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THE DEVELOPMENT OF A BACCALAUREATE

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THE DEVELOPMENT

THE DEVELOPMENT OF A BACCALAUREATE SECURITY PROGRAM

By

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ABSTRACT

THE DEVELOPMENT OF A BACCALAUREATE

SECURITY CURRICULUM

By

Charlene Ann Beebe

The purpose of this study was to examine the development of security-related curricula at the baccalaureate level. The specific questions addressed by the study focused on program diversity and the level of abstractness of required security coursework.

Three sources of information were examined in relation to diversity and abstractness of coursework. Two suggested security-oriented model curricula and a directory of current security-oriented academic programs were analyzed, both published by The American Society for Industrial Security. Also, a survey examining curriculum expectations was administered to security educators in baccalaureate programs around the country and to security directors from the Michigan and Chicago chapters of The American Society for Industrial Security.

The findings indicated that a wide diversity of coursework was recommended for the security curriculum, including courses in criminal justice, business, social sciences and communications. The professional orientation to teaching required security coursework was considered the preferred emphasis by both practitioners and educators.

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CHAPTER I: INTRODUCTION

The importance of the role which security plays in the prevention and control of crime is becoming increasingly recognized in our society today. Although the general public regards crime control as a function of public law enforcement, the demands of the economy and increasing concern for a safe environment have forced the public law enforcement sector to lean more heavily on private industry to supplement and expand the services it now provides.

Citizens in this country pay more for private security services than Federal, State and local governments pay for the criminal justice system. (1) Research from the Law Enforcement Assistance Administration revealed that in 1975, more than one million persons were employed in private security industry, compared with approximately 650,000 employed by local, State and Federal law enforcement agencies.(2)

In a 1978 survey,of public law enforcement agencies, a majority of the respondents (88%) felt that "the presence of private security adds to the effectiveness of public law enforcement by increasing the level of protection for private property." (3) The increased attention directed toward private security clearly indicates a need for systematic inquiry into the development of educational programs for the security field.

Definition of Security

The most important goals for the criminal justice system, as reported in the results of "Project STAR," are to prevent crime and protect life and property. (4) The goals of the security field tie closely into this framework. Post and Kingsbury provide the following working definition of security:

> Security provides those means, active or passive, which serve to protect and preserve an environment which allows for the conduct of activities within the organization or society without disruption. (5)

The American Society for Industrial Security (ASIS) stated the security function in a somewhat different context:

> Security attempts to provide protection against all forms of losses due to man-made, natural, or environmental hazards. It also attempts to prevent all unlawful events form occurring to nations, states, municipalities, corporations, business, and individuals. It's main goal is to provide protection against all forms of losses. (6)

Both definitions of security emphasize the prevention and protection aspects, which are central to the "criminal justice philosophy." There are several characteristics, however, which distinguish public law enforcement from private security.

> 1. Public law enforcement is socially or citizen-oriented. Authority is derived from the state. Private security is client-oriented (toward the agency or company rather than society-at-large) and primarily enforces "rules," not laws, which are derived from the agency or company, not the state. However, the state may issue the company a certificate of incorporation or a similar charter which will enpower their security employees with powers somewhat similar to public law enforcement personnel.
>
> 2. Police have full powers of arrest derived from the state, whereas security workers have very limited police powers.

> 3. The purpose of the two groups seems somewhat different in that public law enforcement personnel are primarily concerned with arrest and prosecution, while security personnel are more concerned with prevention of crime, loss of goods and harm to employees and clientele. (7)

Another way to approach the third distinction is that the security function is essentially "pro-active," i.e., preventing an event from occurring, and law enforcement is basically "reactive,"in that response after an event has occurred is more prevalent.

There is a great deal of speculation as to whether the security field has a philosophy which is distinct from law enforcement in regard to crime-related matters. The problem is that little research has been conducted to add to the body of knowledge concerning security. Differences in the security philosophies known to exist, the nature and practices of the "private 'system' of justice," and measures of real and imagined strategies (8) are a few of the issues which need to be explored to determine how security can most effectively complement the functions of the public criminal justice system.

Role of Security

A review of the security field in the 1970's reveals some important changes which affect its role in private industry and the criminal justice system. Security has moved from a staff function to a management concern. It has changed its reactive, law enforcement focus to a more pro-active function of reduction of crimes of opportunity and protection of assets. Protection of personnel, with particular emphasis on executive protection, has become a very sensitive area under the purview of security.

The growth of technology in the security field now allows security managers to conceptualize environmental management from a system's perspective, using sophisticated detection devises for perimeter security and computers for access and inventory control. This growth has also been accompanied by increased occurrences of computer-related losses, which will be a challenge to security administrators for the decade to come.

One security publication predicts the following trends for the future:

> As the computer shrinks, look for it to enlarge as a tool to improve security productivity....Expect lectures on security management to invade business schools and more articles to appear in the better B-school journals....Understand employees, customers, and visitors will assume they have a legal right to be safe and undisturbed on your premises and will sue you if an untoward event occurs....Anticipate that top security people in small numbers will move into senior management based on superior proof of line-management excellence.

These changes in the role of security require more sophisticated skills and competencies than those which have traditionally been associated with the security job. Preparation for the security field must make corresponding adjustments in order to serve the needs of the field as it grows in volume and complexity.

Role of Education in Security

Historically, the role of the security officer was to enforce laws; military or police-type training were seen as sufficient preparation for security positions. The theory was voiced in the early 1960's that if security were to be considered from a professional perspective, higher education would be a more appropriate means of

preparation for positions in the field. (10) The "old vocational training" approach would maintain an important function un the field; however, it was seen as developing into a supplement for a formal, educational program. (11)

In 1972, The American Society for Industrial Security published a pamphlet for junior and community college administrators establishing guidelines for security and loss prevention programs. The objective of the guidelines was to satisfy a perceived need in the field to develop a specific body of knowledge and skills which may be useful in educational programs to prepare persons for the job market.

In 1976, the National Advisory Committee on Criminal Justice Standards and Goals of the Law Enforcement Assistance Administration recommended in their Task Force Report on Private Security that baccalaureate and graduate level programs be developed emphasizing a security-oriented curriculum. While acknowledging that its suggestions regarding curriculum design were arbitrary, (12) the report maintained that an interdisciplinary focus would be most appropriate for these programs.

The American Society for Industrial Security then compiled information on the philosophy of higher education from interviews with security professionals in a pamphlet establishing guidelines for baccalaureate programs in security and loss prevention, which was published in 1978. The publication emphasized that it did "not replace the Guidelines of 1972, but rather built upon the foundation that publication established." (13)

The problem is that, although opinions were solicited at various

seminars, no systematic attempt was made to gather data concerning the needs in the security field with respect to higher education. In 1978, in fact, there were only six baccalaureate programs with a security orientation in the country which could be examined as models.

There are indications that an increasing market exists for security practitioners with a baccalaureate degree. (14) Approximately thirty-seven security-oriented programs have been implemented at four year educational institutions and plans are being considered in numerous locations. The National Advisory Committee on Criminal Justice Standards and Goals reflects in its report on Private Security (15) that "there is a paucity of information and research for and about the industry and its operations." It is imperative, therefore, that a sound knowledge base be developed so that, as the ASIS publication appropriately states, "a general philosophical frame of reference may be established for academic programs." (16)

Dr. Sullivan, a professor with the Department of Criminal Justice at the University of Alabama at Birmingham, stated in a presentation before the Southern Regional Conference of ASIS, "Without a good, foundational assessment of 'who we are,' instruction will never correspond to the realities of the security profession." (17)

PURPOSE

The purpose of this study was to explore curriculum expectations in the security field, with particular emphasis on curriculum development at the baccalaureate level. The expectations of both security directors and educators associated with security-oriented programs in baccalaureate-granting institutions were examined regarding the

philosophies of security education and curriculum content in four-year programs.

It is hoped that the material generated in this research will contribute to that foundation and provide an additional source of information as a reference for those responsible for preparing individuals for a career in the security field.

RESEARCH QUESTIONS

In the development of a curriculum, two primary issues which must be considered are the diversity of the program and the level of conceptual abstraction of a curriculum. (18)

1. How general or broad-based should a curriculum be in a security-oriented program?

The question of diversity pertains to the educational development of the individual, as well as the development of a potential employee in the security field. An inquiry into curriculum expectations that covers a wide range of coursework outside of the security field as well as security-related subjects may indicate how much educators and practitioners are concerned with the total needs of the individual as well as market needs.

The literature reveals a general consensus that, regardless of whether a security program is housed in liberal arts, social science, criminal justice or business departments, a blend of coursework should exist to include more than security-related courses and the educational basics, which are generally natural science, humanities, English composition and social science. The issue which needs to be explored is how many and what kinds of courses would be most appropriate to

complement those offered in the security concentration?

2. Should coursework be primarily technical, professional or theoretical in nature?

Kuykendall reports that the more abstract the content of a course, the more likely the course will have an issue emphasis, whereas concrete course material usually includes a more factual emphasis. (19) Professional programs usually consist of a blend of factual and issue-oriented information, but focus on organizational matters rather than the specific security function or the general, security-related issues. Questions pertaining to the level of abstraction will reflect what model of curriculum is considered desirable. The section of the study devoted to an examination of conceptual abstraction will primarily deal with security-related courses rather than the total curriculum.

OVERVIEW

In the next chapter of this study, a review of the literature will be presented. The history of the role of security in the private sector and the skills and competencies associated with the development of that role will be examined. Security curriculum development, as it has evolved through the criminal justice curriculum, will be considered as well as issues pertaining to the missions and trends of academic institutions.

In Chapter III, an explanation of the pilot study will be given and the design of the study which was developed from the pilot will be provided. To supplement the survey used in the study, two other sources of information are also examined and will be mentioned in this section.

An analysis of the data will be presented in Chapter IV as it pertains to the two research questions. The three sources which will be examined are two publications from The American Society for Industrial Security and a survey which was administered to security educators and practitioners.

Chapter V will include a summary of the conclusions, followed by a discussion of how the results of this study relate to the literature on the field. Recommendations for future research in the area of security curriculum development will then be provided.

FOOTNOTES, CHAPTER I

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5. Richard S, Post and Arthur A. Kingsbury, Security Administration Springfield, Illinois: Charles C. Thomas, 1977, p.14.

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7. Michael Kaye Carlie, "Private Security: Is There a Place for it in Criminal Justice Education?" Journal of Security Administration 2:1,2 (1979):8.

8. James D. Caulder, "Security Studies in the University: Where Should We Hang Our Hats and What Should We Study?" Journal of Security Administration 2:1,2 (1979):20.

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12. Report of the Task Force on Private Security, op. cit. p.274.

13. American Society for Industrial Security. Establishing Baccalaureate Programs in Security and Loss Prevention. Washington, D.C.: A.S.I.S. Foundation, 1978, p.10.

14. Robert J. Fischer, "Has the Time Come for Baccalaureate Degrees in Security?" Security Management 23:3 (March, 1979):20-21.

15. Report of the Task Force on Private Security, op. cit. p.259.

16. American Society for Industrial Security, Academic Guidelines for Security and Loss Prevention Programs in Community and Junior Colleges. Arthur Kingsbury, Project Director, Washington, D.C.: A.S.I.S. Foundation, Inc., 1972, p.10.

17. Tommy T. Sullivan, "Security Education: The Examination of Academic vs. Training Models" A paper presented at the Southern Regional Conference, American Society for Industrial Security, Memphis, Tennessee, October 31, 1978, p.2.

18. Kuykendall, Jack L. "Criminal Justice Programs in Higher Education: Course and Curriculum Orientations" Journal of Criminal Justice 5:2 (1977):161.

19. ibid.

CHAPTER II: REVIEW OF THE LITERATURE

The purpose of this chapter is to examine the literature which is relevant to the issue of security curriculum development. The first section of the review will be historical, providing a conceptual understanding of how skills and competencies in the security field have changed as goals and expectations of the security function have developed.

Traditionally, theory which has been generated regarding criminal behavior has focused on reported crimes against the state and public sector. Very little empirical research has been conducted regarding crime in the private sector and related security measures. Smigel postulated in 1956 that a relationship exists between organizational size and crime. (1) Based on this relationship, the literature review of security functions will be made in the context of organizational development. This portrayal of the security function will provide a foundation for examining the skills and competencies associated with security activities in various types of organizations.

In the second section of this chapter, the different orientations toward curriculum development in the context of criminal justice programs will be presented. Security courses have traditionally fit within the framework of law enforcement or criminal justice education and these models currently provide the basis for most of the literature in security education. Literature pertaining to models outside the criminal justice framework will also be considered.

In the third section, problems and issues which are currently

confronting academic institutions and which may affect security education will be discussed. The goals and missions of academic institutions impact both on the educational philosophy of a particular progran such as security, and on the relationship of the academic institution with the field for which students are being prepared. This definitely affects the perceptions of practitioners as to what academia has to offer the field in the way of academic preparation, thus affecting the marketability of academic programs.

SECTION I: Developments in the Security Field

Crime Control in Early English History

Law enforcement and security have a common history in the Anglo-Saxon period of 500-1066 AD when it was the responsibility of each citizen to both enforce laws and preserve order. If members of a community failed to catch an offender and bring him before the sheriff's court, everyone in the community was punished, usually with a fine. There were no specific skills and competencies required to perform the function of crime control in the community during this pre-industrial period. One simply had to be male and between the ages of 12 and 60 to assume this responsibility.

Individual responsibility for crime control continued through the Norman Period, from 1066 to 1485. However, at this time there also was developing a public office which would be charged with that function. The community was controlled by a lord of the manor. On his behalf, one citizen was appointed each year who had the responsibility to investigate villagers, apprehend offenders and, in some instances, carry out punishments. This office of constable, as it was called, was expected to

be performed in addition to the normal activities of the citizen during the course of the year.

Security in Small Businesses

With the development of small shops and inns which employed citizens or servants came a custom which provided precedent for current organizational operations. The custom of "respondeat superior" dictated that the master or innkeeper must provide a safe environment for the servants. (2) As a result, the responsibility which employers now have to provide a safe environment for employees has become a basic security function.

The literature has historically demonstrated little concern for crime control in small businesses. Smigel suggested the hypothesis that most individuals would prefer to steal from, and be more approving of others stealing from large-scale, impersonal rather than small-scale, personal organizations. (3) Edelhertz concluded that, historically, the accountability of small stores to the community they served minimized white collar crime. (4)

The function of security in small businesses during the pre-industrial period was basically protection of the work setting, especially during non-business hours. The night watchman carried out these activities, which often included maintenance activities as well as responding to criminal activity. The skill level of what Hoover termed the "janitors with a badge" (5) was minimal, consisting of primarily watching for fires and reporting suspicious activity to law enforcement officials. (6)

The Industrial Revolution

The industrial revolution in the 18th century brought about tremendous growth of industry and, with that, greater demand for security services. Business began to discover that the law enforcement agencies were no longer capable of protecting private industrial properties against crime. (7) Management also had to avail upon private sector resources to prevent and control rising union activities and to enforce company policy.

Along with industrial expansion came increased criminal activity. Smigel stated in his research that most respondents to the question of the type of organization from which they would steal based their choice of large organizations on the feeling that large businesses were impersonal, powerful and ruthless. (8)

Internally, the problem of pilferage became a key issue for owner-manager controlled companies. Astor offered the following reasons for pilferage in such organizations: (1) misplaced trust in employees, (2) a climate for dishonesty with no security checks, and (3) haphazard physical security. (9) His response to these problems was a call for more rigorous internal controls to protect against employees.

