



**DEFENSE SECURITY SERVICE  
CENTER FOR DEVELOPMENT OF SECURITY EXCELLENCE (CDSE)  
EDUCATION DIVISION**

**Security in the DoD Acquisition Process**

**SAMPLE COURSE SYLLABUS\***

**A. DESCRIPTION**

The Security in the DoD Acquisition Process (SDDAP) course covers the ways in which the senior security manager can apply knowledge of DoD acquisition processes and the role of security within that process across the full life cycle of a program to improve performance and outcomes. This course will address:

1. An overview of the DoD acquisition system.
2. The different functions of security throughout the DoD acquisition process.
3. The integration of security throughout the acquisition process.
4. Ways in which to help increase security awareness and security management in all stages of the acquisition lifecycle.
5. Case studies.

This is not a “skills” training course designed to produce an expert in the acquisition field. Instead, it is an exploration of the landscape that makes up the role of security throughout the acquisition process. 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 three distinct parts. The first part will cover key concepts of the acquisition process. The second section will cover various security roles and responsibilities throughout the acquisition process. The final section will provide students with the opportunity to present a case study on a security acquisition issue/problem/concern. Consistent themes that will be addressed throughout the course include:

- The key areas of the acquisition process and the interplay with security
- The integration of security disciplines into the acquisition process
- The inclusion of security requirements into classified and unclassified projects
- Security considerations throughout the lifecycle of a system or service
- The function of the security professional in the role of program oversight, program management and program user/recipient
- Lessons learned from the procurement of security systems and services

\*Sample syllabus is subject to change each semester.

## **B. ORGANIZATION**

The primary methods of instruction will be short lectures, readings, student research and preparation of papers, case studies, student presentations 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**

This course will enable students to:

- Analyze, explain and assess the broad scope activities within the DoD security acquisition process.
- Examine and analyze critical and emergent issues within the acquisition of DoD security systems and services.
- Assess and analyze lessons learned, for better or worse, relative to the acquisition of security systems and services.
- Identify, analyze and explain the strategic effects of security acquisition program success or failure within the DoD.
- Assess and summarize the broad scope of competencies a security professional should have/maintain relative to the acquisition process.
- Describe the Program Protection Planning function and the key tasks within that function.
- Describe and explain the importance of Security Engineering to the acquisition process.
- Develop and execute strategies and courses of action for integrating security into the acquisition process.
- Evaluate risks to the supply chain.

### **Delivery Method/Course Requirements:**

This is a graduate-level distance-learning course in *Security in the DoD Acquisition Process (SDDAP)*. The course will consist of readings, prerecorded lectures and presentations, participation in the discussion forum, written assignments, student presentations and midterm and final exams.

A typical week will include a 45-60 minute lecture, with the remainder of the week being dedicated to on line discussion of the week's topic in the course discussion forum. Generally a discussion will be based on instructor provided discussion questions(s) with each student providing a response and then commenting on other student inputs.

Students should be prepared to critically discuss and debate the questions, readings and lecture material as well as analyze them for biases and multiple perspectives. In some cases neither the readings nor lecture material may fully cover the expectations/requirements for the week's

lesson. In that this is a graduate level course this should not come as a surprise. Accordingly, ***students will be expected to do independent research to glean material that may not be otherwise covered in the week's lesson.***

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).

***Students may well need to conduct outside research in order to achieve learning objectives.***

Access to and ability to use a library will be necessary for course completion and success. When possible, course readings are posted to Sakai or the CiteULike virtual library. In other cases they may be available from the DTIC web site or other on line sources.

It is recommended that students become acquainted with their local public, university, or DoD (such as the Pentagon or National Defense University) 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. Class participation is 25% of the grade (see below), so 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. Throughout the course, there are ten opportunities to complete six written assignments. Students may pick which six assignments they complete as long as they are posted in Sakai by the end of lesson 12. 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.

Unless otherwise noted in the syllabus, 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.

## Plagiarism

Plagiarism is defined as using someone else's language, ideas or other original (not common knowledge) material without acknowledging its source. Plagiarism is best avoided by ensuring the language, ideas or other original material of others is properly cited/attributed in accordance with the Chicago Manual of Style. Plagiarism will not be tolerated. Suspected instances of plagiarism will be referred to CDSE.

