, legitimate/credible websites, etc.) to enhance your knowledge base are strongly encouraged. **Use of the AMU Online Library and Security Management/Course Library portal is highly encouraged.**

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.

Citation and Reference Style: This course requires students to use the citation and reference style established in the Publication Manual of the American Psychological Association (sixth edition). Washington, D.C.: American Psychological Association. A very good APA source is the The Owl at Purdue University: <https://owl.english.purdue.edu/owl/> There is also a comprehensive Web video on APA sixth edition in general and how to format a formal research paper in APA sixth edition in particular located at: <http://www.youtube.com/watch?v=9pbUoNa5tyY>

Sources from Wikipedia are “not” to be used, as they are academically unreliable.

Penalties: Unless “preapproved - in advance of the due date,” “each” late forum prompt response and classmate response will be penalized 10 points “per day” late. Also, students who fail to respond to instructor or classmate questions are also subject to 10 point scoring penalties. Lastly, those who do not include their reading and/or outside sources within their primary forum posting are subject to 15 point penalties.

EXAMINATIONS:

The midterm (week four) **and final** (week eight) **examinations** are untimed open book assessments. Each is valued at 12.5% of your final grade. The examinations will be comprised of objective (multiple choice and true/false) and comprehensive essay questions that cover selected sections of the textbook and additional assigned readings.

Penalties: Late examinations will be penalized 10 points “per day.”

DESIGN PROJECT:

A **Design Project** is due in week seven and is valued at 12.5% of your final grade. Project details can be found under “Assignments.”

Penalties: Late projects will be penalized 10 points “per day.”

[Table of Contents](#)

Grading Scale

The points earned on discussions, classmate/instructor responses, assessments, and the field project will determine your final course grade on will be based on the following grading table:

| Grade Instruments | Points Possible | Course Weight |
|-----------------------------------------|-----------------|---------------|
| Forum Discussion Prompt Responses (6) & | 100/600 | 62.5% |

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.

| | | |
|-------------------------------------------------|-----|-------|
| Responses (2 per discussion week – 12 in total) | | |
| Midterm Examination | 100 | 12.5% |
| Design Project | 100 | 12.5% |
| Final Examination | 100 | 12.5% |
| TOTAL | 100 | 100% |

When I Grade/Comment Note: It is university policy to grade all student work no later than five days after the week’s closing date. Since all coursework is due on Sundays (with the Friday night exception of Forum prompt responses), this means you will have your weekly grades and comments posted by Friday of the “following” week your work was due. For example, your week one scores and comments will be posted no later than Friday of week two; week two posted by Friday of week three; and so on. Final grades will be posted no later than seven days after the course closes (Sunday – seven days after the final Sunday of the course).

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

[Table of Contents](#)

SPECIAL CLASS NOTE: During this class you will be asked to describe security at your current or previous workplaces. However, no one should post any information in the classroom that they do not want made “public.” Throughout this course, stated or not, you have the option to use alternate locations for your field observations. In addition, you may use false business names or undisclosed geographic locations. Changing names and locations should allow you to provide accurate data during your fieldwork without risking the security of your chosen locations.

Course Outline

| <u>Week</u> | <u>Topic(s)</u> | <u>Learning Objective(s)</u> | <u>Reading(s)</u> | <u>Assignment(s)</u> |
|-------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The Influence of Physical Design Introduction to Vulnerability Assessment Security Surveys and Audits | LO 1-Analyze Defensible Space. LO 2-Practice risk assessment and risk management. LO 3-Distinguish the importance of including architects in facility security design. LO 4-Interpret the importance of security surveys. | Fennelly, Chapters 1-3 ASIS General Security Risk Assessment Guidelines | Introduction: Post to Introduction - Week 1 Forum Forum Prompt & Responses (2): Post to Week 1 Forum |

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.

