



---

# AJ-598: INTRODUCTION TO PRIVATE SECURITY

---

**Effective Term**

Fall 2025

**BOT Approval Date**

01/16/2025

**Discipline**

AJ - Administration of Justice

**Course Number**

598

**Course Title**

Introduction to Private Security

**Short Title**

Intro to Private Security

**Credit Status (CB 04)**

D - Credit - Degree applicable

**Units****Lecture Units**

3.00

**Total Units**

3.00

**Hours****Lecture Contact Hours**

48-54

**Out of Class Hours Lecture**

96-108

**Total Contact Hours**

48 - 54

**Total Out of Class Hours**

96 - 108

**Total Student Learning Hours**

144 - 162

**Distance Education**

Yes

**Distance Education****Distance Education Type**

Both Fully Online and Hybrid Online

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

### Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

### Additional Regular Substantive Interaction

These Face-to-Face meetings will take place in a designated classroom, on campus, and at a specific time, for at least five sessions. The remainder of the sessions may be conducted using teleconferencing. All contact methods will ensure ADA compliance and be accessible to students with specific needs.

### Catalog Description

This introductory course encompasses the historical and contemporary issues relating to private security. The course is designed to delve into both historical perspectives and contemporary issues shaping the field. Designed to offer a comprehensive understanding, this course highlights the pivotal roles and responsibilities private security holds in society. Students will gain insight into the multifaceted nature of modern security practices, addressing employment opportunities, licensing requirements, and state certifications. Moreover, ethical considerations, constitutional impacts, and the importance of diversity will be examined, providing a well-rounded perspective on the field. This course will explore the complexities and nuances of private security while laying a solid foundation for future studies and careers in this vital industry.

## Requisites

### Recommended Preparation

**Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)**

ENGL-C1000.

## Codes

### TOP Code (CB 03)

2105.30\* - \*Industrial and Transportation Security

### CIP Code

43.0109 - Security and Loss Prevention Services.

### Repeatability Code

No

### Grading Option

Letter grade OR P/NP

## Learning Objectives

### Learning Objectives

| Learning Objective                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Analyze and evaluate ethical considerations inherent in private security operations, including confidentiality, integrity, and professionalism.                                                                                                                                                                      |
| 2. Demonstrate a comprehensive understanding of the legal aspects, liability issues, and regulatory frameworks governing private security operations.                                                                                                                                                                   |
| 3. Apply analytical skills to effectively manage and assess risk in security operations, through scenario-based exercises and practical simulations.                                                                                                                                                                    |
| 4. Identify, analyze, and articulate the similarities and differences between law enforcement and private security.                                                                                                                                                                                                     |
| 5. Document and analyze the history of private security in the United States, including key events, milestones, influential figures, and evolving roles and responsibilities.                                                                                                                                           |
| 6. Develop strong ethical and cultural competencies to effectively engage with diverse populations, including understanding and respecting differences in race, gender identity, sexual orientation, and cultural backgrounds, ensuring inclusive and equitable interactions that uphold the highest ethical standards. |
| 7. Evaluate the current licensing, regulating, hiring, and training standards associated with the private security industry.                                                                                                                                                                                            |
| 8. Demonstrate proficiency in managing crises and disasters within the private sector, effectively minimizing potential risks to the safety of others.                                                                                                                                                                  |



## Learning Outcome Information

### Course Learning Outcomes

| Learning Outcome                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The student will critically evaluate the ethical considerations inherent in private security operations.                                                                                                                 |
| 2. The student will demonstrate a thorough understanding of the legal aspects, liability issues, and regulatory frameworks governing private security.                                                                      |
| 3. The student will exhibit proficiency in managing risk assessments and determining risk within the context of private security operations.                                                                                |
| 4. The student will demonstrate mastery in defining and establishing both interior and exterior security measures, by designing security protocols that encompass physical, technological, and procedural safeguards.       |
| 5. The student will demonstrate expertise in managing loss prevention strategies within private security operations and mitigate potential threats.                                                                         |
| 6. The student will exhibit proficiency in emergency practices and crisis/disaster management within private security contexts and ensure the safety and security of personnel and assets during emergencies and disasters. |