During this period, the security function ranged from physical security of the facility to social control and law enforcement functions. The development of private police services was emphasized. It focused on investigation, apprehension, and other police-related reactive activities after losses had already occurred. (10)

A study comparing characteristics of public and private police and security personnel was conducted in 1978 which suggested that private

policemen and detectives bear a closer resemblance to public sector police personnel than they do to guards and watchmen in the private sector in terms of level of educational attainment. Most interesting to note is the finding that, within the period between 1950 and 1970, the general demand for better educated personnel had a greater impact on private police, who experienced a 2.4% increase in years of educational attainment during that time period than on public sector police, who experienced a .7% increase in years of education. (12)

Numerous authors have referred to the reliance of the security industry on military, law enforcement and federal investigatory personnel as a labor pool prior to the early 1970's. (13) Training and experience in these fields supposedly relieved the security industry of the need to provide additional training and preparation. (14)

Development of Corporations

The expansion of private industry from owner-managed organizations to corporations and conglomerates brought attention to another aspect of criminal behavior. Edelhertz described this development in the context of increased vulnerability to white-collar crime.

> (In the past) proprietors competed on the basis of service and reliability and, even though products might be presold by advertising, they would bear the brunt of customer dissatisfaction. Today most consumer goods - food, drugs, appliances, are sold by chains or similar large organizations, and the mobility of their personnel is matched, in part at least, by the mobility of their customers. On the retail level there has developed an essentially faceless tranactional environment. (15)

Weber first defined the term "bureaucracies" as large, impersonal organizations, dominated by formal rules and regulations. Several

features of bureaucracies include division of labor, a well-defined hierarchy of authority, detachment of supervisors and staff in interpersonal relationships, and hiring and promotion based on technical qualifications. (16)

The criminal activity of persons within the "hierarchy of authority" was first examined on a theoretical basis by Sutherland (1949) where he defined what he called "white-collar crime" as "a crime committed by a person of respectability and high social status in the course of his occupation." (17)

Cressey defined white-collar crime in terms of conditions where positions of trust were accepted in good faith, then violated by committing a crime. (18) Edelhertz defined white-collar crime as:

> (a)n illegal act or series of illegal acts committed by nonphysical means and by concealment or guile, to obtain money or property or avoid the payment or loss of money or property, or to obtain business or personal advantage.

One area of white-collar crime which is gaining recognition is computer-related crime.(20) Internal auditing mechanisms are difficult when applied to the bureaucracy, and industries are highly vulnerable to computer theft because of the lack of personal accountability and complexity of functions. (21)

The problem of white-collar crime introduces another shift in the level of responsibility of the security function. With the focus on blue-collar criminal activiy, it was possible for management to utilize security personnel as a staff function. The main focus of activity was enforcement of rules and regulations for staff employees. The growing problem with white-collar crime includes salaried employees in positions

of trust. In order to monitor these positions, security personnel require commensurate levels of authority. (22) This is especially true in conglomerates, where security personnel would be monitoring the activities of numerous companies.

Corporations and large businesses are shifting to the use of security personnel by creating a separate department within the organization with its own hierarchy of authority. (23) The senior security executives become part of management and share in the responsibility of policy-making as well as other traditional management functions. With expanding opportinities for career mobility within the security field are rising concerns for job enrichment and upward mobility into other departments. (24)

Expansion of Security Services

The present expansion of security services includes a range of activities covering other facets of assets protection than loss due to criminal activity. Risk management, fire prevention and safety responsibilities serve a dual purpose of promoting a safe work environment and preventing civil suits, which create loss of assets for an organization. (25)

Crime prevention activities include educational "crime awareness" programs for employees, and security surveys of various aspects of the organization for purposes of program planning in security-related matters. These activities, for which security supervisors and managers have been responsible, are becoming a function of line security personnel in many departments because the responsibilities of management have increased.

External sources of crime are also a rising concern for security personnel. A 1979 government study concluded that terrorists activities are increasing and the primary targets are officials and businessmen who are symbols of Western power and wealth. (26)

To accommodate the diversity of functions which many security departments are now assuming, a new structure for security programs within large organizations and corporations is being discussed in the literature. Ursic and Pagano define what is called the "systems" approach as:

> (a) dynamic and open psychosocial and economic technical system designed to create a security awareness that fosters mutually acceptable patterns of attitudes, behavior and relationships within an organization's environments. (27)

A number of organizational environments would be impacted upon by security with the development of a systems approach. Federal government and business cooperation in the area of terrorist activities is one example of mutual concern which can be handled through a "systems" approach. The cooperation of various levels of government can be called upon to assist with the crime problems in the private sector.

Astor lists examples of ways in which private industry and government could develop a "systems" approach to crime prevention and control:

> 1. Persuasion of judges that employee dishonesty must be discouraged.
>
> 2. Development of business-oriented police and prosecution teams.
>
> 3. Anti-dishonesty education programs in news media, schools, employment centers, unions and businesses.

4. Legislation of minimum standards of physical security for business organizations.

5. LEAA funding of highly specific projects relating to employee dishonesty.

6. Government briefings of business executives to review anti-dishonesty programs and to maintian interest in the subject.

7. Reconsideration of anti-polygraph legislation and of current restrictions on access to criminal information.

In addition, law enforcement agencies could extend greater cooperation with security personnel in dealing with crime in the private sector. Traditionally, there had been a great deal of tension between public and private sector law enforcement agencies. The primary reason for this problem has been cited by the Private Security Advisory Council to the Law Enforcement Assistance Administration as a percieved role conflict between private security and public law enforcement, (29) which includes lack of mutual respect and perceived competition.

Professionalism in Security

One way which the security field is attempting to establish itself with the various environments related to the organization is to change the image of security personnel from guards and private police to "security professionals." (30) Manning defines professionalism as serving a variety of purposes for an occupation:

> Externally, professionalism functions to define the nature of the client, to maintian social distance with the clientele, and to define the purposes, the conventions, and the motivations of the practitioners; internally, it functions to unify the diverse interests and elements that exist within any occupational or organizational group. (31)

One feature of professionalism is its commitment to higher

education. (32) Sherman identified two elements of professionalism which are cultivated by educational preparation: one, professional behavior, and two, professional prestige. (33)

Several components of professionalism have been identified in security literature. Professionals regulate themselves. (34) Professionalism requires some unity of purpose and principle and a professional field need cohesion. (35) The security profession requires a body of knowledge with methods of furthering that knowledge. (36)

Overall, these elements suggest strong ties with higher education: one, to provide a theoretical base to promote cohesion in a field which is becoming increasingly diversified, two, to provide models of behavior for self-regulation, and three, to provide research opportunities in increase and disseminate knowledge concerning the field.

The skills and competencies associated with security functions in a "systems" approach to the organization and with a "professional" image become more complex than those of a law enforcement-oriented officer or guard. Beginning with the top of the security hierarchy, Fletcher and Borowka describe the tasks of the security professional:

> 1. Develop a security organization based on a systems approach.
>
> 2. Determine who are his "customers" and communicate with them (on a two-way basis) to develop, implement and maintain the security program.
>
> 3. Staff his security organization with professionals at each level and supervise their work in a positive manner.
>
> 4. Draw up budgets, plans and goals for review and approval by superiors and as guidelines in day-to-day management. (37)

The responsibilities of the security officer are described by

Hoover:

> 1. Assessment of performance by measurement of the attainment of objectives rather that adherence to rules and regulations.
>
> 2. Delegation of discretion to the officer and involvement of the officer in the policy-making process.
>
> 3. Significant expansion of the nature of responsibilities given officers. (38)

These responsibilities may be favorably related to the competencies identified by Weaver as career educational objectives:

> 1. Qualification for some type of work, awareness of what it is, and confidence in one's ability to perform adequately.
>
> 2. Knowing how to acquire knowledge and use it.
>
> 3. Mastery of skills of communication.
>
> 4. Awareness of one's own values and value commitments; awareness that other individuals and cultures hold contrasting values which must be understood and, to some extent, accepted in interaction with them.
>
> 5. Ability to cooperate and collaborate with others in study, analysis and formulation of solutions to problems, and in action to them.
>
> 6. An awareness, concern, and sense of responsibility for contemporary events, issues and problems.
>
> 7. Ability for the graduate to see his total college experience as coherent, ccummulative, and unified by the development of broad competencies and by the realization that these competencies are relevant to his further development as an individual and to the fulfillment of his obligation in a democratic society. (39)

The question which has not been answered by this projection of trends in the field is whether the preparation for the field should become more technical to accommodate the complexity of skills which personnel must develop, or whether it should become more general in

response to the expansion of responsibilities and the interests in career mobility. The next section addresses this issue by identifying the possible curriculum orientations which form the basis of academic preparation for the field.

SECTION II: Curriculum Development

The current philosophies of curriculum development are similar to the theory of scientific management, first introduced by Taylor in 1912. (40) The goal of scientific management was to "analyze jobs into their smallest aspects, analyze the capacities of the human machine just as carefully, then fit the two together to achieve the greatest economy."(41)

Similarly, the main task of a curriculum worker, according to Bobbit (1918), was to "generate procedures to observe the real world and identify the particulars which comprise the activities of various individuals. Such analysis would reveal the abilities, attitudes, habits, appreciations and forms of knowledge requisite for special tasks which would then become the objectives of the curriculum.(42)

Charters (1923) also used the scientific appraoch as the basis for his philosophy of curriculum development, except he argued that the "key organizers of curriculum" were ideals or valuable ideas which could not be scientifically evaluated. He maintained that the task of the curriculum worker was first, "to establish overall objectives, then items of the curriculum had to be selected, and finally, each item had to be evaluated in terms of the objectives." (43)

Both these philosophies were critized as viewing change from "an

atomistic framework," (44) and another philosophy was developed, using a systems approach to curriculum development. Benathy describes the process using the systems approach as:

> (o)ne gathers information from various systems to provide oneself with input for his thinking. Next, one transforms this input into generalizations about systems. Third, one generates an output of systems concepts and principles and systems models constructed from these concepts and principles. Finally, one engages in observation of the output to determine if the model constructed agrees with the reality observed.(45)

The first efforts to examine curriculum in an area related to security were in 1959, when Germann analyzed the law enforcement curricula of approximately thrity college and university degree programs. He identified three types of programs: practical, emphasizing technique and methods; general, focusing on more theoretical and conceptual aspects; and, a combination of the first two types of courses. (46)

More developed a similar typology in 1961 which included a vocational-technical orientation, a general orientation which emphasized the development of a broad base of knowledge with minimum specialization, and combined orientation consisting of both technical and general courses. (47)

The most extensive analysis of curricula in criminal justice programs was through a project funded by the National Institute of Law Enforcement and Criminal Justice in 1971. In this publication, Tenney identified three types of curricula, which he entitles training, professional and social science curricula.

He defined a training-oriented curriculm as:

> (t)he mastery and application of particular rules, to the development of particular mechanical skills

> in the operation of particular items of equipment, or to the performance of particular maneuvers concerning which little or no discretion is involved. (48)

The objective of this type of curriculum is to master specific skills and behaviors, much as Bobbit described in his analysis of curriculum development.

The professional curriculum which Tenney described used as its foundation the values and ideals which are associated with certain kinds of behavior. His definition of professional programs corresponds with the curriculum philosophy espoused by Charters.

> Here, the course should be directed toward the development of internalized standards of behavior, objectively determined on the basis of agreed upon goals; toward the achievement of an awareness and understanding of alternative methods of achieving these goals depending of varying sets of circimstances; and toward the development of a foundation of expertise in particulas subject areas. (49)

The social science-oriented curriculum which Tenney defined is similar to the curriculum philosophy described by Benathy. Tenney categorized the courses in this curriculum as being "of a social science nature....because it is a characteristic of that field to study other social and political institutions and to prepare the students for their 'study' rather than for functioning within the institution studies." (50) Similar to the process described by Benathy, the social science orientation first examines the environment for the development of ideals, then generates models from which to compare observed behavior.

Several typologies of curricula in criminal justice have been offered since Tenney's publication. A comparison of the typologies which have been developed by Kukendall in 1977 and Pearson, et. al. in 1980

with earlier typologies may be found in Table 2.1. It can be seen that all the categories correspond with the three philosophies of curriculum development identified by Bobbit, Charters and Benathy.

Table 2.1: Comparable Curriculum Orientations Related to Criminal Justice Programs

Germann(a) (1959)	More(b) (1961)	Tenney(c) (1971)	Kuykendall (1976)	Pearson (1980)
Type I	Vocational	Training	Technology	Competency-Based
N/A	N/A	Professional	Administration	Management
Type II	General	Social Science	Studies	Interdisciplinary
Type III (I&II combined)	Combined (Vocational & General combined)	N/A	N/A	N/A

Note. From " Curriculum Orientation Matrix for Justice Education" by Jack L. Kuykendall and Armand P. Hernandez, Journal of Police Science and Administration, 1976,(4):347-349, and from Criminal Justice Education: The End of the Begining, by Richard Pearson, Theodore K. Morgan, et. al., The John Jay Press, New York, 1980, p.110.

(a) Original source: from "Scientific Training for Cops?" by A.C. Germann, Journal of Criminal Law, Criminology and Police Science, 1959, (50):206-210.

(b) Original source: from "Law Enforcement Training in Institutes of Higher Learning" by Harry W. More, Police, 1961 (5):6-9.

(c) Original source: from "Higher Education Programs in Law Enforcement and Criminal Justice" by Charles W. Tenney, Jr. supported by a grant from the National Institute of Law Enforcement and Criminal Justice, Washington, D.C.: Government Printing Office, 1971.

Several research projects have been conducted which attempted to assign source content to the different curriculum orientations. One of the first studies was conducted by the International Chiefs of Police

(IACP) in 1968. The study included, among other types of information, the titles of courses offered and the textbooks used. This use of course titles to assess curriculum content has been criticized by both Tenney and Hanewicz as an unreliable indicator of subject matter. (51) Tenney did note, however, that course titles "do offer some clues to subject matter treatment and content," and therefore should not be dismissed entirely. (52)

In 1970, the Department of Health, Education and Welfare sponsored a study which included data on student work experience programs, course descriptions and questions regarding the level of positions for which the programs were intended to prepare students. (53) Course descriptions provide more information than course titles for the analysis of subject matter, however much less than is provided in an examination of textbooks. The information concerning student work experience and level of career preparation provided a framework for comparing program orientation with curriculum content, but furnished no information pertaining to specific subject matter.

Current studies have been conducted by both Kuykendall (1977) and Pearson, et.al., (1980) (54) which examine curriculum content, but both limit their analysis to the course descriptions found in school catalogues, and are therefore less comprehensive than the IACP study and the study published by Tenney. Kuykendall admitted the problems inherent in this approach to analysis when he stated:

> Without observation of the instruction of a particular course, determination of content diversity is diffucult. This variable is primarily controlled by the instructor. (55)

Efforts to examine curricula in the security field have been minimal and analysis of curriculum content in criminal justice did not include coursework in the security field.

In 1976, the Private Security Task Force recommended that coursework for a baccalaureate degree with a security emphasis should by structured as follows:

*10 percent of courses in sociology and psychology

*10 percent of courses in law enforcement and criminal justice

*20 percent of courses in security administration

*20 percent of courses in business administration

*40 percent of courses in general education

An example was provided in the Report of the Task Force on Private Security of the two-year program at Western Illinois University (57) which included course titles and descriptions, but no comparable model was recommended for a baccalaureate program.

In 1978, ASIS published guidelines for a baccalaureate program which included an outline of course titles and examples of course descriptions for various security courses. ASIS also acknowledged that curricula fit into different orientations and identified three which corresponded to those found in Table 2.1 regarding criminal justice curricula: the vocational model, which emphasizes specific skills courses, the professional model, which emphasizes social sciences and management, and the liberal arts model, which emphasizes social sciences and humanities. No attempt was made, however, to integrate curriculum content with curriculum orientation.