| | | | | |
|---|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Approaches to Physical Security Physical Security | LO 5 -Illustrate applications of approaches to physical security LO 6 -Demonstrate through application the concept of security in layers. | Fennelly, Chapter 4 & 21 CPTED South Africa | Forum Prompt & Responses (2): Post to Week 2 Forum |
| 3 | Protective and Physical Barriers | LO 7 -Categorize multiple uses of security barriers. | Fennelly, Chapters 5-6 and 14 & 19 ASIS Facilities Physical Security Measures Guidelines | Forum Prompt & Responses (2): Post to Week 3 Forum |
| 4 | The Use of Locks and Doors in Physical Crime Prevention | LO 8 -Compare the function of locks in perimeter security. | Fennelly, Chapter 7 & 20 | Midterm Examination – Due Sunday |
| 5 | Safes, Vaults, and Accessories. Security Lighting | LO 9 -Test the uses of security containers. LO 10 -Use appropriate security lighting to deter criminals. | Fennelly, Chapters 8-9 CPTED Lighting Real Security Lighting | Forum Prompt & Responses (2): Post to Week 5 Forum |
| 6 | Alarms: Intrusion Detection Systems Access Control and Badges Biometrics Characteristics | LO 11 -Examine the components of Intrusion Detection Systems (IDS) LO 12 -Appraise the purpose and applications of access control systems to include a discussion of biometrics. LO 13 -Analyze biometric characteristics. | Fennelly, Chapters 10, 12 & 13 Perimeter Intrusion Detection Systems (PIDS) | Forum Prompt & Responses (2): Post to Week 6 Forum |
| 7 | Video Technology Overview Information Technology Systems Infrastructure | LO 14 -Debate opinions on the application of CCTV surveillance as an element of physical security. LO-15 Demonstrate the basics of Information Technology Systems Infrastructure. | Fennelly, Chapters 11 & 17 CCTV Articles | Forum Prompt & Responses (2): Post to Week 7 Forum Design Project: Submit via Assignments – Due Sunday |
| 8 | Security Officers and Equipment Monitoring Standards, Regulations, and Guidelines Physical Security | LO 16 -Interpret the requirements of the modern guard service. LO 17 - Analyze security standards, regulations, and guidelines. LO 18 -Examine stages of fire (life safety). | Fennelly, Chapters 15, 16 & 18 ASIS Private Security Officer Selection and Training Guideline | Final Examination – Due Sunday |

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 of Contents](#)

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

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

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

Citation and Reference Style

Students will follow the APA Style 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 APA Style.

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.

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

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.

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.

[Table of Contents](#)

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor.com:*** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

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.

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.

[Table of Contents](#)

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.

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

ASIS International. (2011). *The Impact of Standards to the Utility Industry*. Alexandria: ASIS International.

Avery, S. (2006). A Supply Chain's Voyage to World Class. *Purchasing*, 135(10), 76-81.

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.

Button, K. (2008). The economics of shopping mall security. *Journal of Transportation Security*, 1(2), 127-139.

Chief Security Officer. (2011). 68 Great Ideas for Running a Security Program. *CSO Magazine*. Retrieved from assets.csoonline.com/documents/cache/pdfs/68_Great_Ideas_CSO.pdf

Culp, S.(2011). *Risk management retail industry report*. Reston, VA: Accenture.

Etges, C. (2006). Maximizing the return on investment of information security programs: program governance and metrics. *Information Security Journal*, 15(1), 30-40.

Gershenvorn, A. (2004). The Making of a Successful Global Supply Chain. *World Trade*, 100, 17-20.

Hillman, S. (2011). Physical Security 101: Evolving defense in depth. *Intech*, 21-28.

Joh, E. (2006). The forgotten threat private policing and the state. *Indiana journal of Global Legal Studies*, 13(2), 357-389.

Martin, A. (2011). Security excellence from a total quality management approach. *Total Quality Management*, 22(3), 345-371.

McCourt, M. (2009, November). Building Security's Future: Security 500. *Security Magazine*, 46(11), 20-27.

National Counterterrorism Center. (2010). 2009 Report on Terrorism. Washington, DC: National Counterterrorism Center.

Ram Kumar, S. (2008). Understanding the value of countermeasure portfolios in information systems security. *Journal of Management Information Systems*, 25(2), 241-279.

Reed, K. (2006, October). Troubleshooting 101 Preserving Evidence During a Company's Accident Investigation. *Occupational Health and Safety*, 75(10), 42-52.

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.

Security Director's Report. (2012). *Data Suggests Loss Prevention Strategies for 2012*. New York, NY: Security Director's Report.

Wamsted, D. (2009). Framework for the future a smarter grid is coming and sooner than you think. *Electric Perspectives*, 31-41.

Weisenbach H. (2011). A model for assessment and mitigation of threats on the college campus. *Journal of Educational Administration*, 49(1), 76-94.

[Table of Contents](#)