### Program Learning Outcomes

| Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This course addresses the following Administration of Justice PLO's. (PLO1) Demonstrate the essential qualifications for employment in the criminal justice field to include the mastery of core criminal justice principles and the ability to think critically and to speak and write effectively. (PLO2) Demonstrate an understanding of personal and civic responsibility as they apply to the criminal justice system. (PLO3) Demonstrate a critical awareness of race, cultural diversity, and inequality as manifested in the criminal justice system both locally and nationally and apply these understandings to both study and practice. This includes identifying transformative forces generating social change on a micro and macro level. (PLO5) Demonstrate the competency to apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address both current and future issues in the practice of criminal justice. (PLO6) Demonstrate a meaningful understanding of how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals. |

### Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic

classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

## Content

### Course Lecture Content

1. Origins and Foundations of Security
  - a The history of Security
  - b Security in European History
  - c Security in North America
  - d Security Careers
  - e The role of Security
  - f Private security and law enforcement
2. Theoretical Foundations of Security
  - a Why do people commit crimes?
    - I. Research the diversity of offenders and examine the inequality of justice
  - b Multiple causes/multiple crimes
  - c General deterrence
  - d Specific deterrence
  - e Broken Window Theory
  - f Game Theory
3. Security Administration and Management
  - a Ethics
  - b Explaining Ethics
  - c Ethical Practice
  - d Ethical Systems
  - e Ethics and Security
  - f Ethics of the Employees
  - g Ethics of Leadership
    - I Ethical decision making
  - h Ethics and the Use of Force
    - I Examine the ethical behaviors of arresting officers when dealing with minorities and other underrepresented groups.
  - i Labor Relations
4. Legal Aspects, Liability, and Regulation
  - a Licensing and Professional Standards
  - b Legal Foundations of Security Law
  - c Constitutional Law
  - d Laws of arrest
  - e Training Requirements in Private Security
    - I Search and Seizure
  - f Statutory Criminal Law
5. Understanding, Analyzing, and Managing Risk
  - a Risk Assessment
    - I Determining risk
  - b The Process of Risk Management
    - I The Cycle of Risk Management
    - II Risk Management Activities
    - III Risk Management Programs
    - IV Risk Management Applications
    - V Risk Management Principles
  - c Reducing risk
6. Physical Security
  - a Physical security
  - b Designing the security system
  - c Perimeter security
  - d Safes and vaults
  - e Locks
  - f Access and entry control
  - g Video surveillance systems
  - h Layered security

7. Institutional and Workplace Security
  - a Institutional and Facilities Security
    - I Amusement parks
    - II Convenience stores
  - b Employee responsibilities
8. Security Investigations and Prosecution
  - a Private versus public investigators
    - I Qualifications of Private Investigators
  - b Criminal investigations
  - c Interviewing and Interrogating
    - I Differences between Interviews and Interrogations
  - d Surveillance
  - e Report Writing
  - f Courtroom testimony
9. Retail Security and Loss Prevention
  - a Retail security, loss prevention, and asset protection
  - b Shoplifter Identification: Profiling
    - I Profiling problems
    - II Changing behavior
  - c Employee theft/theft from within
    - I Motivations
10. Homeland Security and the Terrorism Threat
  - a The goals of Homeland Security
  - b The threat of terrorism
11. Emergency Practices and Crisis/Disaster Management
  - a History of Emergency Crisis, and Disaster Management
  - b Emergency, Crisis, and Disaster Management?
  - c Emergency Management and National Preparedness
    - I Prevention
    - II Protection
    - III Mitigation
    - IV Response
    - V Recovery
    - VI Planning
12. Critical Infrastructure
  - a Critical Infrastructure defined
  - b Threat analysis
  - c Protecting CIKR
  - d Protecting CIKR and the Private sector
    - I Industry concerns
13. Information, Cyber, and Computer Security
  - a Information Security and Cyber/Computer Security
  - b Information Security (INFOSEC)
  - c Cyber/Computer security
  - d Internet of things
    - I Human enhancements
    - II Driverless vehicles
  - e Countering Cyberthreats
    - I Cyberthreats from within

## Methods of Instruction

### Method

Discussion

### Integration

The integration of group discussions will facilitate a comparison and contrast of the roles and functions of private security and law enforcement across both public and private sectors. These discussions, guided by faculty, will draw upon topics covered in the Introduction to Criminal Justice course, analyzing how they intersect with societal groups and institutions. This approach aims to foster critical thinking, deepen understanding of judicial concepts and theories, and reinforce classroom learning.

