COURSE OUTLINE

Course Number: CRJ 104
Course Title: Introduction to Security
Credits: 3

Hours: lecture/Lab/Other
3 lecture hours

Co- or Pre-requisite: None

Implementation: Spring/2016

Catalog description (2015-16 Catalog):

Introduction to the historical, philosophical, and legal bases of the security field. Examines all aspects of private security systems and functions, including the technology of security and the role of security in different organizational settings.

Is course New, Revised, or Modified? Revised

Required texts/other materials:

Reference Business and Technology Course List.

Revision date: Spring 2016

Course coordinator:
Cavit Cooley
(609)570-3625
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Information resources:

Reference Criminal Justice Library Materials List

Other learning resources: No tutoring or study groups at this time.

Course Competencies/Goals:

The student will be able to:
1. Understand the evolution and gradual division of private security and police functions.
2. Analyze and evaluate the expansion of private security following World War II.
3. Identify the role of private security and the conduct and performance of its members today.
4. Examine and evaluate specific security operations within the organization.
5. Evaluate the specialized services and techniques employed in the security industry.
6. Identify important security facts and generalizations, both of the "theoretical" and "practical" nature.
7. Appreciate social science theory and method as they are illustrated in the field of security.
8. Apply general principles to concrete security situations and appreciate the conflicts and compromises this involves.
9. Understand the processes involved in solving management problems and making decisions in the field of security.

**Course-specific General Education Knowledge Goals and Core Skills.**

**General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Units of study in detail.**

MCCC Core Skills A, B, C, D, E, F, and G are addressed in the following Units of Study. This Course is not designated as a General Education Course.

1. Homeland Security and Origins of Security
2. Role of Security, Proprietary Security
3. Security and the Law
4. Risk Analysis and Security Survey
5. Exterior and Interior Security Concerns
6. Intrusion and Access Control
7. Fire/Safety/Emergency Planning
8. Internal Theft Controls and Personnel Issues
9. Transportation and Retail Security
Evaluation of student learning:

Students should be given a variety of opportunities for course participation. This should include oral discussions and or presentations, examinations, and research writing. The student will be given at least two (2) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations should include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student may also be required to write at least one research assignment. The research assignment will be a book review of an important work in the field of security, a summary of an interview with any primary worker in the field of security, or a research paper on a specific issue in security. The percentage of examinations, the research paper, and class participation in the computation of each student’s grade will be determined by the instructor.

Scale

A = 93 – 100 %
A- = 90 – 92 %
B+ = 87 – 89 %
B = 83 – 86 %
B- = 80 – 82 %
C+ = 77 – 79 %
C = 70 – 76 %
D = 60 – 69 %
F = 0 – 59 %

Teaching-learning methods employed shall include lectures, discussions supplemented by appropriate related texts, and audio-visual media. Guest speakers (practitioners) and other academicians are considered to be beneficial to keep the course current and meaningful. Field trips when and wherever possible may be utilized.

Academic Integrity Statement:

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The complete academic policy and implications can be found at http://mlink.mccc.edu/omb/OMB210.pdf.