### 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.

Lesson	Topics	Instructional Method(s)	Student Assignments Due
1	Course Overview	<ul style="list-style-type: none"><li>• Reading</li><li>• Asynchronous presentation</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Discussion Forum: Introduction</li></ul>
2	Intro to Acquisition I <ul style="list-style-type: none"><li>• DoD Decision Support Systems</li><li>• Program Goals and Strategies</li><li>• Case Study</li></ul>	<ul style="list-style-type: none"><li>• Reading</li><li>• Asynchronous presentation</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Discussion Forum</li><li>• <b>Assignment 1</b></li></ul>
3	Intro to Acquisition II <ul style="list-style-type: none"><li>• Acquisition Cycle/Process</li><li>• Acquisition Strategy</li><li>• Case Study</li></ul>	<ul style="list-style-type: none"><li>• Reading</li><li>• Asynchronous presentation</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Discussion Forum</li><li>• <b>Assignment 2</b></li></ul>

Lesson	Topics	Instructional Method(s)	Student Assignments Due
4	Intro to Acquisition III <ul style="list-style-type: none"> <li>• Contracting</li> <li>• Federal Acquisition Regulation</li> <li>• Defense Federal Acquisition Regulation Supplement</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Assignment 3</b></li> </ul>
5	Security in the Acquisition Process I <ul style="list-style-type: none"> <li>• Security roles in the acquisition process – Oversight, Manager, User</li> <li>• Acquiring security systems</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Assignment 4</b></li> </ul>
6	Security in the Acquisition Process II <ul style="list-style-type: none"> <li>• Cost of security</li> <li>• Role of security in contracts (DD 254, contract classification level, vetting contractors, etc.)</li> <li>• Risk, source selection, life cycle planning</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Assignment 5</b></li> </ul>

Lesson	Topics	Instructional Method(s)	Student Assignments Due
7	Security in the Acquisition Process III <ul style="list-style-type: none"> <li>• Program Awareness</li> <li>• Cost, Schedule Performance</li> <li>• Security relationships within a program</li> <li>• Program factors that impact security</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Assignment 6</b></li> </ul>
8	Midterm Exam	<ul style="list-style-type: none"> <li>• Take home essay</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Midterm Exam Due</b></li> </ul>
9	Acquisition Security as a Specialty I – Policy <ul style="list-style-type: none"> <li>• Acquisition security policy</li> <li>• Regulation compliance – DOD and other agencies</li> <li>• Understanding SAPs</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Assignment 7</b></li> </ul>

Lesson	Topics	Instructional Method(s)	Student Assignments Due
10	<p>Acquisition Security as a Specialty II – System Security Engineering</p> <ul style="list-style-type: none"> <li>• Aligning and addressing security concerns throughout the acquisition process</li> <li>• Evaluating component fitness before integration</li> <li>• Asset, asset value, and risk mitigation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Assignment 8</b></li> </ul>
11	<p>Acquisition Security as a Specialty III – Program Protection Planning</p> <ul style="list-style-type: none"> <li>• Identifying CPI</li> <li>• Planning all protection measures to ensure secrecy/ security (physical, information security, etc.)</li> <li>• Security throughout acquisition phases</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Assignment 9</b></li> </ul>

Lesson	Topics	Instructional Method(s)	Student Assignments Due
12	Acquisition Security as a Specialty IV – Supply Chain Risk Management <ul style="list-style-type: none"> <li>• Material Management Policy</li> <li>• Supply Chain Process</li> <li>• Security Considerations</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Assignment 10</b></li> </ul>
13	Student Presentations	<ul style="list-style-type: none"> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Student Presentations</b></li> </ul>
14	Student Presentations	<ul style="list-style-type: none"> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Student Presentations</b></li> </ul>
15	Student Presentations	<ul style="list-style-type: none"> <li>• Asynchronous presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• <b>Student Presentations</b></li> </ul>
16	Course Wrap Up/Final Exam	<ul style="list-style-type: none"> <li>• Asynchronous presentation</li> <li>• Take home essay</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final Exam Due</b></li> </ul>

## Grading

The following provides an approximate breakdown of how each assignment contributes to the overall performance in the class.