Students will have the opportunity to demonstrate their proficiency in public speaking, critical analysis, and integration of course material during these discussions. For instance, they may engage in dialogue about their comprehension of court structures. These

discussions can occur in various formats, such as small or large groups, synchronous or asynchronous settings, and utilizing diverse multimedia resources such as closed-captioned videos, journals, prerecorded audio/visual materials, or online discussion forums within the course management system (CMS).

#### **DE Adaptations for MOI**

Discussion adaptations for distance education (DE) may be implemented through accessible virtual platforms or by leveraging the features available within a course management system (CMS). Because the student can not be present in the classroom special efforts will be made to ensure the distant learner has a similar experience as those students in the classroom. For instance, student-to-student interactions can be facilitated using thematic discussion boards, peer review mechanisms, and collaborative group assignments.

Interactions between students and instructors can be seamlessly facilitated through email communication via the CMS Inbox. Active participation in these discussions will not only enhance students' understanding of course material but also enable them to analyze and articulate various components of law enforcement and the criminal justice system, including courts and corrections.

Engagement in discussion exercises will prompt students to collaborate in identifying how both external and internal factors can impact relations between criminal justice entities and the community. These adaptations will be consistently integrated into the course structure through regular utilization of the discussion area in the CMS or by employing chat, conversation, or group features available within the virtual platform.

---

#### **Method**

Homework

#### **Integration**

As part of their homework assignments, students will need to respond to the short essay questions located at the conclusion of each chapter. For example, one of the questions addresses the need for ethical behavior in law enforcement and the student will examine the elevated need for ethical behavior in certain situations. These responses will serve to deepen their understanding of the course content. Furthermore, students should come prepared to engage in discussions on these topics during the subsequent class meeting. This integration of homework and class discussions aims to solidify comprehension of the course materials through active participation and dialogue.

#### **DE Adaptations for MOI**

For the distance education (DE) adaptation of the course, accessible video scenarios will be incorporated into the curriculum. Because the student can not be present in the classroom special efforts will be made to ensure the distant learner has a similar experience as those students in the classroom. Students will watch these scenarios and take detailed notes on the content presented. Subsequently, students will be tasked with preparing a written report on each scenario, focusing specifically on content analysis, as well as demonstrating proficiency in spelling, grammar, and punctuation. To facilitate this process, students will upload their reports into the course management system (CMS). This will enable instructors to provide feedback and grade the assignments efficiently. Through this method, students will engage with multimedia content while honing their analytical and writing skills in a virtual learning environment. All methods used for this adaptation will meet accessibility standards.

---

#### **Method**

Lecture

#### **Integration**

To integrate lectures effectively, course material and pertinent information will be delivered to students through interactive presentations supplemented by handouts, video slides, multimedia, and hands-on applications. These methods will serve to elucidate key concepts, laws, theories, and principles of private security, enhancing students' understanding and engagement with the subject matter.

#### **DE Adaptations for MOI**

For the distance education (DE) adaptation of the course, lectures will employ a blend of accessible video, audio, or slide presentations to explore various facets of private security and loss prevention across both private and public sectors. Because the student can not be present in the classroom special efforts will be made to ensure the distant learner has a similar experience as those students in the classroom. These lectures will be hosted on the course management system (CMS) platform, ensuring seamless access for remote learners.

Students will be able to access lectures conveniently via the assignments area or other conferencing tools within the CMS. In adherence to accessibility standards, efforts will be undertaken to ensure that all students can access the lectures, regardless of their individual requirements.

In online courses, lectures play a pivotal role in the learning process. They can be delivered either synchronously through live accessible video conferencing sessions or asynchronously via pre-recorded lectures available within the CMS. These lectures will be supplemented with presentation materials such as accessible digital slide decks, closed-captioned accessible videos, and relevant external articles to bolster student comprehension.

These supplementary resources will be easily accessible to students within the CMS, fostering an inclusive learning environment that caters to diverse learning preferences and needs.

---

## Method

### Papers and Reports

#### Integration

The class will complete a research paper on a selected criminal justice topic that will allow the student to research and document information. Papers/essays should be evaluated based on the identification of legal issues related to a diverse community, understanding of judicial theories and concepts, ability to analyze and demonstrate critical thinking, and the ability to apply concepts and/or theories related to topics described in course content.