In 1979, Carlie developed a list of skills (Appendix B) and knowledge which are requisite for security education. (58) He did not attempt to translate this information into a specific curriculum design. He did, however, recommend that the core security courses should be placed in a criminal justice program, as opposed to business or other types of programs.

SECTION III: The Development of Higher Education in the 1980s

It is apparent that many forces are operating to change the focus of higher education. Numerous authors have noted quantitative growth in the 1960s, followed by a sharp decline in the mid to late 1970s. (59) Various reasons have been provided for this decline, one of the most comprehensive of which was offered by the Carnegie Corporation in their analysis of the situation. (60)

> the causes....are many and complex, and range widely across the political spectrums of our national life. They include lingering public reaction against the excesses of student unrest in the late sixties, the disaffection of young people themselves from higher education because of the impersonal nature and tradition-bound rigidities on many campuses, the ideologically-based hostility toward intellectual "liberal" institutions generally fomented by the Nixon administration....,a broad sense of alienation felt by many Americans from their leading social and political institutions, based on a gnawing consciousness of the nation's mistakes and failures in Southeast Asia, its seeming powerlessness to solve its most serious social problems, and its inability to achieve a stable economy. (60)

Bailey adds to this list the following environmental problems which impact on higher education:

> (s)kyrocketing costs, exacerbated by general

> inflation and by the energy crisis; the leveling off of the birthrate; the patent inefficiencies of school for many of the nation's minorities and the uncertain effects of compensatory policies;....the alleged drag on the labor market of certain categories of college graduates and higher degree holders; a sense that education's leaders have lost their way. (61)

The decline in enrollment has created a situation where competition for resources is much greater than in the 1960s and 1970s. The expanded market in education brought about the introduction of teaching facilities within private industry, which are also finding themselves better equiped to carry out much of their own research instead of supporting academic institutions for that purpose.

Thus, the 1980s are a period for qualitative, rather than quantitative growth, where the climate for decision-making will be less stable than, in the past, when colleges and universities had a virtual monopoly on resources for academic development. Several changes within the missions and goals of academic institutions have been suggested to accommodate the conditions which currently exist.

One recommendation is to balance traditional academic caution against the intrusion of "marketplace expedience into academic thinking" (62) with a greater consumer orientation. Hudzik maintains that, in the final analysis, agencies buy skills, not degrees. (63) In order to survive in an environment of diminishing resources, the missions and goals must incorporate this fact. It is reasoned that students who are attracted to one aspect of a program, such as the development of skills to provided a future career, will have the benefit of a good general education and a good theoretical base upon which to make career decisions as well.

Another option being promoted to maintain the viability of academic institutions is the solicitation of industry to build common links whereby an exchange of resources is established and higher education becomes a complement to vocational training, instead of competing as a replacement for that type of skill development.

These alternatives will require much more in-depth exchange between private industry and educational institutions and a greater specificity of skills, or clearer definition of "product" on the part of colleges and universities. The outcome of this interaction may be that academic institutions will become more accountable to industry and society at large.

SUMMARY

The image of the security field has changed substantially, along with the needed requisite skills and competencies for personnel entering the field. The retired night watchman scenario has given way to the professional, career orientation. Preparation for the field, given that it continues to develop in the direction of complex organizations and corporations, will be more intense than was necessary in the context of small, simple organizations.

The type of academic preparation which is most appropriate for the security field can be indicated more specifically in terms of three categories of preparation which have been identified in the literature. Training oriented curricula prepare students in terms of performing specific tasks. Professional curricula provide students with an

organizationally focused preparation and theoretical or social science curricula include interactions with other institutions as well as a broad-based philosophical orientation.

One issue around which the question of academic orientation revolves is the missions and goals of academic institutions. Traditionally, two-year institutions have emphasized a technical orientation to academic programs, whereas four-year programs have been much more theoretical in their perspectives. The issue is particularly germane to this study, since the level of education which is examined is the baccalaureate level.

Developments in higher education which impact on the range of curriculum choices considered in academic institutions have been identified. Realistic consideration of alternatives within four-year institutions is necessary in order to justify consideration of different orientations at the baccalaureate level.

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CHAPTER III: DESIGN OF THE STUDY

Introduction

Two existing sources of information on security curricula were used in this study, both published by The American Society for Industrial Security. One source is Career Opportunities in Security and Loss Prevention: A Directory of Academic Programs. (1) This directory, published in 1981, listed course titles in all of the known security programs in the country. The other source is Establishing Baccalaureate Programs in Security and Loss Prevention. (2) This publication listed in its appendices, examples of model curricula and descriptions for security-oriented courses.

A survey of curriculum expectations of security practitioners and educators was developed and the responses were compared with the existing sources. Since one source of information listed curricula of programs already in operation and the other listed model curricula, it was considered appropriate to create an instrument which would survey expectations for future programs which provide preparation for the security field.

The focus of this chapter is on the methodology used in the development of the survey instrument in the study. There were two phases to the survey. The first phase involved a pilot study in which a questionnaire was developed and administered to security practitioners to receive some idea of the conceptions they had about academic preparation for the security field. Based on the feedback from this questionnaire,

the instrument was revised and administered to a broader sample of security educators.

In the first section of this chapter, the methodology used in the pilot study is reviewed and the results and limitations of that phase of the study are discussed. An explanation of the subsequent sample is provided in the next section. Then the research instrument is discussed in the light of the changes from the pilot survey. The last section includes a summary of the analysis of the data collected in the survey.

Pilot Study

A questionnaire was designed to examine a profile of philosophies in the security industry, the frequency and criticality of specific security functions and the role of security at various levels of entry into the security field. Respondents were also asked to rank types of education according to how appropriate they were for a security-oriented program.

As a pilot study, the questionnaire was administered at the Chicago Conference of the International Association of Hospital Security Directors. Of the thiry-five respondents, 48% were managers, devoting at least eighty per cent of their time to security matters. A majority of the rest, 44%, were security supervisors. About one-half of the practitioners were affiliated with contract security agencies which served hospitals and the other half supervised proprietary departments in hospitals.

Almost 50% of the security practitioners had five or more years of security experience and about 40% had five or more years of law enforcement experience. Those with military or business management

experience were less frequent with approximately 20% in each category.

The educational background of the respondents disclosed the highest degree attained as 29% with a baccalaureate degree, 31% with an associates degree and 37% with a high school diploma. The findings for this sample show a somewhat higher general level of education than the sample of hospitalsecurity directors sampled in a survey conducted by Security World. (3) That survey showed 11% of the security directors had a baccalaureate degree, 14% had an associates degree, and 47% had a high school diploma (26% of those had attended some college).

A summary of the results of the pilot study indicates that security practitioners feel the most important reasons their respective business employ security services are to prevent (and detect) potential criminal activity and to protect property. The least important reasons given were to satisfy requirements for business contracts or complaince with federal, state or local regulations. The responses reflect that "proactive" functions (deterrence, prevention and protection) are most desirable, while reactive functions (reporting, investigations and detection) occur most frequently.

The majority (71%) of the respondents felt that a high school education was adequate preparation for employees in entry level security positions. Conserning supervisory positions, 57% of the respondents felt that an associates degree provides adequate preparation and 42% indicated that a security manager should have a baccalaureate degree. This finding coincides with Fischer's report that 43% of his respondents, also security directors, indicated a willingness to hire graduates of baccalaureate programs at the level of management trainee. (4)

Most of the practitioners felt that the educational preparation for security positions at entry, supervisory and management levels was best provided by specialized training, as opposed to social science, law enforcement, liberal arts or management types of education. It is possible that practitioners were indicating by this response that higher education is not necessary to most security functions. It is also possible that there is not a clear understanding about the differences between types of education and the functions of different curriculum orientations. Given the educational level of most of the respondents, either explanation is feasible. Most practitioners would have little access to, or interest in information on curriculum development.

The respondents were asked to determine the most appropriate program level to teach various categories of curriculum, including administration, personnel management, security philosophy and environmental security. As indicated in Appendix D, all of these functional areas of study were considered by practitioners to be subject material for an associates degree program.

The pilot research instrument had numerous weaknesses which affected its usefulness as an indicator of expectations concerning curricuum development. One of the major problems with the questionnaire was the confusion which arose about the differentiation between types of education: specialzed training, social science, law enforcement, liberal arts and management. The practitioners indicated that they had difficulty understanding the distinction between these types of education in the pilot study.

An additional problem with this question was that many of the

respondents did not understand that they were being asked to rank these types of education for their appropriateness for various levels of security positions; they merely placed the rank on the one example provided for them in the questionnaire without filling in any of the questions concerning the various positions. Or, they checked one or more boxes in each category with an "x", rather than writing in numbers corresponding to the ranking.

Another problem with the pilot instrument was that the questions pertaining to the philosophy of security and the frequency and criticality of security functins could not be related directly to the type of academic preparation necessary for these activities. Therefore, though the information about security functions was useful, it was only minimally related to education through questions pertaining to the level of education most appropriate for each function.

Along with the confusion as to various types of curricula which may be considered, there appeared to be some misunderstanding as to what can reasonably be accomplished at the various levels of education. This is not surprising considering only 29% of the respondents held a bacalaureate degree. Without a lengthy explanation of the missions of associates, baccalaureate and graduate programs, the assessment of curricula at each level in one survey appears to be somewhat unrealistic for this sample of practitioners.

MEASUREMENT

The test instrument which was constructed for this study was changed considerably from the questionnaire used in the pilot study. One change was to concentrate on an examination of baccalaureate programs, as opposed to associate, bacalaureate and masters programs. The purpose of this change was to minimize confusion which the security directors had expressed when comparing different levels of academic programs.

Another purpose in focusing on baccalaureate programs was to provide some consistency in program missions. Given that there is some variation between academic institutions, differences in curriculum preferences and expectations of educators were minimized by surveying only baccalaureate programs.

The format for examination of curriculum material was also changed to specific course considerations rather than a general statement of curriculum type. In the pilot questionnaire, curriculum types were provided for the respondents (5) with a few examples of what that type may include, e.g., social science program - sociology, psychology, human relations. In the study instrument, no program types were provided. Instead, course titles and short descriptions were used so that distinctions between curriculum types, which confused practitioners in the pilot, could be eliminated.

Section I: Course Titles and Descriptions

The first section of the survey instrument consisted of a series of fourty course titles and course descriptions from which respondents

were instructed that students may choose to develop an educational program for four years of school. Respondents were also instructed that this list did not included basic general education courses (English, Natural Science, Social Science and Humanities) which all students in college must take.

The respondents were then asked, for each course title, to circle a number on a scale from 1 to 6 which best describes their feelings about the importance of the course to the education of the student: from (1)"essential to the education of a person I might hire" to (6)"not important area of knowledge for a person I might hire".

The course titles were selected on the basis of two sources. The course titles which included the word "security" were included as listed in The American Society for Industrial Security pamphlet, Establishing Bacalaureate Programs in Security and Loss Prevention. Comparisons between the A.S.I.S. recommendations and the expectations identified in this questionnaire were important to the study, since A.S.I.S. published the only comprehensive source available for curriculum development in security-related programs.

The other courses were selected to represent various subject areas and disciplines which were listed in the literature as important to a security-related curriculum. The recommended courses from The American Society for Industrial Security pamphlet were all included. Numerous course titles which were represented in the literature were also included and titles were taken from the Michigan State University Description of Courses Catalogue of 1980. Among these added course titles were criminal justice-related course titles (e.g., Crime and the Community, Corrections

Process), communications-related course titles (e.g., Oral Communication, Persuasion) and social science-related course titles (e.g., Ethnic and Racial Relations, Psychology of Personality, Abnormal Psychology).

The descriptions of courses were taken in condensed form from those provided in The American Society for Industrial Security pamphlet and the Michigan State University Catalogue. The descriptions were included in the survey along with the course titles so that all respondents would have a similar point of reference from which to consider the course titles.

An examination of courses which were considered most or least preferable allowed distinctions in curriculum type to be made without burdening respondents with the need to interpret the mission or meaning of programs. It also provided more data from which to compare differences in educational philosophy with curriculum choices and differences in expectations of security educators with those of practitioners.

Section II: Course Orientation

Because course titles and descriptions are not accurate indicators of how courses are taught, another section was added to the research instrument to examine different orientations toward teaching a particular subject. The purpose of this section was to determine more specifically the orientation toward teaching security-related courses and to compare the orientation to both curriculum content and general philosophy.

The course titles chosen for this section were taken from the required courses recommended in The American Society for Industrial Security pamphlet. The other two course titles listed as required were

"Special Issues" and "Field Practicum." These were not included because the titles suggested no substantive content by which the course could be measured. Under each course title were listed three ways to teach the course. Respondents were asked to rank the teaching orientations by marking "1" next to the best way to teach, "2" next to the second most preferred way to teach and "3" next to the least preferred way to teach.

The general format for setting up the teaching orientations was derived from Kuykendall's breakdown of course orientations for criminal justice courses, as provided in Appendix E. Basically, comparable examples in the security field were chosen from course descriptions in existing security programs and the Guidelines for Baccalaureate Programs in Security and Loss Prevention, published by The American Society for Industrial Security. (6) Some descriptions were modified to more closely fit into the matrix provided by Kuykendall.

Section III: Educational Philosophy

The last section of the survey focused on general education and philosophical issues which were drawn from the literature on security and criminal justice education. Most of the questions reflect an orientation toward baccalaureate level programs, e.g., all college programs focusing on issues in security should provide a broad education that is useful for many careers. The respondents were requested to circle the number beside each statement which best described their feelings about that statement, from (1) strongly agree, to (2) strongly disagree.

Strong disagreement with these statements may indicate inclinations toward a preference for other types of academic preparation, such as associates programs or certification training. This does not put

the respondent in the position of making choices between programs which may not be well understood, as was the case in the pilot questionnaire.

A biographical section was included in the study instrument so that comparisons could be made between background and expectations of both security educators and practitioners. Because there are differences in the information requested from practitioners and educators, the two samples cannot be directly compared, however some conclusions may be derived concerning differences and similarities in educational backgrounds and work experience.

Sample

Since the results of the pilot study indicated that practitioners did not have a realistic perspective of what academic programs could provide for educational preparation for the security field, two samples were drawn for this study: one from the population of security directors and one from the population of security educators.

The security directors were selected from the 1981 membership roster of The American Society for Industrial Security. The reason this organization was selected to represent the population of security directors is that it constitutes the single largest professional security organization in the country with the most diverse membership in the security field. Also, since The American Society for Industrial Security publishes a yearly membership roster, it is fairly accurate and loss of data due to subject turnover would be minimized.

The sample was then determined on the basis of geographical region. Those members who were listed in Region VI were selected if they belonged to the following chapters:

Region Code	Location
003	Chicago
008	Detroit
071	Saginaw Valley
095	Western Michigan
120	Lansing

This sample was chosen based on the potential of these practitioners to become consumers of educational programs at Michigan State University.

The selection process was narrowed to those members who listed their title as a management position in security, assets protection or safety, i.e., chief, director, manager, coordinator. Assistant and associate positions in management were also selected. On this basis, 267 names were selected from the roster. The names were put in a container and two hundred were drawn for the sample.

A sample of two hundred was chosen from the population of 267 strictly for practical reasons. The sample constituted a majority and it was within the research budget.

Surveys were sent to the directors, along with a cover letter from the Lansing Chapter of The American Society for Industrial Security, which sponsored the project, an information page and a self-addressed return envelope. Three surveys were returned because the subjects were no longer employed with the organization. One survey was returned by a subject who stated that his business was installing alarms, not providing security guard services. Ninety-nine surveys were returned, one of which had no biograhical data included. Therefore, there was a total of 98 completed surveys for this sample, a 49% return rate.

