A. DESCRIPTION

The SIPDDP course is a comprehensive study of defense security as a cross-disciplinary function that supports the missions of DoD commands and agencies. This course will:

1. Address DoD security as a profession, and review the broad scope of disciplines and responsibilities within the security field with an eye toward how these skills and disciplines integrate into a program
2. Provide a strategic perspective on the function of security across disciplines and DoD organizations, establishing a foundation for other courses in the CDSE graduate curriculum
3. Address the emerging role of the multidisciplinary security generalist in contrast to the more narrowly focused security specialist

This is not a “skills” training course. It is a survey of the landscape that makes up DoD security. Because of the amount of material to be covered, no one topic will be covered with enough depth to develop expertise in that topic. Rather, students who may have been exposed only to narrow aspects of security in the past will be introduced to the broader scope of responsibilities that make up the DoD security portfolio.

The course is divided into two distinct parts. The first seven weeks will cover the basic functions and disciplines of DoD security. The remaining weeks will cover other specialty functions in which security professionals find themselves engaged. Through the introduction of new ideas, students will begin to consider how these disparate disciplines integrate into the larger DoD security effort.

B. ORGANIZATION

The primary methods of instruction will be short lectures, readings, student preparation of 1–2 page papers on the readings, and discussions on the issues brought forth in the lectures, readings and papers. Because this class is designed for security professionals with varying levels of expertise in differing security disciplines, it is anticipated that the combined efforts of all class participants will stimulate discussion and the exchange of ideas while driving the learning environment. Accordingly, adequate class preparation will be required to successfully complete this course.

Course Objectives

1. Analyze, explain and assess the broad scope of disciplines and functions within the DoD security arena
2. Examine and analyze critical and emergent issues within the DoD security disciplines and functions
3. Assess and analyze the costs and effects of policy decisions on the security program and its interrelationships with other DoD programs

*Sample syllabus is subject to change each semester.*
4. Identify, analyze and explain the strategic effects of security program success or failure within the DoD
5. Assess and summarize the broad scope of competencies of a security generalist

**Delivery Method/Course Requirements:**

This is a graduate-level distance-learning course in security as an integral part of DoD programs. The course will consist of readings, prerecorded lectures and presentations, participation in the discussion forum, written assignments, and midterm and final exams.

A typical week will include a 45-60 minute prerecorded lecture, with the remainder of the week being dedicated to readings relevant to the week’s topic and a discussion of those readings in the course discussion forum. Students should be prepared to critically discuss and debate the readings as well as analyze them for biases and multiple perspectives. Though the course covers only one topic per week, students should also be examining how other disciplines relate to the readings and be prepared to discuss this aspect.

The assigned course readings will draw from a variety of resources, such as authoritative readings (legislation, executive orders, policies, plans and strategies, and journals), implementation readings (government products that are responsive to or attempt to fulfill the requirements of authoritative documents), and external reviews (from the U.S. Government Accountability Office, Congressional Research Service, or other agency or office).

Access to and ability to use a library will be necessary for course completion and success. When possible, course readings are posted to CiteULike and, in many cases, are available from the DTIC website. It is recommended that students become acquainted with their local public, university, or DoD (such as the Pentagon or NDU) library. In many cases, these institutions will allow library cardholders remote access to their databases and electronic publications.

Class participation is both important and required. The discussion forum is the classroom. If a student doesn’t participate in the discussions on a weekly basis then that would be analogous to not showing up to class. As class participation is 25% of the grade (see below), failure to fully participate would make it nearly impossible to pass this course. If, due to an emergency, students are not able to respond to a discussion prompt in the week it is assigned, they must contact the instructor by e-mail and will be expected to post their response in the following week.

Weekly assignments must be posted in the Sakai CLE by midnight on the day they are due. It is expected that assignments will be submitted on time; however, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should contact the instructor before the assignment is due.

The completion of all readings assigned for the course is assumed. Since class will be structured around discussion, completion of the readings is crucial to support student participation in the class discussion.
forum. The majority of the class grade comes from participation and completion of the weekly
assignments.