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

<b>Letter Grade</b>	<b>Point Range</b>	<b>Percentage Range</b>
A Range	900 -1000	90% to 100%
B Range	800-899	80% to 89.9%
C Range	700-799	70% to 79.9%
D Range	600-699	60% to 69.9%
F Range	599 and below	59.9% and below

***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.

<b>Assignment Evaluation Criteria</b>					
	<b>A Range</b>	<b>B Range</b>	<b>C Range</b>	<b>D Range</b>	<b>F</b>
Content	Analysis and integration subject matter (readings, lecture, discussion, personal experience, etc.) is clear and convincing	Analysis and integration subject matter is clear and effective	Analysis and integration subject matter is underdeveloped	Analysis and integration subject matter is unsophisticated	Did not complete assignment
Organization (includes proper formatting)	Paper shows exceptionally clear organization, purpose and focus	Paper shows good organization, purpose and focus	Paper lacks clear organization, purpose and focus	Paper is disorganized and confusing	

Assignment Evaluation Criteria					
	A Range	B Range	C Range	D Range	F
Grammar	Free of most grammatical errors	Some grammatical mistakes but generally shows successful grammar usage	Frequent grammatical errors	Appropriate grammatical knowledge not displayed for current language level	Did not complete assignment
Overall Effect	A strong overall effect with clear communication and support	A good overall effect with some support and adequate clarity	Paper struggles overall and does not give a coherent message	Paper has a poor overall effect and does not fulfill assignment	
Timeliness	Assignment turned in on time	Assignment turned in on time	Assignment turned in on time	Assignment turned in on time	

### 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 other students' discussion posts each week, and provide constructive criticism when conducting peer reviews of other students' presentations/writing (NOTE: specific requirements will be assigned weekly). 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 sufficient.

Weekly participation in the on line 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 grading for class participation will be assessed on a go, no go basis. If there is a problem (travel, duty, health, etc.) with meeting the weekly requirement the instructor should be contacted via the Sakai messaging capability.

### **Weekly Assignments (30%):**

There are ten weekly assignments. Students will be responsible for completing six of these assignments during the course of the semester. Students are free to select which six 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) of DoD decision support systems or program goals and strategies. Subsequent assignments (for a total of 6) follow the same guidance.

Produce a 500-1000 word (roughly 2-3 double spaced typewritten pages) critical analysis of the week's topic. The object of the assignment is to challenge your thinking on the subject and to develop new perspectives. You are free to write the paper as you see fit, however you may want to consider one of the following approaches.

- Focus on how the readings relate to the week's lesson and how your experience(s) influence or impact the topic. It is not necessary to integrate all of the readings into your paper, but you can if you 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 your writing on an issue or problem in the topic of the week and describe how you would approach addressing or fixing the issue/problem. It's not enough to talk about what's broken rather you should not only describe the problem but what steps need or should be taken to correct the problem

Each paper is worth fifty points and will be graded using the pass/fail criteria noted above. All assignments need to be completed by the end of lesson 12 if you are to get full credit for this area.

*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 lesson 12.

**NOTE:** This requirement will close out much faster than you can imagine. It is **HIGHLY RECOMMENDED** that you complete this sooner in the course rather than later. Also, this assignment is intended to be an original work. Anything other than original work must be properly cited/attribution.

### **Student Presentations (15%):**

Lessons 13 thru 15 of the course will be dedicated to student presentations. There are three options for how to approach this assignment.

### Option 1

Each student will be expected to research, develop and present a case study, ideally on a security acquisition centric program/issue. Students may use an example of a security program/issue from their office or do research and find an example from another organization. The object of the case study is to provide an analysis of an event (or events) and to explore the underlying causation (for better or worse) of the event (or events) and identify key lessons learned and where appropriate provide recommendations on how the outcome(s) could have been changed. *[NOTE: the ideal for this assignment is that a security-centric program be covered. However, should topic development prove to be a challenge a non-security-centric program can be selected instead. The key is to provide an analysis of the program and develop recommendation/lessons learned that can be extrapolated to a security acquisition program.]*

While there is no set format for developing the case study, the following steps/points can be used as a developmental guide:

- Provide background and context for the program or issue being used as a case study.
- Identify any strengths or weaknesses that impact the case study.
- Identify both internal and external factors (people, organizations, events) that impact the case study.
- Provide an analysis of what went right, or wrong in the case study.
- Make recommendations for the future and/or provide lessons learned from the case study.