Since there are relatively few security-oriented educational programs at the baccalaureate level, surveys were mailed to all universities and colleges which were known to offer courses or to have an established program. A list of programs and addresses was provided by Dr. Robert Fischer (7) and checked against the list published in the Journal of Security Administration. (8)

Excluding Michigan State University, surveys were mailed to security educators in thirty-seven baccalaureate level security programs. The mailing included an information page and self-addressed return envelope.

Two educators responded that their security programs were only two-year programs and one responded that his was a masters program. Out of the thirty-four programs, 15 colleges and universities responded to the first mailing. This constitutes a 44% return rate. Since the total population was small, a second mailing was sent out, using the postal stamp to distinguish those who had responded to the first mailing.

There were seven more responses, one of which was not complete, as it included no biographical information. The total sample for the security educators, then was 21 responses, which represented 62% of the population of baccalaureate security programs.

ANALYSIS

Sections one and three of the survey employed Likert scales and section two used a rank-order, ordinal scale. Nunnally describes an ordinal scale as one in which:

(1) a set of objects or people are ordered from "most" to "least" with respect to an attribute

(2) there is no indication of "how much," in an absolute sense, any of the objects possesses the attribute

(3) there is no indication of how far apart the objects are with respect to an attribute. (9)

The data in section two of the survey will be ordered in the analysis according to preferred teaching methods.

The Likert scales wil be treated as interval scales, for which Nunnally states:

(1) the rank-ordering of objects is known with respect to an attribute

(2) it is known how far apart the objects are from one another with respect to an attribute

(3) no information is available about the absolute magnitude of the attribute for any object. (10)

Means and variances will be generated in the analysis of the data gathered using these scales.

SUMMARY

A questionnaire was developed to examine the course preferences, teaching orientations and general educational philosophy of a security oriented curriculum. Samples were drawn from security managers in the Michigan-Chicago area and from security educators in baccalaureate level programs around the Country.

Although the questions in the survey were different from those in the pilot study, some comparison of the orientation and philosophy found in the questionnaire with the program level preferences indicated in the

pilot study is possible. If a technical-training program is indicated as desirable in the questionnaire, this would indicate a preference for an associates level program as the most preferred program indicated in the pilot study. If professional and theoretical coursework is preferred, this would indicate a preference for a baccalaureate level program.

In Chapter IV, an analysis of the date collected from the survey is presented.

FOOTNOTES, CHAPTER III

1.The American Society for Industrial Security, Career Opportunities in Security and Loss Prevention, Washington, D.C.: A.S.I.S. Foundation, 1981.

2. The American Society for Industrial Security, Establishing Baccalaureate Programs in Security and Loss Prevention, Washington, D.C.: A.S.I.S. Foundation, 1978.

3. "1980 Salary Survey," Security World (December, 1980):24.

4. Robert J. Fischer, "Has the Time Come for Baccalaureate Degrees in Security?" Security Management 23:3 (March 1979):20.

5. The types of curriculum which were listed in the pilot study were: specialized training program, social science program, law enforcement program, liberal arts program and management program.

6. The American Society for Industrial Security, Establishing Baccalaureate Programs in Security and Loss Prevention, op. cit., Appendix Two.

7. I am deeply grateful to Dr. Fischer for supplying the list of addresses to me. Such cooperation is encouraging to those who are attempting to do further research in the field.

8. "College Security Program List" Journal of Security Administration 3:1 (1980):55-59.

9. Jum C. Nunnally, Psychometric Theory 2nd ed. New York: McGraw Hill Book Company, 1978, p.14.

10. ibid., p.16.

CHAPTER IV: ANALYSIS OF THE DATA

In this chapter, an analysis will be made of three sources of information which will provide the basis for examination of the two research questions:

1. How general or broad-based should a curriculum be in a security-oriented program?
2. Should coursework be primarily technical, professional or theoretical in nature?

The sources of information were chosen to provide an overview of curriculum development in the security area. One of the first references for security curricula at the bacclaureate level was a model published by The American Society for Industrial Security, entitled Establishing Baccalaureate Programs in Security and Loss Prevention. This monograph included a security major program and a security cognate, each worth 120 semester hours of coursework, and several descriptions of security courses. It will be assumed in the analysis that each course is worth three semester hours.

The second source of information is from a directory of current programs published by The American Society for Industrial Security, Career Opportunities in Security and Loss Prevention. This monograph provides some information on all of the known academic programs with a security orientation, including a list of course titles in each program which are security-related.

The third source of information is the survey of security

directors and educators which examined their expectations of security curriculum development. Based on the scope of the research topic and the findings in the literature, several assumptions were made about the data in the survey.

The first assumption was that the curriculum should cover only those courses which are on the literature as appropriate material for baccalaureate programs. Course titles which indicated obvious training-oriented material were omitted, such as "Use of Firearms," or "Night-Stick Training."

The second assumption is that the courses which would typically be considered as general education, such as English composition, natural science, social science and humanities, should not be considered as optional, therefore were not included for evaluation in any portion of the survey. A footnote to that effect was added to page 2 of the survey instrument.

Also, there were three conditions which were provided as background information for the respondents in the information page:

1. The position for which a security director would be hiring, in considering an educational program, is an entry level, line oficer position.

2. The educational program is a four year, baccalaureate program, not a two year, associates program.

3. The educational program is assumed to be background for a career in the security field and is not meant to take the place of the training that each department provides its new officers.

The chapter will be divided into two sections, each examining the information from the curriculum model, the directory and the survey as they pertain to a research question. A summary of results will conclude

each section.

RESEARCH QUESTION ONE: How General or Broad-Based Should a Curriculum Be in a Security-Oriented Program?

This research question pertains to the range of coursework which is appropriate to the overall education of an individual in a security-oriented program. The sources of information which focus on this question are the model curriculum and parts one and three of the survey. The course titles taken from the directory provide some information about the variety of coursework which is available in security-oriented programs, but that information is generally confined to specific security-oriented coursework.

The Model Curriculum

There are two suggested model curricula provided in The American Society for Industrial Security booklet, Establishing Baccalaureate Programs in Security and Loss Prevention. Both models can be found in Appendix F. In the first model, security is depicted as an independent major and the other model includes security as a specialization within another major.

The general education courses are the same for both models and the rest of the program for both models is split into major courses, a cognate area and electives. It is interesting to note that, of the total 120 semester hours, only 30 semester hours, or 25% of the coursework, in the independent security major and 24 hours, or 20% of the coursework, in the security specialization are devoted specifically to security coursework.

The major courses in both models include as required coursework some general security-oriented courses which would apply to any security operation. Given that each course is equivalent to three semester hours, only three electives would be possible in the independent security major. Since this is the only category which includes coursework related to specific security functions, it appears that only 2.5% of the total suggested coursework pertains to specific security functions.

The required security courses in the security specialization can be fit into either the major coursework for the program or the cognate area. One problem with this model is that if one assumes that each course is three credits, only three courses are designated as required coursework for the major field. It apprears more realistic to assume that security courses would fit into the cognate area and that the 30 hours of required coursework would be in the major field.

The suggested electives, which were the same for both models, include four social science-oriented courses and two business courses. In the independent security major, social science coursework accounted for approximately 17.5% of the total coursework.

Only three criminal justice courses were suggested in the independent major. In the security specialization, up to five courses could be included from criminal justice, if that was the focus of the major program, or no courses in criminal justice needed to be included if the major program was in another department, such as business. This indicated that a maximum of 12.5% of the coursework in the security curricula is suggested as devoted to criminal justice-related coursework.

Both models recommend a wide diversity of coursework outside of

those which are directly security-related. It is interesting to note that, while security coursework accounted for up to 25% of the program, the next highest percentage was in the social sciences, which accounted for 20% of the coursework. Within the social science category, courses in several disciplines were suggested, for example, sociology, political science and psychology. This indicated that a broad base of knowledge is desirable in a security-oriented program.

Current Programs

It is difficult to determine from the directory of programs how broad-based or diverse the coursework is in a particular program because only security-related courses are listed in each program. There is some diversity of program choices within the security-related listings which may provide some meaningful information. A complete list of course titles for the thirty-two baccalaureate level programs in the directory can be found in Appendix G.

It is interesting to note that many of the courses which were listed as security-related have titles indicating a variety of orientations. For example, "Social Policy Planning for the Justice System" and "Legal Effectiveness and Social Control" suggest some background in social science and criminal justice as well as possible management coursework.

The course titles generally fit into several categories, as they have been grouped in Appendix G. In Table 4.I, the categories have been listed according to how many programs included one or more course titles from each category. Within this ranking, some diversity appears, including coursework in law, loss prevention, safety and criminal justice

as well as security-specific coursework.

Table 4.1: Rank Order of Program Categories by Frequency of Course Titles

Number of Titles in Category	Name of Category
32	Specific Sector of Security (e.g., Retail, Hotel)
31	Security Administration
25	Law
25	Introduction to Security
20	Investigation
19	Loss Prevention
18	Physical Security
16	Personnel Security
16	Safety
15	Security Internship
13	Criminal Justice
9	Security Issues and Problems

Note. Categories pertain to course titles taken from Career Opportunities in Security and Loss Prevention by The American Society for Industrial Security, Washington, D.C., A.S.I.S. Foundation, 1981.

In Table 4.2 are the course titles which appear most frequently. And, of the security courses related to specific areas in the field, industrial, retail and personnel security were most frequently listed in the program offerings. It is interesting to note that, although 25 programs offered some coursework in the category of law, as shown in Table 4.1, security law was not listed as a frequent course title. As noted in Table 4.2, security law was only listed by five programs. As indicated in Appendix G, coursework in civil law and the legal system were also included as security law-related coursework.

Table 4.2: Rank Order of Course Titles by Raw Frequencies

Frequency	Course Title
17	Security Administration
15	Security Internship
14	Introduction to Security
10	Industrial Security
9	Security Issues and Problems
8	Physical Security
7	Retail Security
6	Personnel Security
5	Criminal Law
5	Criminal Investigation
5	Safety
5	Loss Prevention and Control

Note. From Career Opportunities in Security and Loss Prevention by The American Society for Industrial Security, Washington, D.C., A.S.I.S. Foundation, 1981.

Survey

The first section of the survey included a list of course titles and course descriptions from a variety of areas from which the respondent was asked to decide how relevant each one was to employment as a line officer in a security agency. These courses were listed alphabetically by course title in the survey, then grouped by the following subject categories for purposes of analysis:

Security
Social Science
Safety
Business
Law
Communication
Philosophy
Criminal Justice
Field Experience

Field experience was the only category which included one title. This course was separated from the security category because of the unique

character of the course as a non-academic learning experience.

Some differences in preference were found between security directors and educators. The most general analysis which would demonstrate the differences in preference is shown in Table 4.3. Each course title was grouped under a program category from which a group mean was computed for the course preference. The categories were then ranked from the highest group mean, or the greatest group preference,to the lowest group mean, or the least preferred category.

Table 4.3: Ranking of Program Categories by Mean Preference of Practitioners and Educators

Mean Preference	Practitioners	Mean Preference	Educators
1.98	Law	1.64	Law
2.0	Communication	1.76	Field Experience
2.28	Safety	2.12	Communication
2.33	Field Experience	2.3	Safety
3.09	Ethics	2.62	Security
3.17	Criminal Justice	2.98	Ethics
3.33	Security	2.98	Business
3.58	Business	3.25	Criminal Justice
3.62	Social Science	3.7	Social Science

As shown, educators rated field experience and security coursework higher than did practitioners. Practitioners rated criminal justice higher than educators, and both rated social science lowest. It is interesting to note that both educators and practitioners rated communication and philosophy (ethics) as more important than criminal justice and business courses. This would indicate that both practitioners and educators envision a need for a curriculum which is more diversified and general than the traditional programs or the curriculum model would

indicate.

The breakdown of course titles in each category and the mean and variance for each course preference for practitioners and educators are provided in Appendix H. The largest discrepancy in preference is in the security category, where it can be seen that in every instance except "Computer Security Systems," the practitioners rated the course titles lower than did the educators. This would indicate that practitioners see coursework which is directly related to security as less critical to a security-related curriculum than do educators. The variation in preferences of practitioners in the security category is greater than for educators, indicating that there was less consensus on these course preferences.

The course titles which were thought to be of greatest importance by security practitioners and educators are shown in Table 4.4. The practitioners did not rate courses quite as high as did educators, but this may be partly accounted for by the fact that the sample of educators was only about one-fourth the size of the sample of practitioners, so it is reasonable to assume that greater variation in preferences exists for the practitioners. Appendix H shows that the variances are, in fact, generally greater for practitioners than for educators.

Table 4.4: Rank Order of Course Titles Considered to be Essential by Practitioners and Educators

Mean Preference	Practitioners	Mean Preference	Educators
1.51	Security Law	1.24	Security Law
1.71	Crim. Investigation	1.57	Intro. to Security
1.72	Oral Communication	1.59	Crim. Investigation
1.73	Crim. & Civil Law	1.66	Sec. Administration
1.948	Ethics	1.76	Oral Communication
		1.76	Field Experience
		1.86	Ethics
		1.90	Business Law

The diversity of coursework which was felt to be of greatest importance is especially visible in the case of the practitioners. The practitioners did not include any of the traditional security courses in this ranking, as did the educators. This has some interesting implications for the suggested curriculum model, as none of the suggested required courses in the model were included in the highest preference for practitioners except the area of security law. The model was more in accord with the preferences of the educators, who rated four of the six required security courses in the model as most important.

In Table 4.5, it can be seen that the educators included as important coursework only one security course which had a specific business orientation, commercial and retail security. The practitioners did not include any business-specific course titles in the category of "most important." A comparison of Tables 4.4 and 4.5 shows that, while practitioners felt that very few courses were essential to a security curriculum, a much greater diversity of courses was felt to be important.

It is especially notable that practitioners included several social science, as well as business, criminal justice and security courses.

Table 4.5: Rank Order of Course Titles Considered Important by Practitioners and Educators

Mean Preference	Practitioners	Mean Preference	Educators
2.01	Industrial Fire Protection	2.00	Technological Aspects of Security
2.14	Security Administration	2.05	Document and Personnel Sec.
2.29	Introduction to Security	2.27	Occupational Safety and Health
2.28	Persuasion	2.33	Industrial Fire Protection
2.33	Field Experience	2.38	Introduction to Security
2.48	Document and Personnel Security	2.42	Survey of Accounting Concepts
2.50	Introduction to Criminal Justice	2.43	Commercial and Retail Security
2.52	Technological Aspects	2.48	Persuasion
2.56	Occupational Safety and Health	2.57	Finance and Budgeting
2.57	Computerized Security Systems	2.62	Computerized Security Systems
2.60	Organizational Psychology	2.67	Personnel Administration
2.62	Psychology of Personality	2.71	Organizational Psychology
2.64	Police Process	2.71	Introduction to Business
2.68	Business Law		
2.88	Criminology		
2.90	Personnel Administration		
2.94	Introduction to Business		

The educators indicated that many of the specific security courses were somewhat important, as shown in Table 4.6, whereas the

practitioners felt them to be somewhat unimportant, as shown in Table 4.7. Of least importance for both practitioners and educators is international politics.

Table 4.6: Rank Order of Course Titles Considered as Somewhat Important by Practitioners and Educators

Mean Preference	Practitioners	Mean Preference	Educators
3.10	Abnormal Psychology	3.05	Psychology of Personality
3.21	Ethnic and Racial Relations	3.10	Criminology
3.33	Commercial and Retail Security	3.19	Abnormal Psychology
3.35	Finance & Budgeting	3.29	Crime & the Community
3.50	Crime & the Community	3.33	Hospital Security
3.64	Survey of Accounting Concepts	3.38	Bank Security
3.88	Introduction to Economics	3.48	Sociology of Organization
		3.48	Hotel/Motel Security
		3.52	Police Process
		3.62	Introduction to Economics
		3.67	Ethnic & Racial Relations
		3.76	Campus Security
		3.86	Public Admin.