Each lesson will open on Sunday night at midnight and close the following Saturday at midnight. Forum
participation (class discussion) must be completed by Saturday at midnight. If you elect to complete a
weekly assignment (7 are due of the course of the semester) it must be turned in no later than midnight
on Saturday.

Course Outline:
The following table outlines the 16-week course agenda. Graded assignments are in **bold**. Items in *italics*
are ungraded but are required for a later, graded assignment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Instructional Method(s)</th>
<th>Student Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>• Reading&lt;br&gt;• Asynchronous presentation&lt;br&gt;• Discussion</td>
<td>• Discussion Forum: Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Personnel Security Including cleared and un-cleared personnel</td>
<td>• Reading&lt;br&gt;• Asynchronous presentation&lt;br&gt;• Discussion</td>
<td>• Discussion Forum&lt;br&gt;<strong>Assignment 1</strong></td>
</tr>
<tr>
<td>3</td>
<td>Physical Security</td>
<td>• Reading&lt;br&gt;• Asynchronous presentation&lt;br&gt;• Discussion</td>
<td>• Discussion Forum&lt;br&gt;<strong>Assignment 2</strong></td>
</tr>
<tr>
<td>4</td>
<td>Information Security and Protection of unclassified information and OPSEC</td>
<td>• Reading&lt;br&gt;• Asynchronous presentation&lt;br&gt;• Discussion</td>
<td>• Discussion Forum&lt;br&gt;<strong>Assignment 3</strong></td>
</tr>
<tr>
<td>5</td>
<td>COMSEC and Information System Security</td>
<td>• Reading&lt;br&gt;• Asynchronous presentation&lt;br&gt;• Discussion</td>
<td>• Discussion Forum&lt;br&gt;<strong>Assignment 4</strong></td>
</tr>
<tr>
<td>6</td>
<td>Investigations</td>
<td>• Reading&lt;br&gt;• Asynchronous presentation&lt;br&gt;• Discussion</td>
<td>• Discussion Forum&lt;br&gt;<strong>Assignment 5</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Topics</td>
<td>Instructional Method(s)</td>
<td>Student Assignments Due</td>
</tr>
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</tr>
</tbody>
</table>
| 7    | Security Management | • Reading  
• Asynchronous presentation  
• Discussion | • Discussion Forum  
• Assignment 6  
• Midterm Exam Assigned |
| 8    | Industrial Security and SAP/SAR and contracting | • Reading  
• Asynchronous presentation | • Discussion Forum  
• Midterm Exam Due  
• Assignment 7 |
| 9    | Force Protection and Anti-Terrorism | • Reading  
• Asynchronous presentation  
• Discussion | • Discussion Forum  
• Assignment 8 |
| 10   | Nuclear Security | • Reading  
• Asynchronous presentation  
• Discussion | • Discussion Forum  
• Assignment 9 |
| 11   | Critical Infrastructure Protection and Cybersecurity | • Reading  
• Asynchronous presentation  
• Discussion | • Discussion Forum  
• Assignment 10 |
| 12   | Acquisition Security and Research & Technology Protection | • Reading  
• Asynchronous presentation  
• Discussion | • Discussion Forum  
• Assignment 11 |
| 13   | Security Systems | • Reading  
• Asynchronous presentation  
• Discussion | • Discussion Forum  
• Assignment 12 |
| 14   | Integration and Interdependence of Security Disciplines | • Reading  
• Asynchronous presentation  
• Discussion | • Discussion Forum  
• Assignment 13 |
| 15   | Integration of Security Systems into Military Operations | • Reading  
• Asynchronous presentation  
• Discussion | • Discussion Forum  
• Assignment 14  
• Final Exam Assigned |
| 16   | Course Wrap Up/Future Trends and Issues | • Asynchronous presentation  
• Discussion | • Discussion Forum  
• Final Exam Due |

**Grading**
The following provides a breakdown of how each assignment category to the overall performance in the class.

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>35%</td>
<td>350</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

A final letter grade will be assigned following the grading scale below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900 -1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>599 and below</td>
</tr>
</tbody>
</table>

Individual graded assignments with a score lower than 80% are acceptable; however, a student’s final grade at the end of the semester must be 80% or higher to pass the course.