Papers serve as exercises in which students apply judicial concepts and theories related to the application of law enforcement in a diverse society. These papers will address how officers of the law interact with community members varying in race/ethnicity, social class, etc., and gender to the implementation of law enforcement. For example, students may be asked to explore how the Rodney King incident served as a platform towards inclusion in multicultural communities and how this incident served as the precursor to stricter oversight of police misconduct. Papers will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, identification, understanding and application of legal concepts to ethnically diverse groups and/or institutions.

#### DE Adaptations for MOI

In the distance education (DE) format, papers and essays will be administered using the functions available within the course management system (CMS) to facilitate student submissions. Because the student can not be present in the classroom special efforts will be made to ensure the distant learner has a similar experience as those students in the classroom. Evaluation feedback for these papers and essays will be promptly provided to students using various tools such as the gradebook, live stream or accessible video conferencing software, inbox messaging, or other functions accessible through the CMS.

All papers, essays, submissions, and feedback will adhere to accessibility guidelines, ensuring that all students can access and engage with the content. Additionally, instructor-student communication will conform to both accessibility and confidentiality guidelines, maintaining the integrity of the learning environment while accommodating diverse student needs.

Research papers will be uploaded into the CMS to enable instructors to provide feedback and grades efficiently. This streamlined process will enhance the learning experience for students while ensuring effective communication and evaluation within the DE format.

---

## Method

### Visiting Lecturers

#### Integration

Practitioners from the private security field, both current and former, will be invited to deliver guest lectures, offering firsthand insights into their experiences and recent incidents within the field. These lectures aim to provide students with authentic and up-to-date perspectives.

Visiting lecturers may choose to speak on topics covered in the Introduction to Private Security course content. They can deliver presentations face-to-face or through various video conferencing platforms or live streaming platforms. During their presentations, guest speakers will discuss the services offered by their organization, its mission, vision, and how their agency or personal experiences contribute to community welfare.

Faculty will facilitate post-presentation debriefing sessions to assist students in making connections between the information presented and legal concepts and theories discussed in the course. These sessions may cover various theoretical frameworks including functionalism, conflict theory, symbolic interactionism, racial formation, and gang dynamics. Post-presentation debriefing will be conducted through the course management system (CMS) or video conferencing software.

#### DE Adaptations for MOI

Because the student can not be present in the classroom special efforts will be made to ensure the distant learner has a similar experience as those students in the classroom. Visiting lecturers will have the opportunity to share insights on a range of topics including judicial theory, crime, racism, education, and violence. They can deliver their presentations via a accessible video

conferencing platform or provide pre-recorded presentations that will be accessible to students through the course management system (CMS). These presentations will be uploaded using accessible tools to ensure all students can engage with the content and will meet all accessibility requirements.

Following the presentations, faculty may facilitate debriefing discussions using the chat feature of the video conferencing platform or through a discussion board function within the CMS. This will provide students with the opportunity to delve deeper into the topics covered and make connections to course concepts.

Additionally, expert lectures will offer students exposure to various case studies and employment opportunities within the private security and loss prevention fields, both in the public and private sectors. These lectures will utilize accessible video, audio, or slide presentation formats and will be posted on the CMS platform for distance education. Students can access these lectures through the assignments area or other conferencing tools available within the CMS.

---

## Methods of Evaluation

### Method

Exams/Tests

### Integration

Exams and/or tests administered fully online will be administered, graded, and evaluated through CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in course content in alignment with learning objectives. Exams will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answers questions. This provides an equitable opportunity for all students. Exams will be submitted to the online grading system within the CMS. Exams will be graded, be evaluated based on accuracy and completeness and students will receive feedback within 2 weeks, via the grade book, chat, or other accessible conferencing tools. These issues encompass a wide range of topics including sex, gender, diversity, economy, education, and violence.

For instance, exams/tests may be designed to evaluate students' capacity to apply and evaluate the respective responsibilities of a private security individual compared to those of a sworn law enforcement official. Through these assessments, students will be challenged to critically analyze and apply their understanding of the roles and obligations within the realm of private security, ensuring a comprehensive grasp of the subject matter.

### DE Adaptations for MOE

In the fully online format, exams and/or tests will be administered, graded, and assessed entirely through the course management system (CMS). These assessments will focus on students' ability to identify, understand, and apply major topics outlined in the course content, aligning closely with the specified learning objectives.