It appears that the social science and specific security courses are considered least important in the security curriculum. Four of the six suggested electives in the model curricula were rated as of little or no importance in the survey, however they were recommended in the model as "especially relevant to the general area of security." (1)

Table 4.7: Rank Order of Course Titles which are Least Preferred by Practitioners and Educators

Mean Preference	Practitioners	Mean Preference	Educators
4.11	Juvenile Justice	4.10	Social & Political Philosophy
4.12	Sociology of Organization	4.10	Juvenile Justice
4.24	Social & Political	4.81	Corrections Process
4.40	Hospital Security	4.91	Political Psychology
4.50	Campus Security	4.91	International Politics
4.51	Bank Security		
4.58	Hotel/Motel Security		
4.64	Political Philosophy		
4.82	Public Administration		
4.87	Corrections Process		
5.06	International Politics		

The third section of the survey contained questions about the philosophy of security education and about the direction of the security field in general. The means and variances of the preferences for educators and practitioners are provided in Appendix I. With the exception of preferences for research in the curriculum, there is more variation of opinion for the practitioners than for educators. This may be partly accounted for by the greater number of practitioners in the sample.

As indicated in Table 4.8, educators were in strong agreement that programs focusing on issues in security should provide a broad education which would be useful in many careers. Practitioners agreed somewhat less strongly than educators that a broad education should be provided. They demonstrated a preference for more diversified coursework

as important to a curriculum, however, than did educators.

Table 4.8: Level of Agreement of Educational Philosophy of Practitioners and Educators

Mean	Practitioners	Mean	Educators
1.75	Loss Prevention vs. Law Enforcement	1.45	Loss Prevention vs. Law Enforcement
2.33	Broad Education	1.71	Broad Education
2.41	Courses outside C.J.	1.95	More Conceptual
2.45	Ethics	2.00	Courses outside C.J.
2.47	Research	2.14	1/4 Courses Security and C.J.
3.18	C.J. Framework	2.14	Ethics
3.20	Hire College graduates	2.52	Research
3.30	Career Mobility	2.52	Hire College Graduates
3.49	Work vs. Management	2.52	C.J. Framework
3.53	1/4 Courses Security and C.J.	2.91	Career Mobility
3.60	More Conceptual	4.00	Work vs. Management

Note. The categories listed in this table apply to the statements listed on section three of the survey.

A similar situation occurred with the question of how much coursework should be devoted to specialized courses in criminal justice and security. Practitioners agreed less strongly than did educators that not more than one-quarter of the coursework in a program should be devoted to criminal justice and security, but they rated the security and criminal justice coursework lower than educators, in section two, as to their relative importance in the curriculum.

Both practitioners and educators indicated a need for coursework outside the criminal justice system, but there was substantial variation about whether security education should fall outside the framework of criminal justice programs. Since educators and practitioners felt

strongly that the orientation of private security is changing from law enforcement to loss prevention, it is possible that the variation in attitudes about where security education should be housed is due to a transition in the philosophy of security.

There is a consensus between sections one and three of the survey that ethics is important in the curriculum, but it is interesting that practitioners felt more strongly about research in the curriculum. These are both non-traditional areas for security-related coursework.

Summary

It is obvious that the model curricula recommend a diversity of coursework to supplement the specific security-oriented courses in the programs. While the directory of academic programs indicates that even security-related coursework contains a variety of orientations, it is much more clear in the model and survey that business, criminal justice, communications and law courses are very important to the curriculum as well.

The practitioners indicated a need for more social science courses than the educators; however, the courses which they rated as important varied significantly from those in the model curricula.

It is also clear that practitioners and educators view security as changing from a law enforcement orientation to a loss prevention orientation and do not feel strongly about confining security curricula to a criminal justice framework.

RESEARCH QUESTION II: Should Coursework be Primarily Technical, Professional or Theoretical in Nature?

This question addresses the level of abstraction of the subject material in a curriculum. Course titles and descriptions in section one of the survey are not explicit enough to indicate to the reader how concrete or abstract the information is which is covered in the course. The most they can provide, as is the case with course titles in the directory, is some indication of how issue-oriented or factually-oriented the course may be.

Section two of the survey contains course titles and descriptions which have been broken down into technical, professional and theoretical orientations, modeled after Kuykendall's curriculum matrix, shown in Appendix E. The main source of information for this research question is from section two of the survey, as well as some questions in section three of the survey. Because of the range of coursework examined in the study, this research question will be limited to analysis of four security courses which the model curricula listed as core courses: Introduction to Security, Security Administration, Security Law and Technological Aspects of Security.

The Curriculum Model

It is difficult to distinguish between course orientations using the model course titles. If one assumes that social science courses and ethics courses are issue-oriented, then one can assume that at least 24 semester hours, or 20% of the total program, is devoted to theoretical, as opposed to factual, coursework.

Appendix B of the booklet Establishing Baccalaureate Programs in

Security and Loss Prevention contains suggested course descriptions of core courses suggested for the security programs. Analysis of these descriptions and a comparison with the survey and Kuykendall's matrix should provide some meaningful information as to the level of abstraction in the model courses.

The course description for Introduction to Security reads:

> The historical, philosophical and legal basis of security. The role of security and the security practitioner in modern society; the concept of professionalism; a survey of the administrative, personnel, and physical aspects of the security field. The relationship of security to the criminal justice process. (2)

The closest comparison of this description to those found in Kuykendall's course orientation matrix is with the description of The Administration of Justice by San Jose State University in the professional orientation of the Criminal Justice System category. The main focus was organizational. Had the orientation been technical, the focus would have been primarily on the role and the responsibilities of individuals or differences in particular agencies. If the orientation had been theoretical, the description would have dealt with the organization in the context of the larger social structure.

The course description for Security Administration is:

> Organization, administration and management of security and plant protection units. Policy and decision-making, personnel and budgeting. Programs in business, industry and government, including retailing, transportation, public and private institutions. Private guard and alarm services. (3)

This course description appears to contain a blend of both technical and professional orientations. The first part of the

description, through personnel and budgeting, and the last section on private guard and alarm services appear to be general guidelines which would apply to any security organization. A comparable description from Kuykendall's matrix is the Correctional Counseling Process by Pennsylvania State University, which is under the professional content emphasis. The other part of the course description appears more prescriptive and looks more like the description of Police Patrol from California State University, Los Angeles, which is under the technical emphasis.

The third course description in the model, Security Law, has very little to examine:

> The legal process as it relates to the security field. (4)

It would be fairly easy to fit the description with any of the three orientations provided by Kuykendall under the subject area "Law."

The last description to be examined in the model curricula is Technological Aspects of Security:

> The impact of technology on the security field. The peculiar security problems posed by sophisticated data storage system, the potential for terrorist exploitation, and the implication of technology as a monitor and controller of behavior patterns. (5)

This course apears to be a blend of professional and theoretical orientations. The "peculiar security problems" phrase is similar to the section in Correctional Procedures in Kuykendall's matrix describing "Analysis of various treatment and rehabilitation practices..." from Middle Tenessee State University, categorized in the professional orientation.

The impact of technology on the field and the implication of technolgy as a monitor and controller of behavior patterns appear to be theoretical and are comparable to the description of criminology from Memphis State University in Kuykendall's theoretical emphasis.

Current Programs

There are no course descriptions in the directory of academic programs to accompany the course titles. If one assumes, however, that technical courses are more factual, and theoretical courses, more issue-oriented, (6) then some indication of course emphasis may be present in the titles. The best way to examine the current programs is to demonstrate, using different course titles from the categories, how different titles would lend themselves to particular emphases. The categories from which course titles are drawn can be found in Appendix G.

Shown in Table 4.9 are course titles which could logically fit into the general categories listed. The first course in each category appears to be the most prescriptive and would presumable include the most amount of factual information. The second course title appears to be oriented to the organizational structure, therefore more professional in emphasis, and the third course in each category seems to have a greater theoretical orientation than the other titles.

Table 4.9: Categories of Course Titles from Current Programs

Security Administration
Accounting
Corporate Security Planning
Ethics & Decision-Making in Criminal Justice
Security Law
Law/Contracts & Sales
Legal Problems and Security
Legal Effectiveness & Social Control
Safety
Safety Codes, Standards and Regulations
Organizational Supervision of Safety Programs
Human Factors in Safety Programming

Note. Course titles taken from Career Opportunities in Security and Loss Prevention by The American Society for Industrial Security, Washington, D.C.: A.S.I.S. Foundation, 1981.

Though the general subject is the same for the three course titles in each category, the course content would appear to be quite different for each title. Of course, the orientation of the instructor would determine how any course was actually taught, but course titles can serve as guidelines for students as to the emphasis which the instructor will most likely promote.

The Survey

Section two of the survey was composed of three course orientations for four security courses which are listed as required courses in the suggested models. Respondents were asked to rank the course content according to the best way to teach, second best and least preferred way to teach. The means and variances were computed from the

rankings and the results can be found in Appendix J.

The general order of importance of course orientations for practitioners and educatios is shown in Table 4.10. The theoretical orientation was least popular. In three instances, it ranked second. Since practitioners are assumed to be more concrete and factual in their outlook than educators, it is somewhat surprising that practitioners ranked the theoretical orientation in Security Administration higher than the technical orientation.

Table 4.10: Rank Order of Curriculum Orientations for Required Courses

Course Title	Practitioners	Educators
Introduction to Security	Professional	Technical
	Technical	Professinal
	Theoretical	Theoretical
Security Administration	Professional	Professional
	Theoretical	Theoretical
	Technical	Technical
Security Law	Technical	Professional
	Professional	Theoretical
	Theoretical	Technical
Security Technology	Technical	Technical
	Professional	Professional
	Theoretical	Theoretical

Since educators usually subscribe to less concrete, more theoretical orientations than practitioners, it was not anticipated that educators would prefer the technical orientation for Introduction to Security. The preferred emphasis in Technological Aspects of Security was the technical emphasis for both educators and practitioners. However, the

professional orientation ranked closely to the technical orientation in both samples.

One pattern which emerged from this section of the survey was that, in examining the highest and the second preferences, it was apparent that the technical and theoretical course orientations were never grouped together, but were always grouped with a professional orientation. This supports Kuykendall's proposition that course orientations are a continuum, from factual, concrete to theoretical, (7) and that the content in the different course orientations at each end of the continuum is quite different.

Section three of the survey included statements which pertained to the issue of the level of abstraction of course content. The most direct statement was:

> Security courses that train students to perform specific security functions, such as report writing and patrol techniques, should be replaced with more conceptual and analytical courses related to those tasks, such as analysis of security operations and security and social control.

The practitioners generally disagreed with the statement, but there was greater variation in attitude toward this statement than toward the other statements, as shown in Appendix I. The practitioners did, however, choose the professional course orientations under section two of the survey, which would appear to indicate a preference for more conceptual coursework than described by this statement.

The response of educators to the statement was anticipated, with relatively strong agreement on the importance of conceptual coursework. It is somewhat incongruent, however, that the educators chose a technical

orientation to the Introduction to Security course in section two of the survey.

Both educators and practitioners indicated a preference for management-oriented coursework rather than an emphasis on major issues in doing security work. This preference is in line with the results in section two of the survey, which indicated that a professional approach to teaching courses was desirable.

One course which has traditionally had a theoretical orientation and was rated as important by both practitioners and educators is Ethics. In section one of the survey it was ranked among the most essential (Table 4.4) and this rating was confirmed in section three (Table 4.8). Another course which is more theoretical than most of the suggested coursework is Research. Security directors perceived a somewhat greater need for research than educators, which was not an anticipated conclusion, but the level of abstraction of such a course is not visible in the statement to which the subjects were asked to respond. It is generally expected that a basic level of understanding about theory construction and knowledge building is necessary in a research course.

SUMMARY

While the directory of academic programs provides course titles which could be used at each level of conceptual abstraction, the suggested model curricula and sections two and three of the survey give more accurate descriptions of coursework in security from which to examine this issue. It appears that the professional orientation is most

desirable in both the model and the survey and the theoretical orientation is least desirable.

There is some variation between the model curricula and responses to section two of the survey. The model curricula suggestes a professional orientation to Introduction to Security, while the educators preferred a technical emphasis. The model curricula recommended for Security Administration a blend of technical and professional orientations. Both educators and practitioners agreed with the professional emphasis, but rated a theoretical emphasis higher than a technical emphasis in this course. In Technological Aspects of Security, the model curricula suggested a blend of professional and theoretical emphases. Again, the educators and practitioners agreed with the professional orientation, but rated the technical orientation much more desirable than the theoretical orientation.

FOOTNOTES, CHAPTER IV

1. The American Society for Industrial Security, Establishing Baccalaureate Programs in Security and Loss Prevention, Washington, D.C.: A.S.I.S. Foundation, 1978, p.48.

2. ibid., p.50.

3. ibid.

4. ibid.

5. ibid.

6. See "Criminal Justice Programs in Higher Education: Course and Curriculum Orientations" by Jack L. Kuykendall, Journal of Criminal Justice 5:2 (1977):154.

7. ibid.

CHAPTER V: SUMMARY AND CONCLUSIONS

A summary of the study is provided in this chapter, as well as a listing of the conclusions. The results are integrated with the existing literature in the discussion section, followed by recommendations for further research in security curriculum development.

Summary

The purpose of this study was to examine the development of security-related curricula at the baccalaureate level. The specific questions addressed by the study focused on program diversity and the level of conceptual abstraction of required security coursework.

A review of the literature disclosed that the image of the security field has changed substantially in the last twenty years, along with the requisite skills and competencies for personnel entering the field. Three orientations of academic preparation were identified which emphasized different skills and competencies: technical preparation emhasizes factually-oriented skills, professional programs emphasize organizationally-oriented, issue-related competencies, and theoretical orientations present evaluative, systems-related competencies.

Three sources of information were examined in relation to diversity and abstraction of coursework. Two suggested security-oriented model curricula and a directory of current security-oriented academic programs were analyzed, both published by The American Society for Industrial Security. (1) A survey examining curriculum expectations was administered to security educators in baccalaureate programs around the country and to security directors from the Michigan and Chicago chapters

of The American Society for Industrial Security.

The findings indicated that a wide diversity of coursework was recommended for the security curriculum, including courses in criminal justice, business, social sciences and communications. The professional orientation to teaching security coursework was considered the most preferred emphasis.

Conclusions

The conclusions are listed according to the research question they addressed. There are seven findings pertaining to the diversity of security-oriented programs and three conclusions based on the level of conceptual abstraction of required security courses.

I. How General or Broad-Based Should a Curriculum be in a Security-Oriented Program?

1. Educators were in basic agreement with the suggested A.S.I.S. curriculum model that security courses related to the overall security field should be required and security courses in various specialized areas were recommended along with courses from other subject areas. Practitioners listed only security law among the essential courses and recommended security courses related to the overall security field with the same priority as courses in safety, criminal justice, business and psychology. They perceived little need for security courses related to specialized areas, such as banking or hospitals, in the curriculum.

2. There was general agreement between the curriculum model and the survey results on the need for courses in business, criminal justice, ethics, psychology, research, safety and field experience, as well as security-related coursework. Both educators and practitioners indicated a strong need for coursework in communications, which is not suggested in the model. The model recommended numerous courses in social science areas which were not rated highly by educators and practitioners.

3. Neither practitioners nor educators indicated a necesity to confine security programs within a criminal justice framework.

4. Among the most essential coursework in security, law courses were listed twice by practitioners and three times by educators. The importance of law in the security curriculum, in various forms, is clearly indicated by all sources.

5. A course on ethics was suggested in the curriculum model and considered essential by both sample groups. This finding would indicate a need for examination of values and norms of conduct in the field.

6. Recommendations were made both in the curriculum model and by practitioners and educators in the survey that a course in research methods be included in the security curriculum.