### Option 2

Develop a presentation on a matter of acquisition security policy or procedure that has not otherwise been covered in the course material. Again, there is no set format for this presentation. However, the following steps/points can be used as a developmental guide:

- Provide background and context for the policy or procedure being discussed.
- Identify any factors (external or internal) that impact, for better or worse, policy or procedure execution.
- Identify any strengths or weaknesses in the policy or procedure.
- Make recommendations to strengthen any identified weaknesses or any other changes you feel are necessary to the policy or procedure under discussion.

### Option 3

You may propose to the instructor an alternate presentation relevant to the course and in keeping with the intent of this assignment. Instructor approval is required for this option.

Regardless of option selected, students will develop a PowerPoint presentation with a recording of the presentation. If a recording cannot be completed then detailed speakers notes will need to be developed. Target time for each presentation is 20 minutes however this may be adjusted based on the number of presentations to be completed. *[Note: if you assume 2 to 3 minutes per slide in a presentation you're looking at 7 to 10 slides of substance for your presentation]*

Discussion forums during these weeks will be centered on student presentations. Scheduling for student presentations will be on a first come, first served basis. The instructor will work to deconflict overlapping requests. In any event sign ups should be completed by lesson 10.

The final part of this assignment is the development of a reading list to support your presentation and a set of discussion questions based on the readings and presentation. All parts of this assignment are to be posted in Sakai. ***This assignment is intended to be an original work. Anything other than original work must be properly cited/attributed.***

### **Midterm Exam (15%):**

The course midterm exam will be distributed in at the beginning of lesson 8 and will be due at the end of the lesson 8. It will cover material from Lessons 1 through 7. The exam will 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 expectation is that each question will be addressed in 2-3 double spaced pages (1000-1500 words). 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 (15%):**

The course final exam will be distributed in lesson 16 and will be due at the end of lesson 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.

The expectation is that each question will be addressed in 2-3 double spaced pages (1000-1500 words). The final 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)

### **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).

*[Note: It is understood that in some cases readings may be dated, cancelled or superseded. The addition of these reading is for historical, background or informational purposes and as such continues to add value to this subject.]*

Supplemental readings may be selected from the following texts:

- *The Chicago Manual of Style, 16<sup>th</sup> Edition*, Chicago: University of Chicago Press, 2010. (Note: this is the standard style text for courses within the CDSE program. For the purposes of this course the text will be needed for bibliography and footnote purposes when writing papers (as needed) and presentations. Some information contained in the book can be found on-line.)

### **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**

- Department of the Air Force. "Technology and Acquisition Systems Security Program Protection, AFPD 63-17." (2001).  
<http://www.acqnotes.com/Attachments/Air%20Force%20Policy%20Directive%2063-17%20Security.pdf>.
- Department of Defense Security Institute. "Questions and Answers about the ASPP." Security Awareness Bulletin. (April 1993).

#### **Lesson 2: Introduction to Acquisition I**

- Chairman of the Joint Chiefs of Staff. Joint Capabilities Integration and Development System, CJCSI 3170.01H." (Jan 2012).  
[https://dap.dau.mil/policy/Documents/2012/3170\\_01.pdf](https://dap.dau.mil/policy/Documents/2012/3170_01.pdf)
  - Read Enclosure A.

- Defense Acquisition University. “Defense Acquisition Guidebook.” <https://acc.dau.mil/CommunityBrowser.aspx?id=488268>
  - Read Chapter 1.
- Fast, William R. “Improving Defense Acquisition Making.” Defense Acquisition University. (2010). <http://www.dau.mil/pubscats/PubsCats/AR%20Journal/arj54/Fast%2054.pdf>
- Tack Siobhan. “Teaching Note: Planning, Programming, Budgeting and Execution (PPBE) Process.” Defense Acquisition University. (Feb 2011). <https://acc.dau.mil/adl/en-US/30694/file/61143/TeachingNote%20-%20PPBE%20Feb11.pdf>
- Ward, Dan. “The Goal of Defense Acquisition.” Defense AT&L. (Nov-Dec, 2011). [http://www.dau.mil/pubscats/ATL%20Docs/nov\\_dec11/Ward.pdf](http://www.dau.mil/pubscats/ATL%20Docs/nov_dec11/Ward.pdf)
- Ward, Dan. “Time: Two Questions, Too Few Answers (A Treatise on Acquisition).” Small Wars Journal. (May 2012). <http://smallwarsjournal.com/jrnl/art/time-two-questions-too-few-answers-a-treatise-on-acquisition>

