

***This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.***

**Course Number**  
CJ 2103

**Course Title**  
Police Administration

**Course Description**  
Introductory course in the role of police in administration of criminal justice and crime control. An overview of police administration, line, and auxiliary functions.

**College Mission**  
South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**College Wide Student Learner Outcomes**

Critical Thinking                      Responsibility                      Communication

**ACTS Course**                       **Program Course**

**Program Outcomes**

1. Understand perspectives of the criminal justice systems.
2. Contrast public and private sector administration.
3. Comprehend the application of organizational theory to criminal justice organizations.
4. Describe innovations in American law enforcement.
5. Understand personnel procedures and apply practices in contemporary criminal justice agencies.
6. See courts as organizations with unique administration.
7. Understand corrections agency structures, personnel functions, and current challenges.
8. Demonstrate knowledge of the rights of criminal justice employees.
9. Know the special challenges in discipline, labor relations, and liability.
10. Identify various examples of criminal justice technology.

**ACTS Outcomes**

If this is not an ACTS Course, leave this space blank. Number your ACTS outcomes.

**Course Outcomes**

#	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
1	Define administration, and explain its importance in the operation of a police department.	1. 1-5		5				Written Test
2	Explain and list examples of community policing.	2. 1-6				C1		Written Test
3	Explain the organizational foundation of the typical police department.	3. 1-5						Written Test
4	Identify the most common features of contemporary organizational theories	4. 1-6		3		C4		Written Test

	and management systems.							
5	Identify the differences between leadership, power and authority and how they are applied in police organizations.	5. 1-4			CT3	C1		Written Test
6.	Describe the values, motivations and types of people found in police organizations.	6. 1-4						Written Test
7.	Explain the nature and symptoms of stress and explain how stress and fatigue may be managed effectively in police organizations.	7. 1-6						Written Test
8.	List the nature and symptoms of stress and explain how stress and fatigue may be managed effectively in police organizations.	8. 1-7				C2		Written Test

### Unit Outcomes/ Competencies

#### Unit I: Course Introduction: At the end of unit, students should be able to:

1. Explain the importance that administration plays in the operation of police department.
2. Identify the role of the supervisors, commanders, administration in the police administration.
3. Define administration
4. List the different goals of police organizations.
5. Compare and contrast the different era of policing and how they function within each era.

#### Assessment Tools: Class discussion and quiz

#### Unit II: The Environment of Administration: At the end of the unit, students should be able to:

1. Identify the several organizational environments
2. Explain community policing.
3. Identify the difference between closed system and open system.
4. List the three branches of government and the functions of each.
5. List examples of community policing.
6. Explain police corruption/brutality.

#### Assessment tools: writing assignment and written test.

#### Unit III: Foundation of Police Organization: At the end of the unit, students should be able to:

1. Identify the quasi-military model.
2. Explain chain of command.
3. Identify classical organizational theory.
4. List Weber's principle of management.
5. **Explain specialized units and their purpose.**

#### Assessment tools: video and class discussion.

**Unit IV: Contemporary Organizational Theories and Management Systems: At the end of the unit, students should be able to:**

1. Identify the quality management and how it applies to modern day policing.
2. Explain the McGregor's Theory X and Theory Y.
3. Define feedback.
4. Explain Hawthorne experiments.
5. Define customers.
6. Define culture.

**Assessment tools: class discussion and written test**

**Unit V: Police Leadership: At the end of the unit, students should be able to:**

- a. Identify the difference between leadership, power, and authority and how they are applied in police organization.
- b. Identify the contingency approach to leadership.
- c. Explain the role the police chief plays.
- d. List the types or levels of leadership in the police organization.

**Assessment Tool: class discussion and group activity.**

**Unit VI: People in the Police Organization: At the end of the unit, students should be able to:**

1. Define values.
2. Identify McClelland's Achievement, Power, and Affiliation Motives Theory.
3. Identify the different types of groups.
4. Explain the two types of motivational theory.

**Assessment tools: class discussion and written test**

**Unit VII: Communication, Negotiation, and Conflict Resolution: At the end of the unit, students should be able to:**

1. Identify keys to effective communication.
2. List the different types of communication.
3. Explain the types of conflict.
4. Explain negotiation and its purpose.
5. Define communication.
6. List common barriers of communication

**Assessment tools: video, class discussion and written test.**

**Unit VIII: Managing Stress and Fatigue: At the end of the unit, students should be able to:**

1. Identify the nature of stress.
2. Explain the consequences of stress for police organizations
3. List the nature and symptoms of stress.
4. Identify the differential responses to stress.
5. Identify the problems caused by stress.
6. Explain how the means by which management can respond to fatigue in the ranks.
7. Identify management of fatigue for officers

**Assessment Description(s)**

Class will consist of lecture, class discussion, and written assessments

## Materials and Technological Requirements

Police Administration 3rd ed.

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### Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

#### Regular Semester

Courses which meet once a week .....	2 absences
Courses that meet twice per week .....	3 absences
Courses that meet four times per week .....	5 absences

#### Summer Session

Courses that meet four times per week in a five week session .....	3 absences
Courses which meet two evenings per week in a 10 week session .....	3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

#### Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

#### Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

### Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

### **Equal Opportunity-Affirmative Action Statement**

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

### **Library Services**

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

### **Procedures to Accommodate Students with Disabilities:**

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

### **The Early Alert System**

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

### **Behavioral Review Team**

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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