7. Compared to coursework in other areas, social science-related courses rated low relative priority. The model listed social science courses as electives, but required little coursework in that area. Educators and practitioners ranked a few social science courses as important, but rated most of those listed as of little relative importance. It should be noted that this finding does not include the social science component of the general education coursework.

II. Should Coursework be Primarily Technical, Professional or Theoretical in Nature?

8. The professional orientation toward teaching requires coursework in security was generally favored most in the curiculum model and by practitioners and educators. The Introduction to Security course seemed to lean toward a more factual emphasis, but there was no consensus between the model and survey toward a systems emphasis.

9. The preferred teaching orientations and the emphasis of course content as shown in course descriptions were always ranked as technical/professional or professional/theoretical, but technical/theoretical orientations were never ranked closely together, indicating that respondents perceived more difference between those orientations than between either of those and the professional orientation.

10. No particular emphasis dominated law coursework, but given the variety of ways and number of times it was included in the model, directory and survey, it is concluded that several levels of conceptual abstraction are considered desirable for the presentation of this subject within the curriculum.

Discussion

Security-oriented academic programs are becoming increasingly popular at the baccalaureate level. In 1978, six baccalaureate programs were recorded; in 1982, thirty-seven programs were developed. At a conference of the Michigan Criminal Justice Educator's Association on the development of security curricula, numerous institutions indicated an

interest in developing security-oriented programs because of the perceived market for this type of curriculum.

Because of the decline in enrollment in academic institutions, it is necessary that they are cognizant of the markets they serve and make education meaningful to individual consumers as well as to potential employers. For this reason it is advisable for academia to solicit feedback from businesses and industry and to establish linkages to foster academic preparation, research and development in the field.

With the maintenance role of security, no special training or preparation was necessary. The advent of "private law enforcement" brought about the need for police-oriented training, which was generally provided by hiring trained personnel from the military and public law enforcement sector. This source of preparation is no longer considered adequate by many security agencies and personnel from these sources are not as readily available as they were twenty years ago.

There is a general consensus that the law enforcement image is giving way to a new, loss prevention image, with expanded services, such as safety and risk management, and more complex functions, such as policy development and white-collar crime prevention and control. On the management level, corporate management and knowledge of business practices are as important as crime control functions. On the staff level, communication with all levels of employees and knowledge of labor relations, safety and fire protection, and civil and criminal law are important.

Security directors and educators both perceive a need for a broad education which is useful for many careers. Security educators are

beginning to envision an increase in career mobility, where security personnel move into middle management in other departments, then move back into security at the higher management levels. They also foresee a trend to hire more college graduates in the security field. There is no consensus of opinion among security directors on these issues.

Both directors and educators indicate by their curriculum expectations that a professional emphasis in academic programs is desirable. This would confirm the findings in the literature that the image of professionalism is becoming increasingly important. One of these tenets of professionalism is that the profession have its own code of ethics. A course on ethics was listed by both practitioners and educators as essential, which would indicate a commitment to an examination of ethical values and decision-making in the work setting. One of the recommended courses in the survey and the curriculum model is a research course. This indicates a commitment to building more knowledge of the field. Another indication is that both educators and practitioners listed communication courses and criminal, civil and security law courses as essential, which demonstrates the expectation for more sophisticated activities.

The role of the curriculum at the baccalaureate level seems to be in a state of transition at this time. The literature indicated that security directors prefer to have their personnel promote to supervisory positions through the rank structure of their department. Fischer (2) found in his study, however, that 43% of the security directors who responded would consider hiring a person with a baccalaureate degree as a management trainee.

The pilot study indicated that security directors felt that a high school diploma was adequate preparation for line personnel, that supervisors should have an associates degree and that a baccalaureate degree was appropriate for a security director. In that sample, only 29% of the respondents had a baccalaureate degree. In the present survey, it was interesting to note that 58% of the practitioners had a baccalaureate degree and 13% had at least some graduate studies. The respondents were neutral about a trend to hire officers with four years of college.

There are several explanations which could account for the differences in expectations of the role of the security curriculum. One explanation is that the practitioners do not understand the scope of various academic programs and therefore, cannot make realistic expectations of what various levels of academic programs have to offer in the way of preparation for the field. There is some evidence to suggest this in the pilot study, where the respondents expected an associates degree program to cover the type of coursework usually offerred at the bacclaureate and master's level programs. It must be noted, however, that the educational background of the respondents to the current study was generally higher than the background of the respondents to the pilot survey, so the respondents may have had a better understanding of different types of academic programs.

Another explanation is that the practitioners do not understand the difference in missions and goals of different academic institutions. Traditionally, associates degree programs offered more concrete, training-oriented curricula and baccalaureate programs were more theoretical.

Practitioners indicated in the survey that security courses that train students to perform specific security functions, such as report writing and patrol techniques, should not be replaced with more conceptual and analytical courses related to those tasks. However, they also indicated a desire for a more professionally-oriented teaching emphasis in required security courses rather than a factual, concrete emphasis. It may be that, if academic institutions become more consumer-oriented, this explanatin will not be appropriate because the distinctions in the missions of different academic institutions may fade.

Another explanation which is possible is that many of the security agencies have not yet developed the level of complexity of functions pointed to in the literature and foreseen by educators. Both practitioners and educators agree that the image of security is changing, but the industry is not changing entirely to corporate-structured organizations and, even within that framework, changing expectations of any department in the structure is a slow process. It may be that a gradual transition in organizational needs and structure will produce comparable changes in agency expectations.

It is also possible that academic institutions are overestimating the market and that the tasks of security personnel are, and will remain, such that baccalaureate programs turn out an unnecessary and over-qualified product. There are no current data which examine the turnover or promotion rates for security personnel with baccalaureate degrees. Nor has any substantive information been published suggesting what the success rate for placements is in the security field from four-year institutions.

If, however, this last explanation is feasible and academic institutions are overestimating the market, there are several alternatives which could be pursued to deal with this problem. One alternative is to actively market academic programs to security managers so that they understand what benefits are possible by recruiting officers with baccalaureate degrees. In order to provide security directors with an understanding of what benefits a baccalaureate program has to offer, it is necessary to clearly state the program goals and objectives and specify the skills and competencies achieved through the program. General goal statements could identify the mission of the academic institution for the practitioner and provide some idea of the diversity and level of conceptual abstraction of the program.

For example, if an academic department advertises that its program provides a basic understanding of the criminal justice system and the role of security within that system, this would indicate to prospective consumers that the program has a criminal justice focus, as opposed to a business or social science focus. If the statement said that the program provides a general foundation in business, criminal justice, economics and social science, the practitioner or consumer could understand that this program is diverse in its orientation and would probably conclude that the program is more theoretical in emphasis than the previous program.

Objectives can be stated in terms of knowledge obtained or skills and competencies. Examples of both are found in Carlie's outline of skills and knowledge (3) (Appendix B) and Weaver's career objectives which were listed in chapter 2. (4) Carlie listed several examples of

objectives which were based on "knowledge derived", one of which was "...an overview of the workings of the criminal justice system including law, police, courts and corrections." This description does not mention particular skills and competencies, as does his description under the heading of "Accounting", where he lists, "payroll and budgeting skills, report preparation and presentation."

Weaver's objectives provide numerous examples of competencies, which could complement the skills and knowledge described in Carlie's outline if they were used together. For example, he lists:

> Awareness of one's own values and value commitments; awareness that other individuals and cultures hold contrasting values which must be understood and, to some extent, accepted in interaction with them.

This description is more comprehensive and purposeful, with regard to what one should do with the knowledge received than, for example, Carlie's description for Sociology:

> Understanding social institutions; social control; deviance; societal response to deviance; general understanding of human behavior.

If both descriptions could be combined to sell programs top consumers and employers, the academic institutions may be able to project to the field information which the consumers and employers could more meaningfully apply to their needs.

Another alternative to the problem of producing an unnecessary product in academia is to change the academic program to accommodate the needs in the field. This is currently accomplished in some academic programs which offer both baccalaureate degrees to provide a broad education or a management-oriented curriculum, and associates degrees or

certification programs which are specifically oriented toward the training needs of security agencies.

There are some potential conflicts with this alternative. If the needs of the agencies dictate that training-oriented preparation is desirable, the baccalaureate program that develops a curriculum according to those needs may be compromising the mission of the four year institution. This could lead to internal conflicts with other academic programs. Another problem which may develop in some locations is that the development of training-oriented programs at the baccalaureate level will foster direct competition with two-year and certification programs which are currently meeting those needs in the field.

A third alternative is for the university or four-year institution to become a change agent for the field and sell industry of the need for change. This is often a lengthy process in which the academic unit participates with the field in needs assessments and the development of programs to implement and evaluate change. This can only be accomplished through the cooperation of industry, which means that the academic institutions must initiate a greater degree of communication with the field and develop long-term strategies on how to sell industry on the need for change.

A fourth alternative is for the university or four-year institution to develop cooperative ties with both industry and two-year academic institutions and divide the task of academic preparation according to the missions of the different institutions. This would limit the need for engaging in direct competition with other academic institutions and provide practitioners and consumers with a clearer

indication of what different programs in the academic setting have to offer.

If this alternative was considered, it may be necessary for the baccalaureate-granting insititutions to seek a different clientele for their product and leave the "nuts-and-bolts" preparation to other types of institutions. For example, baccalaureate programs could emphasize supervision and middle management programs and cater to clientele who are making mid-career decsiions to change their emphasis in the field. It would then be possible to pull in personnel from other sectors of industry, along with those in security, to develop them for positions in security management.

It may also be feasible to establish an interest in a security-oriented program which focuses on research in the security field. This type of program would facilitate stronger linkages with the field and enhance the professional image of the field by developing a body of knowledge from which the security field may draw information for its improvement.

In summary, four ways which were mentioned to alleviate the problem of marketing an unnecessary product were to sell the product, change the product, change the field, or change the clientele. There are numerous methods of accomplishing these objectives, some of which apply to more than one alternative. For instance, linkages with the field to sell employers on current programs or to act as a change agent may be developed by promoting security internships, where seniors are allowed the opportunity to work in the field for academic credit.

This would allow security directors and other sectors of industry

This would allow security directors and other sectors of industry to observe directly the skills and knowledge that the students bring into the field, while providing additional resources as no added cost to the organization. It would benefit the students by giving them some exposure to the field and job experience to use on their resumes when they begin examining the field for employment.

Another area of the curriculum which seems to be in transition is the role of social science. Security educators indicated a need for more conceptual, less concrete emphasis in coursework, but most rated social science coursework of low priority. Practitioners rated social science courses somewhat higher in priority than did educators, but indicated a need for factual, concrete coursework in the curriculum. Neither practitioners nor educators agreed with the suggested social science courses recommended in the curriculum model.

This question is of special interest in baccalaureate program development because these programs are usually designed to provide a broad-based, theoretical foundation for the field and usually include numerous courses in some facet of social science. The questions which face the academic institutiion are: Why is social science rated among the lowest of courses? Should it be central to the curriculum or play a relatively insignificant role? What can be done to change the perceptions of social science in relation to the field?

In response to the first question, it is possible that educators and practitioners perceived the social science coursework in the general education requirement as adequate for that component of the curriculum. Had the stipulation not been made in the survey that the course titles

did not include social science courses, which every program would automatically require in the general education segment of the program, it is possible that the social science courses which were listed in the survey would have received a higher rating.

It is also conceivable that practitioners can see no relevance of social science coursework to the security field. The competencies cited by Weaver could give some meaning and purpose to the social science coursework which may not be readily apparent in selection of course titles. Perhaps an enumeration of the disciplines in social science and their relation to security would also provide some understanding. Certainly, research may provide some direct ties of social science theories to the security field.

No aspect of society operates in a vacuum, and the security field is no exception in that regard. Since the need for communication and ethics courses were explicitly cited by both educators and practitioners, it would appear that various components of social science are, in fact, central to security and should not assume an insignificant role in the curriculum.

The question then becomes, what can be done to change perceptions of social science in relation to security? One method which has been mentioned is to define competencies which would be developed in various social science disciplines that would be useful to the field. Another way is to provide the field with a body of knowledge which links security with other social problems, such as authority and control, poverty, and economic/political opportunism. Another method of relating social science to security is to change security programs into "social justice"

programs, "social relations and loss control" programs, or comparable names which highlight the social science component of the security field.

Since the role of the security curriculum is in transition and the role of social science in the curriculum is unclear, it would be advisable for current programs to examine the needs in the field and how program advertising is understood by practitioners. It may be advisable for programs with a strong emphasis on specialized security areas to concentrate instead on law-oriented courses and courses pertaining to issues associated with conduct in the field.

For academic institutions which are contemplating the development of a security-oriented curriculum, solicitation of feedback from the field on local and regional security needs would be helpful. Also, the development of goals and objectives for the program would assist in marketing a new curriculum to perspective consumers.

General Self Critique

One of the major difficulties in using an inductive reasoning process is substantiating the claim that the findings of a study can, in fact, be generalized to a population. There are several sources of bias in this study which could weaken the validity of such a generalization and deserve comment. The seriousness of the bias is best established, however, through further research.

One weakness pertains to the assumptions of the study. The first assumption is that the curriculum should cover material apropriate for a baccalaureate program. There is no consensus in the literature of a definition for "appropriate" and there is considerable overlap between the courses taught in two-year and four-year programs. The course titles

chosen for this study were discretionery, and may possibly reflect the content of two-year progrms as well as four year programs.

Also, if the respondent did not actually believe that the baccalaureate level of curriculum was appropriate for the needs of the field, the material may have been evaluated differently than in an instance where the respondents truly felt that the academic program was representative. For example, if a respondent believed a need existed for courses on patrol techniques and night stick training, that person may react more favorably to social science courses when the other alternatives were included to provide a balance than the person would if only the social science courses were included without the balance of practical application courses.

The second assumption was that general education courses were not optional. It is possible that, had they been included as optional items, they would not have been found desirable by the respondents. The question addressed by both these potential areas of weakness is, how responsive to the practitioners should educational programs become? This question is debated in the literature and it is highly improbable that any consensus will be reached.

One other assumption which was not explicit in the study is that course titles and descriptions do reflect course content. It has been argued in the literature by Tenney and Sherman, as well as others, that titles do not accurately reflect content. They have both stated, however, that course titles are not without value in attempting to understand the type of material which is covered in an academic program. They do, in fact, rely on course titles in their own research to provide some

indications of course orientations. It should also be noted that all available literature in security-related curriculum development is based upon use of course titles. The use of similar information in this study is therefore instrumental as a comparison with the current literature.

Two sources of bias can be found in the study which should be discussed. The first source is sample bias. The sample was purposely chosen in a geographical location which had close proximity to Michigan State University. One purpose of the study was to determine the needs in the field where respondents could constitute a potential market for educational progams at Michigan State University. It is possible, however, that the outcome would have been different had the geographical sample been randomly chosen from around the country. It is also possible that such a sample would more accurately reflect the needs of the general security field.

Another possible source of sample bias could come from the decision to select respondents who were members of the American Society for Industrial Security. The needs of the field may have been more accurately represented in a random sample from all security directors in the geographical area. Such a comprehensive list would have been difficult to obtain, however, and the American Society for Industrial Security has the most varied and comprehensive membership of any security-related professional organization in the country.

In exercising discretion as to which course titles and descriptions were included in the survey, another source of bias was introduced to the study. It is possible that important needs in the field have not been addressed in this study, such as knowledge in architectural

design and advanced writing skills. It is also possible that different titles including the same substantive description would have elicited different responses. These issues are best determined as future research topics so that more baseline information of the needs in the field may be added to the available knowledge in the area.