To ensure fairness and accessibility for all students, exams will be designed with a variety of question types, including true or false, multiple choice, fill-in-the-blanks, and short answer questions. This diverse format provides an equitable opportunity for students to demonstrate their understanding and mastery of the material.

Upon completion, exams will be submitted to the online grading system within the CMS. They will be evaluated based on accuracy and completeness, and students can expect to receive feedback within two weeks. This feedback will be provided through the grade book, chat function, or other accessible conferencing tools, facilitating ongoing support and engagement with course content.

---

### Method

Research Projects

### Integration

The class will undertake a research project focusing on a chosen topic pertinent to private security and/or law enforcement, in the United States criminal justice system. Evaluation of the research project will be based on students' thorough investigation and critical evaluation of their chosen topic.

Additionally, students will be assessed on their writing proficiency and adherence to APA/MLA formatting guidelines in their completed research assignments. This comprehensive evaluation ensures students demonstrate not only their understanding of the subject matter but also their ability to effectively communicate their findings in a scholarly manner.

### DE Adaptations for MOE

Research projects will be assigned and submitted through the course management system (CMS) to facilitate distance education. Within the CMS, students will have the opportunity to interact with peers and the instructor via discussion boards and the inbox feature.

Evaluation of these research projects will include an assessment of students' writing proficiency and their adherence to APA/MLA formatting guidelines. Additionally, students may be required to present their findings through various mediums such as slide

presentations, written reports, or accessible live video conferences. With student consent, these presentations may be shared with the entire class through the CMS.

Adherence to accessibility standards will be rigorously maintained by the instructor throughout all stages of the project. Upon submission via the CMS, research projects will undergo feedback and grading within two weeks. Feedback will be provided either through comments posted directly on the assignment or accompanied by an accompanying rubric for clarity.

---

## Method

### Homework

### Integration

Completing homework assignments is integral to the learning process in this class. Students will be tasked with answering selected essay questions at the end of each chapter, which serves as a crucial method for assessing comprehension of the material. These assignments provide an opportunity for students to demonstrate their understanding by critically evaluating the questions and effectively applying course material in their responses.

In addition to demonstrating comprehension, students are expected to support their responses with properly cited sources, ensuring thorough research and a deeper understanding of the topic. This not only enhances the quality of their responses but also cultivates skills in research and academic writing.

By diligently completing homework assignments, students not only reinforce their understanding of the material but also develop critical thinking and research skills essential for academic success and professional growth. These assignments serve as a means of active engagement with the course content, allowing students to apply theoretical concepts to practical scenarios and deepen their learning experience. Therefore, the completion of homework assignments is paramount in achieving academic excellence in this course.

### DE Adaptations for MOE

In the distance education (DE) format, students will engage in completing homework assignments, which will be assessed based on their research skills, critical assessment of the topic, and effective application of course material in their responses. These periodic assignments serve to evaluate students' understanding of the course content and will be graded based on accuracy and completeness.

Questions for homework assignments will be posted in the assignment or discussion areas within the course management system (CMS). Upon completion, students will upload their assignments via the CMS for instructor review and grading. Feedback will be provided through the CMS using various tools such as the grade book, chat function, or other accessible video conferencing tools, ensuring compliance with all accessibility requirements.

---

## Assignments

### Assignment Type

Writing

### In-class and/or outside of class

Outside of class

### Formative or Summative

Formative

### Assignment

Write a reflective research paper consisting of approximately 1,200 to 1,500 words, detailing your understanding of Why people commit crimes, Insider threats to businesses, and/or Employee ethical behavior.

In your reflection, utilize specific course content to support your discussion. For example, examine the Theoretical Foundations of Security, focusing on why people commit crimes, including research on the diversity of offenders and the inequality of justice. You may also incorporate theories such as General and Specific Deterrence, Broken Window Theory, or Game Theory to frame your insights on criminal behavior and its impact on security practices.

When discussing Insider Threats to Businesses, consider how ethical behavior is critical in security settings, drawing from the section on Ethics and Security, particularly the ethics of employees and leadership, and ethical decision-making. Discuss the implications of ethical behavior, or lack thereof, in maintaining business security and how it relates to insider threats.