### **Lesson 3: Introduction to Acquisition II**

- Department of Defense. “The Defense Acquisition System, DoD 5000.01.” (2003, current as of 2007). <http://www.dtic.mil/whs/directives/corres/pdf/500001p.pdf>
- Department of Defense. “Operation of the Defense Acquisition System, DoDI 5000.02.” (2008). <http://www.dtic.mil/whs/directives/corres/pdf/500002p.pdf>
  - Read Enclosure 2.
- Naval Sea Systems Command. “Acquisition Strategy Guide.” (April 2010). <http://oai.dtic.mil/oai/oai?verb=getRecord&metadataPrefix=html&identifier=ADA550109>
  - Read pages 1-14 and skim/review Appendix A.
- Ward, Dan. “The Comic Guide to Improving Defense Acquisitions.” (2012). <http://timemilitary.files.wordpress.com/2012/10/ward.pdf>

### **Recommended Reading:**

- Center for a New American Security. ”Smart Defense Acquisition: Learning from French Procurement Reform.” (Summer 2009). [http://www.cnas.org/files/documents/publications/CNAS%20Policy%20Brief%20-%20defense%20acquisition\\_1.pdf](http://www.cnas.org/files/documents/publications/CNAS%20Policy%20Brief%20-%20defense%20acquisition_1.pdf)
- Ward, Dan. “Don’t Come to the Dark Side: Acquisition Lessons from a Galaxy Far, Far Way.” Defense AT&L. (Sep-Oct 2011). <http://www.dau.mil/pubscats/ATL%20Docs/Sep-Oct11/Ward.pdf>

### **Lesson 4: Introduction to Acquisition III**

- Army Contracting Agency. “Contracting Officer’s Representative (COR) Guide. (2005).
- Butler, Renee and Gerry Land. “Teaching Note: Relationship Between Contract Management and Financial Management.” (February 2011). [https://acc.dau.mil/adl/en-US/30713/file/61361/D3\\_Relationship\\_CM\\_and\\_FM\\_TN\\_Feb\\_110118.pdf](https://acc.dau.mil/adl/en-US/30713/file/61361/D3_Relationship_CM_and_FM_TN_Feb_110118.pdf)
  - Read pages D3 thru D10.

- Darst, Brian A and Mark K. Roberts. “Government Contract Types.” Contract Management. (December 2010). <http://www.ncmahq.org/files/Articles/CM1210 - 16-31.pdf>
- Defense Federal Acquisition Regulation (DFAR). Located at <http://farsite.hill.af.mil/vfdfara.htm>
  - Read Part 206 and 224 and Sub Parts 223.72, 252.204-7000, 252.204-7005, 252.209-7001, 252.209-7004 and 252.209-7998.
- Federal Acquisition Regulation (FAR). Located at <http://farsite.hill.af.mil/vffara.htm>
  - Read Part 6 and Sub Part 52-204.
- Weigelt, Matthew. “Do Small Business Preferences Make the Grade?” FCW. (Sep 2012). <http://fcw.com/Articles/2012/09/15/FEAT-small-business-contracting.aspx?p=1>