Recommendations for Future Research

There are numerous areas of research on security curriculum development which have not been covered in this study or should be covered in much greater depth. Several research topics have been mentioned:

1. Field placement and promotion rate for graduates from baccalaureate programs.
2. Degree requirements for different levels of security positions.
3. The role of social sciences in the security curriculum.
4. Development of goals and objectives in the security curriculum.
5. Development of skills and competencies which could be provided by a security curriculum.

There are several other areas which were not addressed in this study which would contribute to the literature in security curriculum development:

1. Are different courses useful for different geographical locations? For example, would courses on international relations and political science be considered more relevant in the Washington, D.C. area than in the midwest?
2. Are there special curriculum needs for coursework in national security which differ from other types of security?
3. Would coursework in security and architectural design be

beneficial to a security curriculum?

4. Are general education requirements adequate for such areas as writing and social science, or should courses be included in the curriculum to supplement these requirements?

It would be useful to do a correlational analysis on recommended coursework to determine if there are other ways of grouping the material logically in the development of program concentrations. It would also be useful to do a content analysis of textbooks used in various security courses and other important courses in the curriculum to determine if the course content is at a similar level of conceptual abstraction as the required reading and how much redundancy is present in certain security books.

A great variety of books are currently being published in the area of security. It may be beneficial to determine what types of books are most appropriate for use as required reading and which are most suitble as supplemental resources.

Since the body of knowledge in all facets of security is small, a seemingly endless number of topics could be listed as research areas without even mentioning the importance of replication of studies to substantiate their findings. The growing concern for higher education in the field may promote stronger linkages between security and academia. Increased participation in educational programs may foster more communication and better relationships between the security field and the criminal justice system and between security and other portions of society with which the security field interacts.

FOOTNOTES, CHAPTER V

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Appendix A: Percentage of Males in the Private Sector by Years of Education Completed: 1950 - 1970

Occupation	High School			1-3 Yrs. College			4 Yrs. College +		
	1950	1960	1970	1950	1960	1970	1950	1960	1970
Guards & Watchmen	14.1	18.3	31.9	3.6	5.8	10.2	1.0	1.3	2.5
Policemen & Detectives (Private Sector)	20.6	27.7	38.4	9.7	10.3	18.0	3.7	3.1	9.3

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Appendix B: M.K. Carlie's List of Knowledge/Skills Necessary in Security

Skills/Knowledge Derived From
Criminal Justice Education Programs

1. A basic understanding on the dimensions and causes of crime and deliquency in the U.S.

2. An Overview of the workings of the criminal justice system including law, police, courts and corrections.

3. An understanding of procedural and substantive law.

4. A basic appreciation of the fundamentals of law enforcement (dealing with people in stressful situations, search and seizure, arrest procedures, obtaining warrants, investigations, etc.)

5. Acquisition of basic police-community relations skills.

6. An overview, history and introduction to private security.

Skills/Knowledge Derived From
Programs Other Than Criminal Justice

1. Business: courses in management, administration, supervision skills and theories.

2. Accounting: payroll and budgeting skills, report preparation and presentation.

3. Psychology: interactive skills, understanding abnormal behavior and counseling techniques.

4. Architecture: understanding the security implications of physical space, urban planning and design.

5. Political Science: civil liberties, constitutional law (if not in CJ curriculum)

6. Sociology: understanding social institutions, social control, deviance, societal response to deviance, general understanding of human behavior.

Note. From "Private Security: Is There a Place for it in CJ Education?" by Michael Kaye Carlie, delivered at the annual meeting of the Midwestern Association of Criminal Justice Educators, Moline, Ill., published in the Journal of Security Administration 2:1,2 (1979):10.

Appendix C: Survey Instrument

Dear Security Educator,

As you are aware, there is very little information which has been published about the types of courses available in security oriented curriculums. Since the number of baccalaureate programs in security has expanded from six to thirty-seven in the last four years, it would appear that there is a pressing need to broaden our knowledge about the curriculums of these programs.

The purpose of this survey is to obtain information about baccalaureate security programs. The two populations from which information is being gathered are security educators and security directors. Three assumptions were provided for the directors about the survey:

1. The position for which a security director would be hiring, in considering an educational program, is an entry level, line officer position.

2. The educational program is a four year, baccalaureate program, not a two year, associates program.

3. The educational program is assumed to be background for a career in the security field and is not meant to take the place of the training that each department provides its new officers.

Your assistance in completing this survey will be greatly appreciated. It would also be most helpful if you could send a copy of your course requirements in security and the course descriptions for the security program. The results of the study will be provided for your review in the form of a publication.

Thank you for your attention to this matter.

Sincerely,

Charlene A. Beebe
Security Research Analyst

1. What is your age? _____

2. How many years have you been teaching security courses? _____

3. Did you teach in another concentration before teaching security? _____

   If so, what was your previous teaching concentration? _____

4. How many years of experience do you have in the following fields?

   Security _____years What type of business? _____

   Law Enforcement _____years

   Military _____years

   Business Management
   (Outside Security Field) _____years

5. What is your educational background?

   Baccalaureate, Major? _____

   Masters, Major? _____

   Doctorate, Major? _____

6. How long has the security program existed in your institution? _____

7. What is the highest degree offered at your institution?

   Baccalaureate ___

   Masters ___

   Doctorate ___

8. What is the highest degree offered in your security program?

   Baccalaureate ___

   Masters ___

   Doctorate ___

MICHIGAN STATE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE • SCHOOL OF CRIMINAL JUSTICE

EAST LANSING • MICHIGAN • 48824

June 26, 1981

Dear Security Professional,

Interest in security education has risen dramatically in the last four years. At the time ASIS published its pamphlet, Establishing Baccalaureate Programs in Security and Loss Prevention in 1978, there were only six colleges and universities offering four year educational programs with a security orientation. There are currently thirty-seven four year degree programs with a security emphasis around the country.

Given the rapid expansion of undergraduate security oriented programs, there is very little information which has been published about the types of courses security practitioners feel should be included in these programs. The purpose of this survey is to obtain information about the kind of educational background security directors think is important for a person preparing for a career in the security field.

There are three important assumptions about this survey which should be noted. First, the position for which a security director would be hiring, in considering this educational program, is an entry level, line officer position. Second, the educational program is a four year, baccalaureate program, not a two year, associates program. Third, the educational program is assumed to be background for a career in the security field and is not meant to take the place of the training that each department provides its new security officers.

Thank you for your assistance in completing this survey. The results will be provided for your review in the form of a publication. Increasing our knowledge about security benefits all of us in the security field and provides educators a means to teach students about the challenges before them in a security field.

Sincerely,

Charlene A. Beebe

Charlene A. Beebe
Security Research Analyst

1. What is the nature of the business for which you engage in security activities? Check one of the following:

___ Banking/Finance
___ Construction
___ Educational Institution
___ Government Agency
___ Health Care
___ Hotel/Motel
___ Library
___ Manufacturing
___ Other
___ Museum
___ Office Building
___ Park
___ Public Utilities
___ Retail Store
___ Shopping Center
___ Supermarket
___ Transportation
___ My security department contracts to different kinds of facilities.

2. What type of security does your business employ? Check one of the following:

___ Proprietary
___ Contract
___ Combination of proprietary and contract

3. How many security officers do you employ in your department? _____

4. How much experience do you have in the following fields?

	0 yrs.	1-2 yrs.	3-5 yrs.	6-10 yrs.	+10 yrs.
Security	___	___	___	___	___
Law Enforcement	___	___	___	___	___
Corrections	___	___	___	___	___
Military	___	___	___	___	___
Business Management (Outside security field)	___	___	___	___	___

5. How many years do you have in your present position?

___ Less than one year
___ 1-2 years
___ 3-5 years
___ 6-10 years
___ +10 years

6. What is your educational background?

___ High School Diploma or G.E.D.
___ Associates Degree, Major? _____
___ Baccalaureate Degree, Major? _____
___ Some Graduate Work
___ Graduate Degree, Major? _____

Listed below are 40 course titles with a short description of each class. (A student may pick classes from this list to develop an educational program for four years of school.*) If you were hiring a person for an entry level security position (not supervisor or manager) who had just graduated with a baccalaureate degree, what type of courses do you think are important for that person to have taken in school?

Beside each course title and description is a scale marked from 1 to 6. Circle the number which best describes your feelings about how important the course is: from (1) essential to the education of a person I might hire, to (6) not an important area of knowledge for a person I might hire.

	Essential to the education of a person I might hire		Not essential, but preferred background of a person I might hire		Not important area of knowledge for a person I might hire	
Abnormal Psychology: Nature of abnormal behavior and its social significance.	1	2	3	4	5	6
Bank Security: Protection in banks and other financial institutions	1	2	3	4	5	6
Business Law: Development of law; criminal and civil remedies; contracts	1	2	3	4	5	6
Campus Security: Protection in educational institutions	1	2	3	4	5	6
Commercial and Retail Security: Protection in mercantile business	1	2	3	4	5	6
Computerized Security Systems: Automated security systems and their vulnerability	1	2	3	4	5	6
Corrections Process: Methods of offender treatment; operation of correctional system	1	2	3	4	5	6
Crime and the Community: Community responsibility for crime; crime-coping programs	1	2	3	4	5	6
Criminal and Civil Law: Legal principles which determine criminal & civil liability	1	2	3	4	5	6
Criminal Investigation: Theory of investigation; collection/preservation of evidence	1	2	3	4	5	6
Criminology: Theories of crime causation; describe types of crimes	1	2	3	4	5	6
Document and Personnel Security: Handling and control of sensitive information	1	2	3	4	5	6
Ethics: Moral judgements and responsibility; criteria of right and wrong	1	2	3	4	5	6
Ethnic and Racial Relations: Meaning and causes of social inequality	1	2	3	4	5	6
Field Practicum: Internship (work experience) in a security agency or department	1	2	3	4	5	6
Finance and Budgeting: Principles of managerial finance; capital management and capital budgeting	1	2	3	4	5	6
Hospital Security: Protection in health industry	1	2	3	4	5	6

* Not included in this list are basic general education classes (English, Natural Science, Social Science and Humanities) which all students in college must take.

	Essential		Not essential, but preferred			Not important
Hotel/Motel Security: Protection in service industry	1	2	3	4	5	6
Industrial Fire Protection Technology & Systems: Fire loss prevention programs	1	2	3	4	5	6
International Politics: Foreign policy-making and international relations	1	2	3	4	5	6
Introduction to Business: Role of administration in operation of a business	1	2	3	4	5	6
Introduction to Criminal Justice: Agencies and processes of criminal justice	1	2	3	4	5	6
Introduction to Economics: Introduction to economic theory; markets and the price system	1	2	3	4	5	6
Introduction to Security: Historical, philosophical and legal basis of security	1	2	3	4	5	6
Juvenile Justice: Role of criminal justice agencies regarding deliquency	1	2	3	4	5	6
Occupational Safety and Health: Study of agencies and laws regulating environment in work setting	1	2	3	4	5	6
Oral Communication: Creating and structuring messages; effective delivery of speeches	1	2	3	4	5	6
Organizational Psychology: Leader behavior; motivation & communication in organizations	1	2	3	4	5	6
Personnel Administration: Employee related activities in a business	1	2	3	4	5	6
Persuasion: Influencing behavior through communication	1	2	3	4	5	6
Police Process: Functions of law enforcement; role of police	1	2	3	4	5	6
Political Psychology: Theories of political behavior	1	2	3	4	5	6
Psychology of Personality: Understanding of personality; coping with frustration & conflict; motivation	1	2	3	4	5	6
Public Administration: Managing public revenues & services	1	2	3	4	5	6
Security Administration: Organization, administration and management of a security department	1	2	3	4	5	6
Security Law: Legal process as relates to security	1	2	3	4	5	6
Social & Political Philosophy: Political authority and individual liberty	1	2	3	4	5	6
Sociology of Organization: Function of groups from societies to small gatherings	1	2	3	4	5	6
Survey of Accounting Concepts: Basic accounting; asset valuation; managerial planning; income determination	1	2	3	4	5	6
Technological Aspects of Security: Impact of technology on the security field	1	2	3	4	5	6

Below are four security oriented courses, Introduction to Security, Security Administration, Security Law and Technological Aspects of Security. Each course can be taught in a number of ways and for each course, three ways to teach are listed.

In the three boxes under each course title, mark "1" for the best way to teach, "2" for the second most preferred way to teach and "3" for the least preferred way to teach.

INTRODUCTION TO SECURITY

☐ Overview of security systems found in retail, industrial and governmental agencies; legal framework for security operations; detailed presentations of specific security operations.

☐ Security as a form of social control; regulation of private actions in the face of crime; employee rights verses obligations; ethical dilemmas in security.

☐ The role of security and the security practitioner in modern society; the concept of professionalism; a survey of the administrative, personnel and physical aspects of the security field.

SECURITY ADMINISTRATION

☐ Organization, administration and management of security and plant protection units; policy and decision making; personnel and budgeting; private guard and alarm services.

☐ Comparison of white-collar and blue-collar crime; techniques of detention, apprehension, and prevention; subject areas of employee dishonesty, cost considerations, pilferage and embezzlement.

☐ Policy formulation with a security orientation; analysis of "return on investments" in loss prevention; examination of the role of security between the criminal justice system and private industry.

SECURITY LAW

☐ Examination of the private 'system' of justice in context of U.S. Constitution and public policy; awareness of political machinery that generates regulatory controls.

☐ Exploration of the legal principles determining criminal and civil liability; classification of crimes as against persons, property and the public welfare.

☐ Basic principles of Constitutional law with emphasis on statutes pertaining to arrest, search & seizure, rules of evidence, and recent Supreme Court rulings.

TECHNOLOGICAL ASPECTS OF SECURITY

☐ Examination of modern security hardware; physical security controls using alarms, video, surveillance, etc.

☐ Analysis of different security systems; surveying security needs in a facility.

☐ Impact of technology on the security field; the implication of technology as a monitor and controller of human behavior.

Below are a series of statements about security education programs and the trends in the security field. Beside each statement is a scale marked from 1 to 6. Circle the number which best describes your feelings about that statement: from (1) strongly agree with the statement, to (6) strongly disagree with the statement.

