American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
SCMT 511
Chief Security Officer Fundamentals
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

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

Email: Please use internal classroom messaging system

Table of Contents

Course Description (Catalog)

This course will provide an overview of the Chief Security Officer (CSO) graduate certificate program while focusing on the knowledge and skills required to function at the senior corporate level of management. Students will develop an understanding of how to communicate security's value to the C-Suite. Students will learn how to identify, build and use metrics to measure success or risk. Students will develop an understanding of the need for cross-functional collaboration and leadership.

Course Scope

In this course students should gain a thorough appreciation of the terms and concepts that apply to various aspects of roles and responsibilities held by Chief Security Officers. Students will develop an understanding of the diverse nature of the position and its integration to many aspects of the overall organizational and business/mission models of private public entities.

Course Objectives

After completing this course the student will be able to:

> LO1 - Assess the universal function competencies of a Chief Security Officer (CSO)
> LO2 - Formulate a communications plan that conveys the value of security to the C-suite
> LO3 - Analyze how the security function fits within the business environment
> LO4 - Compare and contrast the functions of a manager and a leader
> LO5 - Construct a job posting which describes the skills necessary to be a leader of security personnel
> LO6 - Evaluate a solution that requires use of cross-functional collaboration or crisis leadership
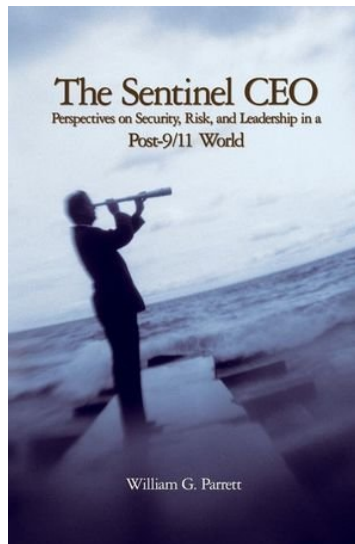
Course Delivery Method

This M.A. and graduate certificate 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. Assignments (submitted for review by the Faculty Member) are posted in the forum and are due every Friday of each week. Classmate discussion responses are due the last day (Sunday) of each discussion each. Midterm and final examinations, respectively, are due by the last day (Sunday) of week four and eight. Assigned faculty will support the students throughout this eight-week course.

Course Resources

Required Readings

Parrett, W. G. (2007). *The sentinel CEO: Perspectives on security, risk, and leadership in a post-9/11 world*. Hoboken, N.J: Wiley.

Additional Readings

Marshall, J., & Heffes, E. M. (2003). Tack on Another "C" In Security Function. Financial Executive, 19(9), 11. http://ezproxy.apus.edu/login?url=http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&db=bsh&AN=11615978&site=ehost-live

Nalla, M. K. (2005). Assessing Corporate Security Departments' Internal Relationships and Linkages with Other Business Functions. Journal Of Security Education, 1(1), 29. doi:10.1300/J460v01n0104 http://ezproxy.apus.edu/login?url=http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&db=tsh&AN=27651085&site=ehost-live

Small, M. (2009). Keeping the bad guys out Keeping the customers happy. Manager: British Journal Of Administrative Management, (67), 32-33. http://ezproxy.apus.edu/login?url=http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&db=bsh&AN=43660513&site=ehost-live

Trim, P. J., Jones, N. A., & Brear, K. (2009). Building organisational resilience through a designed-in security management approach. Journal Of Business Continuity & Emergency Planning, 3(4), 345-355. http://ezproxy.apus.edu/login?url=http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&db=tsh&AN=44369846&site=ehost-live

Martin, C., Bulkan, A., & Klempt, P. (2011). Security excellence from a total quality management approach. Total Quality Management & Business Excellence, 22(3), 345-371. doi:10.1080/14783363.2010.545556 http://ezproxy.apus.edu/login?url=http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&db=bsh&AN=59792884&site=ehost-live

Young, M., & Dulewicz, V. (2008). Similarities and Differences between Leadership and Management: High-Performance Competencies in the British Royal Navy. British Journal Of Management, 19(1), 17-32. doi:10.1111/j.1467-8551.2007.00534.x http://ezproxy.apus.edu/login?url=http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&db=bsh&AN=29361259&site=ehost-live

Kotterman, J. (2006). Leadership Versus Management: What's the Difference?. Journal For Quality & Participation, 29(2), 13-17.

http://ezproxy.apus.edu/login?url=http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&db=aph&AN=22035378&site=ehost-live

Maccoby, M. (2000). Understanding the difference between management and leadership. Research Technology Management, 43(1), 57-59. http://search.proquest.com.ezproxy2.apus.edu/docview/213806162?accountid=8289

Whitten, D. (2008). The chief information security officer: An analysis of the skills required for success. The Journal of Computer Information Systems, 48(3), 15-19. http://search.proquest.com.ezproxy2.apus.edu/docview/232572605?accountid=8289

Slater, D. (Nov. 2011). What is a Chief Security officer? Retrieved from CSO Online http://www.csoonline.com/article/221739/what-is-a-chief-security-officer-

Additional Resources

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

Websites

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

Site Name	Website URL/Address
APA 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/

Evaluation Procedures

Forum Assignments:

Grading is based on six comprehensive forum assignments; 12 "substantive" classmate forum responses; and untimed and open book midterm and final examinations.