### **Lesson 5: Security in the Acquisition Process I**

- Bahill, A. Terry and Steven J Henderon. Requirements Development, Verification and Validation Exhibited in Famous Failures.” System Engineering, Vol 8, No. 1. (2005). <http://acqnotes.com/Attachments/Requirements%20Development,%20Verification,%20and%20Validation%20Exhibited%20in%20Famous%20Failures%20by%20A.%20Terry%20Ba%20hill%20and%20Steven%20J.%20Henderson.pdf>
- Hasik, James. “Al Qaeda Doesn’t Have a JCIDS Process.” (Oct 2010). <http://www.jameshasik.com/weblog/2010/10/al-qaeda-doesnt-have-a-jcids-processthoughts-on-institutionalizing-rapid-acquisition.html>
- Ward, Dan. “Faster, Better, Cheaper Revisited: Program Management Lessons from NASA.” Defense AT&L. (Apr 2010). [http://www.dau.mil/pubscats/ATL%20Docs/Mar-Apr10/ward\\_mar-apr10.pdf](http://www.dau.mil/pubscats/ATL%20Docs/Mar-Apr10/ward_mar-apr10.pdf)
- Ward, Dan. “How to Build Good Stuff: Five Rules for a Sensible Approach to Acquisition.” Armed Forces Journal. (July 2012). <http://www.armedforcesjournal.com/2012/07/10016581>
- Ward, Dan. “The FIST Approach to System Development Projects.” (2010). [http://c4i.gmu.edu/events/reviews/2010/papers/Ward\\_Fist\\_approach.pdf](http://c4i.gmu.edu/events/reviews/2010/papers/Ward_Fist_approach.pdf)
- Ward, Dan. “Why to Cancel a Pentagon Procurement Program.” Battleland Blog. (Apr 2012). <http://nation.time.com/2012/04/27/why-to-cancel-a-pentagon-procurement-program>

### **Recommended Reading:**

- Ward, Dan. “An Exercise in Values Identification.” (Sep-Oct 2010). <http://www.dau.mil/pubscats/ATL%20Docs/Sep-Oct10/Ward%20sept-oct10.pdf>

### **Lesson 6: Security in the Acquisition Process II**

- Blalock, Garrick, Vrinda Kadiyali, Daneil H. Simon. “The Impact of Post 9/11 Airport Security Measures on the Demand for Air Travel.” (Apr 2007). [http://dyson.cornell.edu/faculty\\_sites/gb78/wp/JLE\\_6301.pdf](http://dyson.cornell.edu/faculty_sites/gb78/wp/JLE_6301.pdf)
- Bragdon, Douglas J. “The Importance of Risk Identification.” Defense AT&L. (May-June 2007). [http://www.dau.mil/pubscats/PubsCats/atl/2007\\_05\\_06/may\\_jun07\\_complete%20issue.pdf](http://www.dau.mil/pubscats/PubsCats/atl/2007_05_06/may_jun07_complete%20issue.pdf)



- Read Pages 13-16.
- Defense Acquisition University. “Defense Acquisition Guidebook.” <https://acc.dau.mil/CommunityBrowser.aspx?id=488268>
  - Read Chapter 13.12 and 13.13.
- Department of Defense. “Risk Management Guide for DOD Acquisition.” (August 2006). <http://www.dau.mil/pubs/gdbks/docs/RMG%20Ed%20Aug06.pdf>
  - Read Chapters 1, 2, and 3.
- Special Inspector General for Iraq Reconstruction. “Indirect Costs of Managing Private Security Contracts in Iraq.” (Oct 2011). <http://www.sigir.mil/files/audits/12-002.pdf>

### **Lesson 7: Security in the Acquisition Process III**

- Duddy, Brian J. “The Jeep at 70: A Defense Acquisition Success Story.” Defense Acquisition Research Journal. (Oct 2012). [http://www.dau.mil/pubscats/PubsCats/AR%20Journal/arj64a/Duddy\\_ARJ64.pdf](http://www.dau.mil/pubscats/PubsCats/AR%20Journal/arj64a/Duddy_ARJ64.pdf)
- National Aeronautics and Space Administration, Office of Inspector General. “NASA’s Challenges to Meeting Cost, Schedule and Performance Goals.” (Sep 2012). <http://oig.nasa.gov/audits/reports/FY12/IG-12-021.pdf>
- Raphael, Marc J. “Don’t Supersize: Simplifying Defense Acquisition Reform.” Defense AT&L. (Jul-Aug 2011). <http://www.dau.mil/pubscats/ATL%20Docs/July-Aug11/Raphael.pdf>
- United States Government Accountability Office. “Contract Security Guards: Army’s Guard Program Requires Greater Oversight and Reassessment of Acquisition Approach.” (Apr 2006). <http://www.gao.gov/new.items/d06284.pdf>
- Ward, Dan. “Building Weapons: Where 70% Trumps 100%.” Battleland Blog. (Feb 2012). <http://nation.time.com/2012/02/13/building-weapons-where-70-trumps-100/>

### Recommended Reading

- Coleman, Richard L., Jessica R Summerville and Megan E. Dameron. “The Relationship Between Cost Growth and Schedule Growth.” Acquisition Review Quarterly. (Spring 2003). <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA423531>
- Haggerty, Alan and Roy Wood. “The P-51 Mustang: A Case Study in Defense Acquisition.” Defense Acquisition Research Journal. (Oct 2010). [http://www.dau.mil/pubscats/PubsCats/AR%20Journal/arj56/Haggerty\\_ARJ56.pdf](http://www.dau.mil/pubscats/PubsCats/AR%20Journal/arj56/Haggerty_ARJ56.pdf)

### **Lesson 8: Midterm Exam**

None.