	Strongly Agree					Strongly Disagree
All college programs focusing on issues in security should provide a broad education that is useful for many careers.	1	2	3	4	5	6
The required number of specialized courses in security and criminal justice should not exceed one-fourth of the total course work for the degree.	1	2	3	4	5	6
Security courses that train students to perform specific security functions, such as report writing and patrol techniques, should be replaced with more conceptual and analytical courses related to those tasks, such as analysis of security operations and security and social control.	1	2	3	4	5	6
Security programs at the undergraduate level should give greater emphasis to the major issues in doing security work and less emphasis to issues of security management and supervision.	1	2	3	4	5	6
Every security education program should include in its required curriculum a thorough consideration of ethical dilemmas and value choices of security work.	1	2	3	4	5	6
Security education programs should include research in the security field.	1	2	3	4	5	6
Security education programs should include comprehensive treatment of the most commonly performed security work which falls outside the criminal justice system, such as business courses.	1	2	3	4	5	6
The orientation of private security is changing from law enforcement to loss prevention.	1	2	3	4	5	6
The trend for the 1980's in the security field will be to hire officers with four years of college.	1	2	3	4	5	6
Security officers should increase career mobility by promoting into other departments, such as personnel, then going back into security at management levels.	1	2	3	4	5	6
Security education should fall in the framework of criminal justice programs, as opposed to business programs, for their main emphasis.	1	2	3	4	5	6

Appendix D: Top Ten Courses for Each Level of Education
Pilot Survey of Security Managers, I.A.H.S. (a)

% Associates Level	% Baccalaureate Level	% Master's Level
Administration		
65.5 Criminal Law	45.2 Budgeting	13.3 Admin. Law
65.5 Sec. Licensing	41.9 Sec. Auditing	6.5 Sec. Auditing
60.0 Prob. Solving	41.4 Capital Expend.	3.3 Risk Mgt.
58.6 Capital Exp.	36.7 Admin. Law	3.3 Prob. Solving
58.1 Prog. Dev'pmt.	33.3 Prob. Solving	3.2 Program Mkting.
48.4 Budgeting	33.3 Risk Mgt.	
46.7 Risk Mgt.	32.2 Program Mkting.	
45.2 Sec. Auditing	31.0 Criminal Law	
41.9 Program Mkting.	31.0 Sec. Licensing	
Personnel Management		
85.7 Perform. Eval.	42.9 In-Serv. Train.	5.0 Recruitment
84.2 Empl. Safety	40.0 Communication	4.8 Mgt. Styles
76.2 Motivation	38.1 Selection	4.8 Perform. Eval.
75.0 Recruitment	31.0 Job Analysis	4.8 In-Serv. Trng.
71.4 Objectives	30.0 Training	
66.7 Mgt. Styles	28.6 Objectives	
65.5 Job Analysis	28.6 Mgt. Styles	
65.0 Training	26.3 Unionism	
Security Philosophy		
65.5 Sec. Goals	45.0 Sec. Research	5.0 Sec. Research
57.1 Org. Theory	36.0 Sec. in CJ System	
56.0 Sec. in CJ Sys.	35.0 Sec. Goals	
48.3 Loss Prevent.	28.6 Org. Theory	
40.0 Sec. Research	27.6 Loss Prevent.	
Environmental Management		
90.0 Vehic. Control.	30.8 Cmptr. Use	27.8 Arch. Design
89.7 Prop. Control.	22.2 Arch. Design	26.9 Cmptr. Use
89.7 Locks Control	15.8 Info. Security	5.3 Info. Security
89.5 Sec. Hardware	10.7 People Control	3.6 People Control
89.5 Safety/Hazards	10.5 Sec. Hardware	3.4 Locks Control
85.7 People Control	10.5 Safety/Hazards	
78.9 Info. Security	10.3 Prop. Control	
50.0 Arch. Design	10.0 Vehic. Control	

(a) Respondents were members of the International Assocaition of Hospital Security.

Appendix E: Course Orientation Matrix

SUBJECT AREAS

CONTENT EMPHASIS

	Social Deviance	Law	Criminal Justice System	Subsystem	Roles
Technical	*Fundamentals of Delinquent and Criminal Behavior* A general orientation to the field of criminology including delinquent and criminal offenses and preventive police techniques. Specific police problem studies, such as addicts, the mentally ill, compulsive and habitual offenders, and police handling of juveniles. University of Hawaii.	*Introduction to Criminal Law* A study of the basic principles of criminal law with emphasis on statutes pertaining to arrest, search and seizure, the rules of evidence, and recent Supreme Court decisions . . . University of Guam.	*Principles and Procedures of the Justice System* Role and responsibilities of each administration of justice system segment: law enforcement, judicial, corrections. Past, present, and future exposure to each subsystem procedure from initial entry to final disposition; relationship each segment maintains with its system members. Modesto Junior College.	*Introduction to Law Enforcement* History of the Anglo-American police: law enforcement organizations of the United States: federal, state, local and private: the police career; orientation; public attitudes. Northern Arizona University.	*Police Patrol* Responsibilities, powers, and duties of uniformed patrolmen; patrol procedure, field interrogation, mechanics of arrest, transportation of prisoners, raids, crime prevention functions, and officer on patrol. California State University, Los Angeles.
Professional	*Juvenile Delinquency* Causes and treatment of the juvenile delinquent, including apprehension and commitment. Various methods of caring for delinquents, including the present day psychiatric approach studied. Delinquency considered as a national problem. Rider College.	*Criminal Law I* General doctrines of criminal liability in the United States: classification of crimes as against persons, property, and the public welfare. Emphasis on the concept of governmental sanctions of the conduct of the individual. University of Illinois.	*Administration of Justice* Survey of the historical and and philosophical development of the administration of justice system. Description, analysis, and evaluation of criminal justice agencies. Emphasis on the relationship between theory and practice. San Jose State University.	*Correctional Procedures* The function of the correctional system. Analysis of various treatment and rehabilitation practices: examination and evaluation of behavior modification, reality therapy, psychiatric, and psychological intervention. Middle Tennessee State University.	*Correctional Counseling Processes* Basic concepts and principles of counseling, interviewing, individual, and group therapy in the correctional field and institutional services. Pennsylvania State University.
Theoretical	*Criminology* Theories of causation, crime as a business, affiliated problems, trends in punishment, treatment of offenders, control and prevention. Memphis State University.	*Constitutional Issues in Law Enforcement* An intensive study and analysis of the United States Constitution and court decisions that interpret the Constitution, including a discussion of the history of the Constitution, the Bill of Rights and police power. University of Louisville.	*Criminal Justice and the Social Structure* An examination of law enforcement systems in relation to the incidence and distribution of economics and social power, class structure, ecological patterns, subcultural developments in the community, and in the police structures and problems of professionalization; evaluation of ambivalence in the social process of the law, the courts, and corrections. Metropolitan State College.	*Seminar in Law Enforcement* Multidisciplinary study of the philosophical premises, theoretical implications, and functions of contemporary law enforcement. Southern Illinois University.	*Note:* An appropriate course description for this cell could not be located.

Note. From Jack L. Kuykendall, Journal of Criminal Justice 5:2 (1977):155.

Appendix F: A.S.I.S. Suggested Model Curricula

Independent Major
(120 Semester Hours)

General Education Courses
(30 Semester Hours)

English (Comp. &/or Lit.)
(6 Hours)
Natural Science (6 Hours)
Social Science (9 Hours)
Humanities (9 Hours)

Major Courses
(30 Semester Hours)

Required
Introduction to Security
Security Admistration
Security Law
Technological Aspects of Security
Special Problems
Field Practicum

Electives
Criminal & Civil Law
Commercial & Retail Security
Fire Prev. & Occupational Safety
Indust. Fire Protect. & Systems
Environmental Security
Computerized Security Systems
Document & Personnel Security

Cognate
(30 Semester Hours)

Accounting
Business Law
Business Administration
Public Administration
Introduction to CJ
Organizational Psychology
Economics
Ethics
Research Methodology
Criminal Investigation

General Electives
(30 Semester Hours)

International Politics
Political Philosophy
Personnel Administration
Sociology of Organization
Social & Political Philosophy
Finance & Budgeting

Appendix F: (continued)

Security as a Specialization Within Another Major (120 Semester Hours)

General Education Courses (30 Semester Hours)

Same as independent major.

Major Courses (30 Semester Hours)

Required

Courses depend on major field (Criminal Justice, Business Administration, ect.)

Electives (Assuming security specialization is part of major department)

Introduction to Security
Security Administration
Security Law
Technological Aspects of Security
Special Problems
Field Practicum

Cognate (30 Semester Hours)

If security specialization is part of major department, cognate courses would be similar to independent major curriculum. If security specialization is outside the major field, cognate coursework should include security electives noted above.

General Electives (30 Semester Hours)

Same as independent major.

Appendix G: Course Titles Listed in the Directory, Career Opportunities in Security and Loss Prevention, by Name and Frequency

---

Introduction to Security

14 Introduction to Security
2 Private Security
2 Comparative Security
2 Introduction to Security Systems
1 Security Service Systems
1 History of Security
1 Security Codes and Regulations

Security Administration

17 Security Administration
1 Security Staff Supervision
1 Corporate Security Planning
1 Protection Management
1 Basic Management
1 Criminal Justice Administration
1 Administration of Justice
1 Financial Management
1 Planning and Budgeting
1 Accounting
1 Ethics and Decision-Making in Criminal Justice
1 Social Policy Planning for the Justice System
1 American Government
1 Applied Research and Program Evaluation
1 Research Methodology

Security Law

5 Criminal Law
3 Security Law
3 Civil Law
2 Legal Aspects of Security
2 Criminal Procedure
1 Security and Law
1 Legal Problems and Security
1 Law - Contracts and Sales
1 Civil Liberties
1 Contemporary Legal Theories
1 Critical Issues in Contemporary Judicial Process
1 Legal Effectiveness and Social Control
1 Structure and Functions of American Legal Institutions
1 Concepts and Issues in Public Justice
1 Constitutional Limitations

Appendix G: (continued)

Safety

5 Safety
2 Safety and Fire Protection
2 Fire Protection
1 Industrial Fire Protection, Safety and Defense Programs
1 Fire, Safety and Disaster Planning
1 Fire Protection and Alarm Systems
1 Safety Codes, Standards and Regulations

1 Organizational Supervision of Safety Programs
1 Principles of Insurance
1 Human Factors in Safety Programming

Special Areas of Security

10 Industrial Security
7 Retail Security
3 Commercial Security
2 Government Security
2 Industrial and Commercial Security
1 Bank Security
1 Hospital Security
1 Retail and Business Security
1 Industrial and Private Security
1 Industrial and Retail Security
1 Industrial and Business Security
1 Business and Industrial Espionage

Loss Prevention and Control

5 Loss Prevention and Control
2 Loss Prevention and Accident Prevention
1 Loss Prevention and Physical Security
1 Theft Control

Physical Security

8 Physical Security
4 Security Technology
3 Security Methods
1 External Security Controls
1 Security Techniques
1 Firearms

Security Issues and Problems - 9

Security Internship - 15

Investigations

5 Criminal Investigation
2 Investigation Management
2 Arson Investigation
1 Internal Security and Investigation
1 Security Investigative Aids
1 Investigating Accidents in the Work Place
1 Criminal Evidence
1 Traffic Accident and Investigation
1 Interviews and Interrogations
1 Interviews and Report Writing
1 Basic Photography
1 Operational Intelligence
1 Cross-Examination
1 Terrorism and Counter-Terrorism

Personnel Security

6 Personnel Security
1 Advanced Personnel Security
1 Personnel Management
1 Public Relations Management
1 Labor Relations Management
1 Executive Protection
1 Private Security and Community Relations
1 Advanced Communication Skills in Criminal Justice
1 Records Management
1 Privacy and Security
1 Document Control

Criminal Justice

3 Introduction to Criminal Justice
2 Police Operations
1 Introduction to Law Enforcement
1 Criminal Justice Systems
1 Probation and Parole
1 Juvenile Procedures
1 Juvenile Corrections
1 Survey of Corrections
1 Crime and its Causes
1 Criminology
1 Causes and Control of Collective Behavior

Note. Published by The American Society for Industrial Security, Washington, D.C.: A.S.I.S. Foundation, 1981. The subject categories underlined in this appendix were not included in the published course

titles unless otherwise indicated.

Appendix H: Means and Variances of Preferences for Course Titles for Practitioners and Educators

Category and Course Title	Practitioners Mean	Practitioners Variance	Educators Mean	Educators Variance
Law				
Business Law	2.68	2.22	1.90	1.19
Criminal and Civil Law	1.73	1.07	1.76	.89
Security Law	1.51	.96	1.24	.19
Communication				
Oral Communication	1.72	1.25	1.76	.59
Persuasion	2.29	1.58	2.48	1.06
Safety				
Industrial Fire Protection	2.01	1.32	2.33	.93
Occupational Safety and Health	2.56	2.01	2.27	1.45
Philosophy				
Ethics	1.95	1.51	1.86	1.23
Social and Political Philosophy	4.24	1.64	4.10	1.99
Criminal Justice				
Corrections Process	4.87	1.70	4.81	1.16
Crime and the Community	3.50	1.96	3.29	1.61
Criminal Investigation	1.71	1.15	1.59	.44
Criminology	2.88	1.91	3.10	2.09
Introduction to CJ	2.50	1.57	2.38	2.25
Juvenile Justice	4.11	2.04	4.10	2.19
Police Process	2.64	1.82	3.52	1.46
Field Experience	2.33	1.99	1.76	.69
Security				
Bank Security	4.51	2.10	3.38	1.05
Campus Security	4.50	1.87	3.76	1.39
Commercial and Retail Security	3.34	2.86	2.43	.96
Computerized Security Systems	2.57	2.03	2.62	.75
Document and Personnel Security	2.48	2.04	2.05	1.15
Hospital Security	4.40	2.64	3.48	1.16
Hotel/Motel Security	4.58	2.01	3.48	1.16
Introduction to Security	2.29	1.81	1.57	.86
Security Administration	2.14	1.58	1.67	1.23
Technological Aspects of Sec.	2.52	1.62	2.00	.80

Appendix H: (continued)

Category and Course Title	Practitioners Mean	Practitioners Variance	Educators Mean	Educators Variance
Business				
Finance and Budgeting	3.35	2.56	2.57	1.46
Introduction to Business	2.94	2.02	2.71	1.81
Introduction to Economics	3.88	2.26	3.62	2.05
Personnel Administration	2.90	1.99	2.67	1.03
Public Administration	4.82	1.28	3.86	1.33
Survey of Accounting Concepts	3.64	2.90	2.42	1.86
Social Science				
Abnormal Psychology	3.10	2.22	3.19	2.56
Ethnic and Racial Relations	3.20	2.25	3.67	2.03
International Politics	5.06	1.26	4.90	1.29
Organizational Psychology	2.60	2.20	2.71	1.41
Political Psychology	4.64	1.46	4.90	.61
Psychology of Personality	2.62	1.75	3.05	1.75
Sociology of Organization	4.12	1.60	3.48	2.06

Appendix I: Means and Variances of Statements of Security Philosophy From Security Practitioners and Educators

	Practitioners		Educators	
	Mean	Var.	Mean	Var.
All college programs focusing on issues in security should provide a broad education that is useful for many careers.	2.33	1.72	1.71	.91
The required number of specialized courses in security and criminal justice should not exceed one-fourth of the total course work for the degree.	3.51	2.74	2.41	1.13
Security courses that train students to perform specific security functions, such as report writing and patrol techniques, should be replaced with more conceptual and analytical courses related to those tasks, such as analysis of security operations and security and social control.	3.60	3.05	1.95	1.35
Security programs at the undergraduate level should give greater emphasis to the major issues in doing security work and less emphasis to issues of security management and supervision.	3.49	2.52	4.00	2.10
Every security education program should include in its required curriculum a thorough consideration of ethical dilemmas and value choices of security work.	2.45	1.40	2.14	1.33
Security education programs should include research in the security field.	2.47	1.56	2.52	2.06
Security education programs should include comprehensive treatment of the most commonly performed security work which falls outside the criminal justice system, such as business courses.	2.41	1.42	2.00	1.20
The orientation of private security is changing from law enforcement to loss prevention.	1.75	1.08	1.45	.37
The trend for the 1980's in the security field will be to hire officers with four years of college.	3.20	2.02	2.52	1.56
Security officers should increase career mobility by promoting into other departments, such as personnel, then going back into security at management levels.	3.30	2.33	2.90	2.09
Security education should fall in the framework of criminal justice programs, as opposed to business programs, for their main emphasis.	3.18	2.78	2.52	2.86

Appendix J: Means and Variances of Curriculum Orientations for Security Practitioners and Educators

Course Title and Orientation	Practitioners Mean	Practitioners Variance	Educators Mean	Educators Variance
Introduction to Security				
Technical	1.90	.53	1.48	.36
Professional	1.36	.30	1.67	.47
Theoretical	2.65	.36	2.78	.31
Security Administration				
Technical	2.37	.65	2.67	.35
Professional	1.53	.54	1.50	.58
Theoretical	2.01	.52	1.73	.43
Security Law				
Technical	1.54	.47	2.22	.65
Professional	1.73	.45	1.65	.55
Theoretical	2.68	.38	2.00	.78
Security Technology				
Technical	1.71	.47	1.80	.70
Professional	1.78	.58	1.84	.59
Theoretical	2.44	.65	2.22	.77