Reflect on the Origins and Foundations of Security by exploring the historical context of security in North America and Europe and how the role of private security has evolved over time. You can also consider how ethical systems and labor relations play a role in modern security management.

This paper serves as an opportunity for you to critically analyze and apply course concepts while showcasing your understanding of the material covered in these early weeks of the semester.

**Guidelines:**

1. Reflect on the topics covered in the course up to this point.
2. Provide insights into your personal experiences and observations related to the course material.
3. Discuss any challenges faced and how you overcame them.
4. Offer critical analysis and evaluation of key concepts and theories introduced in the course.
5. Support your reflections with references to specific examples or evidence from the course content.
6. Ensure clarity, coherence, and organization in your writing.

**Objectives:**

- Demonstrate a deeper understanding of the subject matter through reflection and analysis.
- Apply course concepts and theories to personal experiences and observations.
- Showcase critical thinking skills in evaluating and synthesizing course material.
- Strengthen writing skills by effectively communicating ideas and insights.

**Submission:** Upload your research paper to the designated area in the course management system (CMS) by the specified deadline. Be sure to adhere to formatting and citation guidelines as outlined in the course syllabus.

**How assignment will be adapted in online format**

This assignment will be administered, submitted, and assessed entirely through the course management system (CMS) to accommodate online learning. All course materials, including assignment instructions, supplementary resources, website links, etc., will be made accessible to students via the CMS.

Students will submit their assignments through the CMS, and instructors will provide feedback within two weeks of submission. Feedback will be delivered through the grade book function, messaging, or other confidential communication channels within the CMS.

It is imperative that all course materials and communications adhere to accessibility guidelines to ensure inclusivity for all students.

---

**Assignment Type**

Reading

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Formative

**Assignment**

Read and analyze the section of the text that explores the origins and foundations of security. This reading delves into the historical evolution of European security, security practices in North America, and contemporary security perspectives. Topics covered include the necessity for security, professionalization, academic recognition, security career pathways, the role of security in society, private security dynamics, collaboration challenges with law enforcement, the impact of Homeland Security and Emergency Management, and emerging challenges in the security sector.

Following the reading, either individually or in small groups, prepare to discuss the history of private security, distinguishing it from law enforcement. Specifically, explore how private security complements law enforcement and contributes to the judicial process.

Additional discussion points may include:

- The evolution of private security practices over time.
- The distinct roles and responsibilities of private security personnel compared to law enforcement officers.
- Examples illustrating the collaborative efforts between private security and law enforcement agencies.
- Ethical considerations and challenges encountered in private security operations.
- The future trajectory and innovations within the private security industry.

**Guidelines:**

1. Thoroughly read and analyze the assigned section of the chapter on security origins and foundations.
2. Prepare individual or group discussions focusing on the history and role of private security in relation to law enforcement.
3. Provide insightful contributions, supported by evidence from the reading and additional research if necessary.
4. Engage in meaningful dialogue with peers, fostering critical thinking and exploration of key concepts.
5. Respectfully consider differing perspectives and viewpoints during discussions.

**Objectives:**

- Develop a comprehensive understanding of the historical underpinnings and contemporary challenges in the field of security.
- Analyze the relationship between private security and law enforcement, emphasizing their collaborative efforts and distinct roles.
- Enhance critical thinking and communication skills through group discussions and collaborative analysis.
- Apply theoretical knowledge to practical scenarios, fostering a deeper appreciation for the complexities of security dynamics.

Submission: Participation in group discussions and presentations may be assessed based on active engagement, depth of analysis, and adherence to discussion guidelines. Contributions should demonstrate a synthesis of course material and critical thinking skills.

**How assignment will be adapted in online format**

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

---

**Assignment Type**

Writing

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Summative

**Assignment**

Write a five-page paper that explores several key topics related to criminal behavior, ethical practices, and the legal frameworks that impact private security. Your assignment should address the following:

Examine Why Individuals Engage in Criminal Activities: Explore the various reasons behind criminal behavior, paying particular attention to how race, gender, sexual orientation, and environmental disparities shape the way law enforcement and the judicial system treat individuals from marginalized groups. Analyze how cultural and racial differences, along with gender and sexual identity, result in unequal treatment within the criminal justice system.