### **Lesson 9: Acquisition Security as a Specialty I – Policy**

- Department of Defense. ”Acquisition Systems Protection Program, DoD 5200.1M.” (1994). <http://www.dtic.mil/whs/directives/corres/pdf/520001m.pdf>
  - Read Chapters 1 & 2.

- Department of Defense. “Department of Defense Overprint to the National Industrial Security Operating Manual Supplement.” (2004). [http://www.fas.org/sgp/library/nispom\\_dod\\_overprint\\_rev1.pdf](http://www.fas.org/sgp/library/nispom_dod_overprint_rev1.pdf)
  - Review/skim document.
- Department of Defense. “National Industrial Security Operating Manual, DoD 5220.22M.” (2006). <http://www.dss.mil/documents/odaa/nispom2006-5220.pdf>
  - Read Chapters 1 & 2.
- Department of Defense. “National Industrial Security Operating Manual Supplement 1, DoD 5220.22M.” (1995). <http://www.dtic.mil/whs/directives/corres/pdf/522022MSup1.pdf>
  - Review/skim document.
- Department of Defense. “Special Access Program (SAP) Policy, DoD 5205.07.” (2010). <http://www.dtic.mil/whs/directives/corres/pdf/520507p.pdf>
- Oltsik, Jon. “The Rise of Security Acquisition Policy.” CNET. (Jan 2009). [http://news.cnet.com/8301-1009\\_3-10142227-83.html](http://news.cnet.com/8301-1009_3-10142227-83.html)

### **Lesson 10: Acquisition Security as a Specialty II – System Security Engineering**

- Baldwin, Kristen. Systems Security Engineering: A Critical Discipline of Systems Engineering.” IncoSE Insight. (Jul 2009). <http://www.acq.osd.mil/se/docs/Systems-Security-Engineering-A-Critical-Discipline%20of-SE-INCOSE-INSIGHT-vol-12-issue-2.pdf>
- Baldwin, Kristen, John F Miller, Paul R Popick and Jonathan Goodnight. “The United States Department of Defense Revitalization of System Security Engineering Through Program Protection.” Proceeding of the IEEE Systems Conference. (2012). <http://www.acq.osd.mil/se/docs/IEEE-SSE-Paper-02152012-Bkmarks.pdf>
- Defense Acquisition University. “Defense Acquisition Guidebook.” <https://dag.dau.mil/Pages/Default.aspx>
  - Read Chapter 13.14.
- Department of Defense. System Security Engineering Program management Requirements, MILHDBK 1785.” (1995). <http://www.acqnotes.com/Attachments/MIL-HDBK-1785%20%93System%20Security%20Engineering%20Program%20Management%20Requirements%94%2001%20Aug%201995.pdf>

#### Recommended Reading:

- Defense Acquisition University. “Defense Acquisition Guidebook.” <https://dag.dau.mil/Pages/Default.aspx>
  - Review Chapter 4.
- United States Senate Armed Services Committee, Subcommittee on Emerging Threats and Capabilities. “Statement of Testimony: The Honorable Zachary J Lemnios, Assistant Secretary of Defense for Research and Engineering.” (Mar 2012). [http://www.defenseinnovationmarketplace.mil/resources/Lemnios\\_Cyber\\_Testimony.pdf](http://www.defenseinnovationmarketplace.mil/resources/Lemnios_Cyber_Testimony.pdf)

