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American Public University System

The Ultimate Advantage is an Educated Mind

School of Security & Global Studies
Security Management
SCMT396
Protective Services
3 Credit Hours
8 Weeks
Prerequisite(s): None

Instructor Information

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

Email: Please use internal classroom messaging system

Course Description (Catalog)

Executive protection is a growth industry. This course provides a thorough overview of the subject. Topics covered include basic principles, threat assessment, risk analysis, training opportunities, finding employment, organization and management of a protective services detail, working the principal, home and office security, technological considerations, vehicle security, conducting an advance, domestic and international travel, firearms selection and training, and self-defense fundamentals.

Course Scope

This course familiarizes the student with the basic measures of Protective Services. The student will approach the study of Protective Services through reading assignments, research assignments, and workgroup questions. The student will be challenged on the material presented for reading through class discussion, case studies, and research assignments - culminating into a midterm and final examination. The student, after completing the course, will not only have an understanding of Protective Services measures, but will also understand

the process of evaluating an environment, designing strategic applications, and operating a secure area through sound protective services planning.

Course Objectives

After completing this course, the student will be able to:

- Explain training and weapons selection; terrorism; how to stay alive; and various agent tips to avoid problems.
- Describe the threat of kidnapping and assassination; describe close personal protection.
- Describe the advance work process.
- Recount and discuss the key points of protective intelligence;
- Describe: Working the principal; and the principal's home; and medical care.
- Relate knowledge of cars and driving.
- Describe protection agent requirements; professional codes; and professionalism and success.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. To facilitate class interaction, forum discussion assignments are due by Friday evenings (11:55PM EST) of the week as noted. All other course work is due by Sunday evenings (11:55PM EST) of the week as noted and includes forum classmate responses, papers, projects, and quizzes/examinations submitted for review by the Faculty Member. Assigned faculty will support the students throughout this eight-week course.

Course Materials

To obtain the required text books: (June, 2016), (Heard, 2014) and (McGovern 2011) Please visit <http://apus.libguides.com/er.php> and search by the course number (ex: LITR210) to access your required resources.

Required Text (e-book):

June, D. L. (2016). *Introduction to executive protection* (3rd ed.). Boca Raton,

FL.: CRC Press.

Permalink to text: <http://dx.doi.org.ezproxy2.apus.edu/10.1201/b19199>

Heard, B. J. (2014). *Kidnapping and abduction: Minimizing the threat and lessons in survival*. Boca Raton, FL: CRC, Press.

Permalink to text: <http://dx.doi.org.ezproxy2.apus.edu/10.1201/b17756>

McGovern, G. P. (2011). *Protective operations: A handbook for law enforcement and security*. Boca Raton, FL: CRC Press.

Permalink to text: <http://dx.doi.org.ezproxy2.apus.edu/10.1201/b10809>

Articles:

Johnson, B. R., McKenzie, D. G., & Warchol, G. L. (2003). Corporate kidnapping: An exploratory study. *Journal of Security Administration*, 26(2), 13-30,75. Retrieved from <http://search.proquest.com/docview/195768607?accountid=8289>

Library link:

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/195768607?accountid=8289>

Cronkhite, C. L. (2003). A case study of executive security: A guide for planning and implementing a private sector security program. *Journal of Security Administration*, 26(1), 39-47,49. Retrieved from <http://search.proquest.com/docview/195768720?accountid=8289>

Library link:

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/195768720?accountid=8289>

Valdes, L. P. (2011). The effects of intrusiveness on protective details. *Journal of Applied Security Research*, 6(2).209-246. doi: 10.1080/19361610.2011.552006

Library link:

<http://ezproxy.apus.edu/login?url=http://dx.doi.org/10.1080/19361610.2011.552006>

Johnson, L. (2012). Executive protection: tips for overseas travel. *Canadian Security Magazine*. Retrieved from: <http://www.canadiansecuritymag.com/news/retail/executive-protection-tips-for-overseas-travel-1582>

Burton, F. & Stewart, S. (2007). The proactive tool of protective intelligence. *Stratfor*. Retrieved from: https://www.stratfor.com/weekly/proactive_tool_protective_intelligence

Duffy, D. (2005). Six things you need to know about executive protection. *CSO*. Retrieved from:

<http://www.csoonline.com/article/2112401/infosec-staffing/the-six-things-you-need-to-know-about-executive-protection.html>

Meyer, C. (2015). Never too vigilant: Using executive protection services overseas. *Security*, 52(2), 30-30,32. Retrieved from <http://search.proquest.com/docview/1658385378?accountid=8289>

Library link:

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/1658385378?accountid=8289>

How to Access: You have multiple viewing options for your course textbook and articles:

- Each chapter and article reside in folders under the resources section for weekly readings. This is the easiest approach.
- There are library and perma links to each text and article as well. This may be handy for a back up if you download the syllabus and for some reason you cannot access the library at a given time.