Consider psychological, social, economic, and environmental factors that contribute to criminal behavior, while emphasizing how these disparities disproportionately affect people of color, women, LGBTQ+ individuals, and those from low-income or disadvantaged environments. Highlight how racial profiling, gender biases, and discrimination based on sexual orientation lead to harsher law enforcement practices, more frequent arrests, and more severe sentencing for these communities compared to their counterparts. Additionally, examine how systemic inequalities—such as poverty, lack of educational and economic opportunities, and over-policed neighborhoods—contribute to criminal behavior while simultaneously reinforcing unfair treatment by the justice system. Discuss how the intersection of these disparities deepens the injustice faced by underrepresented groups within both the legal and security frameworks.

Your assignment should provide a comprehensive overview of these topics, demonstrating an understanding of how they interconnect and the importance of each in maintaining a secure and ethical environment and be cited and formatted using either the MLA or APA style guidelines.

**How assignment will be adapted in online format**

This assignment will be administered, submitted, and assessed entirely through the course management system (CMS) to accommodate online learning. All course materials, including assignment instructions, supplementary resources, website links, etc., will be made accessible to students via the CMS.

Students will submit their assignments through the CMS, and instructors will provide feedback within two weeks of submission. Feedback will be delivered through the grade book function, messaging, or other confidential communication channels within the CMS.

It is imperative that all course materials and communications adhere to accessibility guidelines to ensure inclusivity for all students.

---

**Course Materials****Textbooks**

Nemeth, C. Private Security: An Introduction to Principles and Practice. 2nd Edition. CRC Press (2023). ISBN # 978-1032107455

Smith, C., Schmallegger, F., Siegal, L (2017). Private Security Today 1st Pearson Publishing . ISBN: 9780133377156.

Nemeth, C (2019). Private Security and the Investigative Process 4th CRC Press. ISBN: 9781138489646.

---

## Class Size Information

### Class Size

40

### Class Size Category

A - Lecture/discussion 40

## Diversity and Inclusion

### **Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

The course revision incorporates explicit language to enhance diversity and inclusion within the course materials and discussion areas, particularly concerning race, gender identity, sexual orientation, and cultural differences. The course content now includes specific language aimed at inclusivity, fostering awareness of audience diversity when exploring the necessity for private security. Recognizing the importance of representing diverse voices, the curriculum emphasizes the inclusion of all applicable perspectives in discussions and research, as outlined in the course outline and materials. With students from various genders and racial backgrounds, the course actively encourages participation from all attendees.

Throughout the course, students will delve into the role of private security in law enforcement, gaining practical insights into its real-world applications. An essential objective is to understand the significance of effective communication when engaging with diverse populations in both public and private sectors. Additionally, students will critically examine sensitive issues, forming individual conclusions regarding the fairness of justice.

### **Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.**

The course is carefully structured to ensure equitable access and participation for diverse learners. Discussion boards are thoughtfully designed to facilitate interactions in two formats: student-to-professor and student-to-student, providing all students with equal opportunities for engagement and support. Additionally, students have access to all learning resources and can schedule 1-on-1 sessions with the professor via accessible video conferencing software, ensuring personalized support.

To accommodate different learning preferences and accessibility needs, various media formats, including accessible video, are incorporated into the curriculum. Live accessible video conference software lectures are supplemented with recorded sessions for students unable to attend live, promoting inclusivity and flexibility. Asynchronous discussions via accessible CMS video conferencing software allow all students to participate actively.

Course materials, including slide presentations, are uploaded onto the Canvas platform for easy access, ensuring that diverse learners can engage with the content effectively. Exams and tests are administered fully online through the CMS, offering flexibility and accessibility. Assessment formats, such as multiple choice, short answer, and essay questions, cater to different learning styles and abilities, aligning closely with the learning objectives and meeting accessibility guidelines.

Instructor feedback is provided through the CMS within a timely manner, promoting ongoing support and guidance for students.

The course has been revised with a focus on accessibility, with the most current texts used to promote students' academic pursuits. Through instructor-to-student and student-to-student engagement, students are encouraged to reflect on equitable treatment of each other and their communities, fostering a culture of inclusivity and respect.

## Interactions

### **Explain how the course will incorporate student-to-student interaction.**

AJ 598 Introduction to Private Security actively encourages student-to-student interaction through various collaborative methods and activities. Group discussions are utilized as a means of evaluation, allowing students to interact with their peers, share interpretations of course content, and pose questions. These discussions serve to deepen understanding and foster collaboration while amplifying student voices.