Evaluation criteria for each graded assignment, including the midterm and final exams, are listed below. Any assignment that receives a failing grade can be resubmitted within the following two weeks, but there will be no further extensions beyond this two-week period.

It is expected that assignments reflect the original work of the student. In cases where the works of others are used it is expected that they will be appropriately attributed/cited in accordance with the Chicago Manual of Style. Assignments containing the works of others that are not properly attributed/cited will be returned ungraded. Failure to observe this policy can result in discipline from CDSE.
<table>
<thead>
<tr>
<th>Assignment Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Range</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
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<tr>
<td><strong>Overall Effect</strong></td>
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<tr>
<td><strong>Timeliness</strong></td>
</tr>
</tbody>
</table>

**Class Participation (25%)**:

Participation includes completing all assigned readings, participating in the class discussion forum, participating in class exercises, and reflecting on the class experience. To achieve full credit for participation, students must **attend, participate, and reflect**. They must respond thoughtfully to all
weekly discussion prompts, post responses to at least two other students’ discussion posts each week, and provide constructive criticism when conducting peer reviews of other students’ writing. Posts and responses should reflect a depth of critical thought and analysis on the subject at hand. Simply posting “I agree” or other such responses will not be deemed sufficient.

As mentioned earlier weekly participation in the online discussion forum must be completed no later than midnight on the Saturday of the weekly lesson. Questions for discussion and participation requirements will be posted weekly in Sakai.

**Weekly Assignments (35%):**

There are fourteen weekly assignments. Students will be responsible for completing seven of these assignments during the course of the semester. Students are free to select which seven assignments they respond to. The topic for the written assignment should align to topic covered in the lecture and/or readings for the week(s) the student elects to turn in an assignment. For instance, if a student elects to write a paper in week 2 (which would be assignment 1) they should be writing on the subject(s) personnel security. Subsequent assignments (for a total of 7) follow the same guidance. The goal of the paper is to discuss/analyze an issue, problem or concern relating to the lesson topic. Students are expected to present solutions or recommendations in addition to discussing/analyzing the issue, problem or concern. Each assignment is worth 50 points for a total of 350 points for 7 assignments.

Produce a 500-1000 word (1-2 typewritten pages) critical analysis of the week’s topic. The object of the assignment is to challenge student thinking on the subject and to develop new perspectives. Students are free to write the paper as they see fit, however they may want to consider one of the following approaches.

- Focus on how the readings relate to the week’s lesson and how student experience(s) influence or impact the topic. It is not necessary to integrate all of the readings into the paper, but students can if they like.
- Write to one or more of the lesson’s objectives and integrate any timely information and/or how the topic fits into the larger security realm writ large.
- Focus writing on an issue or problem in the topic of the week and describe how to approach addressing or fixing the issue/problem. It’s not enough to talk about what’s broken rather students should not only describe the problem but what steps need or should be taken to correct the problem.

It is expected that written assignments reflect the original work of the student. In cases where the works of others are used it is expected that will be appropriately attributed/cited in accordance with the Chicago Manual of Style. Assignments containing the works of others that are not properly attributed/cited will be returned ungraded. Students may resubmit corrected assignments as long as they are received prior to the end of week 15.
Midterm Exam (20%):

The course midterm exam will be distributed in Week 8 and will be due during Week 9. It will cover material from Weeks 1 through 7 of class. The objective of the exam is to measure student performance relative to the course objectives. The midterm exam will consist of no more than five essay questions from which students will prepare three responses. Written communication, critical thinking skills, and integration of class material into the essay responses will demonstrate mastery of the subject.

The midterm exam will be graded using the pass/fail criteria noted above and/or other instructions provided to students for this exam.