Optional Text:

Publication manual of the American Psychological Association (6th ed.). (2009).

Washington, D.C.: American Psychological Association.

Software Requirements:

- Microsoft Office (MS Word, MS Excel, MS PowerPoint)
- Adobe Acrobat Reader ([Click here for free download](#))

Evaluation Procedures

Grading will be based on seven forum assignments; weekly classmate forum responses; and three assignments.

Forum Assignments

Forum assignments are designed to promote interactivity among all students and enhance the on-line learning experience. Based on various items provided in each Forum these discussions provide maximum flexibility for asynchronous exchanges between faculty and students pertaining to a variety of current issues. These Forum postings count for 40% of your final course grade. There are seven forum assignments during the course. Students must post a response to the weekly forum question AND respond to **at least two** other student's original postings. Responses must be a minimum of 500 words (original posting) and cited

appropriately in APA style. Replies to other students carry a 200 word count recommendation and should refute, support, or supplement a fellow student's response using the terms, concepts, and theories from the required reading and/or other outside sources. These responses must also cite appropriately when ever used. Responses must be substantive; replies such as "great posting," "I agree with you," etc., are considered shallow and offer little to the group learning process. These types of replies will merit zero (0) points.

Note 1: General rules for all Forums. You will post "one assignment" and a "**minimum** of two substantive responses" to your classmates each forum week. Always "first repeat the question(s) prior to answering." Also, do "not" post multi-part assignments in pieces – post assignments in their entirety (all parts in one assignment post). Furthermore, do "not" attempt to submit/upload via Assignments. Importantly, to keep everyone on the same sheet of music, "post only during the current course week" (do "not" post in advance).

Note 2: Initial 500 word Forum responses are due on Fridays. Submit inside the Forum tab. DO NOT SUBMIT inside the Assignments tab.

Note 3: A minimum of two replies are due NLT Sunday of the same forum week. Example: If the original response was due Thursday in week 6, the replies to a fellow student must be submitted NLT Sunday, end of week 6.

How to complete Forum postings: When completing Forum postings, you must click into the Forum link on the left side of the screen. From there you will see the list of Forums available. Click on the title of the one that you wish to work on and read my opening statement and questions (you will have to click on the "read full description" link to see entire Forum). Once you can view the entire Forum, click on the "Post New Thread" button at the top left of the gray box area. This will open the dialogue box for you to type or insert your response. Ensure you maintain correct naming conventions by using titles associated with each Forum #. For example, Forum 1 should be titled Forum #1 when responding. When you are ready to submit your response, scroll down to the bottom of page and click on "post message."

How Forums are assessed (Rubric):

Synthesis of concepts & response to fellow student (50 pts): The response refers to course resources and shows a clear understanding of main ideas and concepts. There are no irrelevant comments and the information is on point. Ideas are clearly and properly organized. The other learner's ideas, questions, concerns were addressed. The response referenced reading or lecture materials when needed. The response addressed the learner's feelings if needed. There were no irrelevant or off-point comments. The posting reflects a clear understanding of the other learner's ideas. The response provides personal examples that tie in with the course material being discussed. Reflection is evident and clearly ties in with the material presented. Insight was provided to some concept.

Writing standards (10 pts): The response made proper reference to the course text or to other materials that were referenced or referred to in the discussion.

Opinions were also included and were valid. The writing is grammatically correct, clear and concise. The response is well formulated and easy to read and understand. Correct terminology was used when needed.

Timeliness (10 pts): The posting was submitted on time. Late postings will be assessed a 1 pt penalty per day. APA v. 6 formatted responses to references and cites, 5 points each. Collaboration is based upon meaningful responses and exchanges with fellow students and are scored as follows:

- Response to four or more fellow students - 20 points,
- Three fellow - 15 points,
- Two fellow students – 10 points,
- One fellow student - 5 points, and
- Zero points awarded to no collaboration.

Assignments:

There are three assignments which build upon each other. The assignments have the student develop a protective strategy plan which will contain the types of information necessary to conduct protective operations. **The Protective Plan document will be utilized as a template and will be added upon with each completed assignment. The initial foundational information regarding the event the protective plan will address is contained in an Event Detail Document. The template and the Event Detail Document are both contained in the resource section.** Each assignment is worth 20 points. There will be two intelligence injects in the form of “Intelligence announcements; one in week three and one in week 5. It is important to fold account for any necessary changes to the plan and considerations for levels of protection indicated in the plan. Assignments are due on the Sunday of week’s three, five and eight at 11:59PM EST. It is important to stay on top of the assignments as they build upon each other. There is a plan template in the resource section. This template is to be utilized for all three assignments.