Small group activities provide opportunities for students to engage in collaborative learning experiences. Students may conduct surveys among their peers to gather opinions on current events and contentious topics such as the theoretical foundations of security and legal liabilities. Collaborative activities, including breakout rooms, small group discussions, and online discussion posts, are incorporated into the curriculum to facilitate frequent peer-to-peer interactions. These activities are specifically designed to cultivate a sense of community within the classroom and encourage students to appreciate the impact of community-building.

Students may collaborate in small groups, either online or in-class, to develop presentations from current events and theoretical perspectives. Utilizing the course's discussion forums, breakout rooms in accessible video-conferencing software, or in-class settings, students engage in critical discussions and apply concepts collaboratively. These formative activities are aimed at enhancing understanding, fluency, and community formation among students.

**Explain how the course will incorporate instructor-to-student interaction.**

AJ 598 Introduction to Private Security fosters instructor-to-student interaction through various means to support student learning and engagement through regular lectures, feedback, and open communication channels. The instructor plays a central role in introducing course material, elucidating concepts, and illustrating relationships between them. Techniques for problem-solving are demonstrated by the instructor to enhance student comprehension. Student support hours will offer students opportunities for one-on-one discussions with the instructor, addressing individual learning needs and interests.

The instructor evaluates assignments according to established rubrics and offers timely feedback on assessments to aid student progress. The instructor may moderate discussions on contentious topics and current events such as loss prevention, guiding conversations and providing valuable insights. Through these discussions, the instructor models critical thinking processes and encourages students to consider intersectionality, incorporating sociohistorical and sociopolitical factors in their analyses and applications.

The instructor encourages students to draw connections between course content and real-world observations, facilitating deeper understanding of the learning process. Feedback on student assignments is provided through various channels, including accessible video conferencing software, the grading functionality of the course management system (CMS), or individual meetings with students. Regular announcements and check-ins will keep students informed and connected to the course. This personalized approach to interaction ensures that students receive the support and guidance needed to succeed in the course.

**Explain how the course will incorporate student-to-content interaction.**

AJ 598 Introduction to Private Security facilitates student-to-content interaction through a range of activities and instructional methods designed to deepen understanding and engagement with course materials. Utilizing the course's CMS discussion forums, breakout rooms in accessible video-conferencing software, and in-class discussions, the instructor actively encourages students to apply critical legal decisions and analyze their outcomes.

Various instructional methods are employed to present course content, including lectures, individual and group activities, visual and virtual demonstrations, and experiments. This diversity of approaches ensures that students have ample opportunities to interact with and explore the content, whether it be through reading materials or visual simulations.

Students may be tasked with selecting and discussing a specific constitutional amendment, interpreting its original intent, and examining its contemporary application. Through these activities, the instructor demonstrates and models different ways in which students can engage with course content, fostering critical thinking, reflective skills, and the ability to identify sociological concepts in their daily lives.

**Explain how the course will incorporate student-to-self interaction (metacognitive).**

AJ 598 Introduction to Private Security places a significant emphasis on fostering metacognitive skills, encouraging students to engage in self-reflection and critical thinking about how course material relates to their own lives by introducing real-life applications and events and having students reflect on the personal impact as well as the impact these crimes have on society. Metacognition involves not only understanding the content but also understanding one's own thinking processes and strategies for learning.

Students are prompted to reflect on recent experiences where they made data-driven decisions in their lives, prompting them to consider how newly acquired concepts might be applied practically. By engaging in this self-analysis, students deepen their understanding of the material and its relevance to their personal and professional lives.

Moreover, the course encourages students to think flexibly and consider diverse perspectives, particularly those rooted in the judicial system. Through discussions, activities, assessments, and writing tasks, students are challenged to examine their own thoughts, biases, and feelings, as well as to consider alternative interpretations of legal concepts.

Regular opportunities for self-reflection are integrated into the course structure, such as through weekly discussion posts in online forums, written papers, or in-class discussions. These activities not only reinforce learning but also provide students with the chance to assess their own understanding and identify areas for improvement.

The goal of this metacognitive approach is to empower students to become more aware of their own learning processes and to develop strategies for effective learning and critical thinking that extend beyond the confines of the classroom. By honing these metacognitive skills, students are better equipped to navigate complex concepts and apply their learning in various contexts throughout their academic and professional journeys.