(IMPORTANT NOTE: The objective of this exam is to gauge your knowledge and your thoughts on the subject at hand. Do not cut and paste large tracts of text from readings or other sources into your answers. Exams that include this type of information will be returned ungraded. If not corrected, a failing grade will be assigned. Next, fully read the question you are about to answer. In most cases it will be a multipart question. Ensure you answer all parts of the question)

Final Exam (20%):

The course final exam will be distributed in Week 15 and will be due during Week 16. The objective of the exam is to measure student performance relative to the course objectives. It will cover material from weeks 8 through 15 of class and will consist of no more than five essay questions from which students will prepare three responses. Written communication, critical thinking skills, and integration of class material into the essay responses will demonstrate mastery of the subject.

(IMPORTANT NOTE: The objective of this exam is to gauge your knowledge and your thoughts on the subject at hand. Do not cut and paste large tracts of text from readings or other sources into your answers. Exams that include this type of information will be returned ungraded. If not corrected, a failing grade will be assigned. Next, fully read the question you are about to answer. In most cases it will be a multipart question. Ensure you answer all parts of the question)

Course Textbooks

The bulk of the readings for this course will draw from a variety of resources, such as authoritative readings (legislation, executive orders, policies, plans and strategies, and journals), implementation readings (government products that are responsive to or attempt to fulfill the requirements of authoritative documents), and external reviews (from the U.S. Government Accountability Office, Congressional Research Service, or other agency or office).

Supplemental readings may be selected from the following texts:


Additional But Not Required Texts for ED 501


Course Reading Assignments:

The following is an overview of the course reading assignments. Specific reading assignments will be in the lesson of the week posted on Sakai.

Lesson 1: Course Overview and Role of the Security Generalist:

Required Reading


Additional Recommended Reading:


Lesson 2: Personnel Security:

Required Reading:


Additional Recommended Reading:


Lesson 3: Physical Security:

Required Reading:


Additional Recommended Reading:


Lesson 4: Information Security:

Required Reading:


Additional Recommended Reading:

None

Lesson 5: Information System Security:

Required Reading:


**Additional Recommended Reading:**


**Lesson 6: Investigations:**

**Required Reading:**


**Additional Recommended Reading:**


Rossmo, D. Kim, “Criminal Investigative Failures.” Center for Geospatial Intelligence and Investigation, Department of Criminal Justice, Texas State University. (2005).

Lesson 7: Security Management:

Required Reading:


Additional Recommended Reading:


Lesson 8: Industrial Security, Contracting and SAP/SAR:

Required Reading:


Additional Recommended Reading:


Lesson 9: Force Protection and Antiterrorism:

Required Reading:


Additional Recommended Reading:


Lesson 10: Nuclear Security:

Required Reading:

http://www.people.fas.harvard.edu/~jvaynman/Welcome_files/2.%20%20Commander%20Directed%20Investigation.pdf. (NOTE: report has been declassified and is redacted)


http://www.airforce-magazine.com/Features/organization/Pages/box021508nuclear.aspx


Additional Recommended Reading:

None

Lesson 11: Critical Infrastructure Protection (CIP) and Cyber-security

Required Reading:


http://www.pcworld.com/businesscenter/article/205827/was_stuxnet_built_to_attack_irans_nuclear_program.html.


Additional Recommended Reading:


Lesson 12: Acquisition Security and Research and Technology Protection:

Required Reading:


Additional Recommended Reading:


http://www.ndia.org/Resources/ExportImportComplianceResources/Documents/Annotated%20ITAR%20(6%20Dec%202011).pdf


Lesson 13: Security Systems:

Required Reading:


Additional Recommended Reading:

None

Lesson 14: Integration and Interdependence of Security Systems:

Required Reading:

http://www.ideals.illinois.edu/bitstream/handle/2142/7649/librarytrendsv38i1h_opt.pdf?sequence=1.


Additional Recommended Reading:

None.

Lesson 15: Integration of Security Systems into Military Operations:
Required Reading:


Additional Recommended Reading:


http://www.artofwarsuntzu.com/Art%20of%20War%20PDF.pdf.

Lesson 16: Course Wrap Up/Future Trends and Issues:

Required Reading:
None

Additional Recommended Reading:
None