1. There will be six graded forum/discussion assignments during the course. Weekly forums represent 25% of the overall course grade. However, the first **required** forum/assignment 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. It also requires you to embed a picture or video of <u>yourself</u> into the introduction. **Recall the university policy of <u>posting *250* words by Sunday of week one</u>. Failure to do so will result in automatically being withdrawn from the course.**

2. You will post one assignment and a "minimum of two substantive responses" (more "substantive" responses for a "superior" score) to your classmates <u>each week</u> (weeks 1-7). Week eight is reserved for the final exam and submission of the final research paper project. **Always "<u>first repeat the question(s) prior to answering</u>." Do "<u>not</u>" post assignments in pieces/parts – post assignments in their entirety (all parts in "one" assignment post) and "single space only" in forums. Importantly, to keep everyone on the same sheet of music, "<u>post only during the current course week</u>" (do "<u>not</u>" <u>post in advance</u>).**

   The response to each forum assignment must be a minimum of "1,000 words" in length ("excluding" the directions, questions, quotations, notes, or references). Each of the required two responses to your classmates must be a minimum of "250 words" in length. Each forum "assignment" will be valued at "70%" your forum assignment score for the week and "classmate response" will count as "15%" each of your forum assignment score (30% in total) for the week.

   Assignment/Classmate Response General Information and Scoring Details: Essentially, the excellence of your effort is considered when grading your assignments and forum responses to classmates. It is critical that you ensure your assignment and forum responses to classmates are <u>on time and comprehensive</u> – <u>detailed/substantive</u>, 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.* Assignments must reflect some new or original information – do not just reiterate content or opinion posted by previous classmates.

   Your assignment, *notwithstanding* <u>how simple the question(s) may have been composed</u> – whether by the author of the text or me, must reflect *graduate- level comprehension, analysis, discussion, application (where appropriate), and learning*. To reflect graduate level writing, thoroughly discuss and relate your answers/responses in both source and anecdotal language. Paraphrase, quote only when necessary, provide examples, differences/similarities, analogies, etc. Forum assignments and responses to your

classmates must reflect "*critical thinking*" skills (critical, analytical, evaluative, etc.) – *not* your ability to simply transfer verbatim text content to the forum platform. In essence, 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 assignment answers. Demonstrate you are able to synthesize and evaluate knowledge in a "comprehensive and cogent manner." This includes thoroughly explaining your positions/answers. Not comprehensively "developing and supporting" assignment questions/parts will cause point deductions from your assignment scores.

3. **Weekly written assignments** will comply with APA version 6 formatting for all citations and references. Weekly written assignments comprise 25% of the overall course grade. The word count associated with each assignment is posted in the classroom. All assignment sources will comply with the direction below. Assignments will be turned in

4. **The midterm and final examinations** are untimed open book assessments. Each is valued at 20% 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.

   Penalties: Late assessments will be penalized 10 points "per day." Students who fail to respond to instructor or classmate questions are also subject to scoring penalties.

5. The final research paper assignment will be submitted by week seven. The research paper will be a strategic plan for the proposed or actual organization which the weekly assignments were based on. The student will incorporate knowledge and product acquired throughout the course in the final plan. The minimum length of the assignment (not including cover page, abstract and references) will be a minimum of fifteen (15) pages and no longer than twenty (20) pages. Well focused research using academically appropriate sources (e.g., peer-reviewed journals, government reports, technical reports, etc…) will be graded as well as analysis, grammar and critical thinking. Merely meeting the minimum fifteen page requirement does not guarantee a superior grade.

   Outside (non-required) Research Sources are required for quality, learning, and "scoring" purposes. Specifically, supplement/enhance your assignment content (which is generally drawn from the course textbook or directed sources) with outside and appropriate references (peer-reviewed journals, trade publications, government reports, legitimate/credible websites, etc.) to enhance your knowledge base. **Use of the AMU Online Library, Security Management/Course Library portal, and the ASIS Online Library are highly encouraged.**

   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: http://owl.english.purdue.edu/handouts/research/r_apa.html

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: "Each" late assignment and classmate response will be penalized 10 points "per day." Students who fail to respond to instructor or classmate questions are also subject to scoring penalties.

The points earned on course assignments, classmate responses, and assessments will determine your final course grade. Your final grade in the course will be based on the following grading table:

Grade Instruments	Percentage
Forum Discussion Questions (6) & Responses (2 per discussion week – 12 in total)	25
Midterm Examination	10
Written Weekly Assignments (5)	25
Final Examination	10
Final Paper	30
TOTAL	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 discussion assignments), 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).

8 – Week Course Outline

Please see the Student Handbook to reference the University's grading scale.

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)

1	CSO Functions, Competencies & Leadership	LO-1, LO-2, LO-5	Parrett, Chapter 1 (pg. 1-28)	Forum 1a Introduction & Forum 1b Written Assignment
2	Cross-Functional Partnerships within the Organization	. LO-6, LO-3	Parrett, Chapter 2 (pg. 29-60)	Forum 2 Written Assignment
3	Organizational and Environmental Awareness	LO-3, LO-5	Parrett, Chapter 3 (pg. 61-77)	Forum 3 Written Assignment
4	Security's Organizational Fit & Plan Communication	LO-2, LO-6	Parrett, Chapter 4 (pg. 79-98)	Forum 4 Written Assignment
5	MIDTERM		Parrett, Chapter 5&6 (pg. 99-134)	No Assignment
6	Strategic Objective Development	LO-6	Parrett, Chapter 7 (pg.135-154)	Forum 5 Written Assignment
7	Putting it All Together. Completing your Strategic Security Plan	LO1, LO-2, LO-3, LO-6	Parrett, Chapter 8&9(pg. 155-178)	Forum 6 Complete Strategic Business Plan
8	Final Exam		No Reading Assignment	

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. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics,

underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and <u>especially</u> 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: ;-), :), ☺

<u>Disclaimer Statement</u>
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**, (ASIS Library Contact Info).

- *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.

Selected Bibliography

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

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

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.

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

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

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.

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