Assignment/Classmate Response General Information and Scoring Details:

Essentially, the excellence of your effort will be considered when grading your assignments and responses to classmates. It is critical that you ensure your assignment and responses to classmates are on time and comprehensive – detailed/substantive, to avoid a loss of points. Your grade will be predicated on the quality of your thinking and writing - “not” the length of your writing. Too many words are usually a sign of poor editing (usually not an issue), and too few words are a sign of poor analysis (a more common issue). Still, I expect “much” more in your assignments than your classmate responses. Assignments must reflect some new or original information – do not just regurgitate data or opinion posted by previous classmates.

Outside (non-textbook) Sources are strongly recommended for quality, learning, and “scoring” purposes. Specifically, supplement/enhance your assignment

content (which is generally drawn from the course text(s) or directed sources) with outside and appropriate references (journals, trade publications, government reports, legitimate/credible websites, etc.) to enhance your knowledge base. Use of the AMU Online Library is highly encouraged.

Citation and Reference Style: Assignments must follow APA guidelines. This course requires students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, D.C.: American Psychological Association. Additional assistance is available at http://owl.english.purdue.edu/handouts/research/r_apa.html.

Important APA/Plagiarism Notes: If you use textbook or outside information in your assignments or classmate responses, ensure you include APA "in-text citations ('within the body' of your answers) and referencing (at the "end of your assignment"). Remember, if you use a reference, you "must" use an in-text citation and vice versa.

In-text citations and proper formatting of references are not that difficult. For those that need assistance, please use the APA Manual (listed as an optional course text) or see the link to the APA or the AMU online library. A very helpful site is: <http://owl.english.purdue.edu/owl/resource/560/01/>

Keep in mind, if you do not use in-text citations when using some else's words (whether you take directly/quote, paraphrase or summarize), it is plagiarism. Those that do not properly attribute someone else's work, will lose "all" assignment points and be subject to course failure and referral to the university. This is a serious academic integrity issue, but simple to comply with. If you are not already in this proper academic habit, learn it in week one.

Classroom Participation

Students are expected to complete assignments IAW the weekly schedule. Timely submissions are the expectation and the norm. Late/missing postings will result in point deductions for participation at the completion of the 8 week session. Students can alleviate point deductions by communicating their special circumstances, lack of Internet connectivity, etc., to the Professor BEFORE the due date of the assignment.

<u>Grade Instruments</u>	<u>% of Final Grade</u>
Assignment/Forum Questions (7) & Responses	40%
Assignments (3)	60%
TOTAL	100%

8 Week Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Introduction to personal protection	Explain fundamental human security needs and various perspectives on security issues relating to executive protection.	Chapters 4 & 7 (Intro to Exec. Prot) & Chapter 1 of Protective Operations & video(s)	Autobiography & Response (1): Post 250 word bio to Introduction Week 1 Forum & Week 1 forum Personal Protection Intro
2	Intelligence and Risk Assessment	Recount and discuss the key points of protective intelligence; working the principal and the principal's home.	Chapters 5 – 6 of Intro to Executive Prot., Chapter 5 of Prot. Operations, Articles: The Internet and judicial threats, Integrating intelligence into executive protection, & The proactive tool of protective intelligence.	Week 2 forum
3	Transporting the principal	Relate knowledge of cars and driving; ambushes; and medicine.	Chapters 17 from Intro to Exec. Prot., Chapters 3 from Prot. Ops., Chapters 4 & 5 from Kidnapping and abduction. Articles: Travel and Risk: Remember	Assignment 1 & Forum 3

			the W's,- Executive Protection: Tips for overseas travel.,- How to Protect the Traveling Exec. & video(s)	
4	Home, work and kidnapping	Describe the threat of kidnapping and assassination; describe close personal protection. Describe: Working the principal; and the principal's home.	Chapters 16 and 20 from Intro. To Exec. Prot., Chapters 2 & 3 from Kidnap. And Abduct. Articles: The crime triangle	Forum 4
5	Conducting the advance	Describe the threat of assassination; describe close personal protection; and detail the essentials of advance work.	Chapters 19 – Intro to Exec Prot., Chapter 6 – Prot. Operations. Article: Never too vigilant. & video	Assignment 2. Forum 5.
6	Working the Protectee	Recount and discuss the key points of protective intelligence; working the principal and the principal's home..	Chapters 15 & 18 – Intro Exec Prot., Article: The effects of intrusiveness on protective details.	Forum 6
7	Training, self- defense and weapons selection	Explain training and weapons selection; how to stay alive; and various agent tips to avoid problems.	Chapters 11 – Intro to exec prot, Chapters 6 & 9 – Kidnapping and abduction	Assignment & Discussion Responses (2): Post to Assignment #6 - Week 7 Forum

8	Turn in of final assignment	Complete and turn in final assignment	None	Turn in final assignment by Sunday, 11:55PM EST

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

Describe your writing expectations.

Citation and Reference Style

Attention Please: Students will follow the APA 6th Edition 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 *Publication manual of the American Psychological Association* (2009). (6th ed.).

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 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>)

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

[Table of Contents](#)