## **Lesson 11: Acquisition Security as a Specialty III – Program Protection Planning**

- Defense Acquisition University. “Defense Acquisition Guidebook.”  
<https://dag.dau.mil/Pages/Default.aspx>
  - Read Chapter 13.
- Department of the Air Force. “Program Protection Planning, AFPAM 63-1701.” (2003).  
<http://www.epublishing.af.mil/shared/media/epubs/AFPAM63-1701.pdf>
  - Read Chapters 1 and 2.
- Department of Defense. “Acquisition Systems Protection Program, DoD 5200.1M.” (1994).  
<http://www.dtic.mil/whs/directives/corres/pdf/520001m.pdf>
  - Read Chapter 3.
- Department of Defense. “Critical Program Information (CPI) Protection within the Department of Defense. (2010). <http://www.dtic.mil/whs/directives/corres/pdf/520039p.pdf>
- Department of Defense. “Program Protection Plan and Guidance.” (2011).  
<http://www.acq.osd.mil/se/docs/PPP-Outline-and-Guidance-v1-July2011.pdf>
- Department of Defense. “Security, Intelligence and Counterintelligence Support to Acquisition Program Protection, DoD 5200.39.” (1997).  
[http://www.fas.org/irp/doddir/dod/d5200\\_39.pdf](http://www.fas.org/irp/doddir/dod/d5200_39.pdf)

### Recommended Reading:

- Bartlett III, James Ellwood. *The Annotated ITAR*. 2011.  
[http://www.ndia.org/Resources/ExportImportComplianceResources/Documents/Annotated%20ITAR%20\(6%20Dec%202011\).pdf](http://www.ndia.org/Resources/ExportImportComplianceResources/Documents/Annotated%20ITAR%20(6%20Dec%202011).pdf)
- Bureau of Industry and Security, U.S. Department of Commerce. Export Administration  
<http://www.bis.doc.gov/policiesandregulations/ear/index.htm>

## **Lesson 12: Acquisition Security as a Specialty IV – Supply Chain Security**

- Borg Scott, “Securing the Supply Chain for Electronic Equipment: A Strategy and Framework.” The Internet Security Alliance.  
<http://www.whitehouse.gov/files/documents/cyber/ISA%20-%20Securing%20the%20Supply%20Chain%20for%20Electronic%20Equipment.pdf>
- Boyens, Jon, Celia Paulsen, Nadya Bartol, Rama Moorthy and Stephanie Shankles. “Notional Supply Chain Risk Management Practices for Federal Information Systems.” National Institute of Standards.” (Oct 2012).  
<http://nvlpubs.nist.gov/nistpubs/ir/2012/NIST.IR.7622.pdf>
  - Read Chapters 1 and 2. Scan/skim remaining document as needed.
- Department of Defense. “DoD Supply Chain Materiel Management Policy, DoD 4140.01.” (2011). <http://www.dtic.mil/whs/directives/corres/pdf/414001p.pdf>
- Miller, Jason. “Agencies, Vendors Ramping up to Fight Supply Chain Cyber Threats.” Federal News Radio. (Jun 2012). <http://www.federalnewsradio.com/394/2905176/Agencies-vendors-ramping-up-to-fight-supply-chain-cyber-threats>

- Serbu, Jared. Pentagon Struggles to Secure a Supply Chain it No Longer Dominates.” Federal News Radio. (Sep 2012). <http://www.federalnewsradio.com/394/3056244/Pentagon-struggles-to-secure-a-supply-chain-it-no-longer-dominates>
- The White House. “National Strategy for Global Supply Chain Security.” (Jan 2012). [http://www.whitehouse.gov/sites/default/files/national\\_strategy\\_for\\_global\\_supply\\_chain\\_security.pdf](http://www.whitehouse.gov/sites/default/files/national_strategy_for_global_supply_chain_security.pdf)

**Recommended Reading:**

- U.S. House of Representatives. “Investigative Report on the U.S. National Security Issues Posed by Chinese Telecommunications Companies Huawei and ZTE.” (Oct 2012). <http://intelligence.house.gov/sites/intelligence.house.gov/files/documents/Huawei-ZTE%20Investigative%20Report%20%28FINAL%29.pdf>

**Lesson 13: Student Presentations I:**

Readings are TBD at this time. Student developed readings and questions will be posted to Sakai.

**Lesson 14: Student Presentations II:**

Readings are TBD at this time. Student developed readings and questions will be posted to Sakai.

**Lesson 15: Student Presentations III:**

Readings are TBD at this time. Student developed readings and questions will be posted to Sakai.

**Lesson 16: Wrap Up/Final Exam:**

None.