**CJ 401 POLICE ADMINISTRATION**

**Section 101, R 4:00pm to 6:20pm**

**FALL 2017, SH 416**

**Professor Information**

Dr. Wendy Perkins

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**Office Hours**

Tuesday 9am to 11am; 2pm to 3pm

Wednesday 8:30am to 10:30am

Thursday 2pm to 3pm

Other days and times available by appointment

**Course Description**

This course studies the functions and activities of police agencies, including police department organizations and responsibilities of police administrators. Current administrative and management techniques and theories are also explored. (PR: CJ 211)

**Additional Information**

This course will immerse you in the theory and practice of police administration. The work for this course will be rigorous and you will be expected to “connect the dots” across units. This is not to trick you; this is to reinforce important information and demonstrate to you how information from previous units applies to information in current units.

**Required Texts**

Dunham, R. G., & Alpert, G. P. (2015). *Critical issues in policing* (7th ed.). Long Grove,

IL: Waveland Press.

ISBN 1-4786-2287-3 or 978-1-4786-2287-1

Kappeler, V. E. (2006). *Critical issues in police civil liability* (4th ed.). Long Grove, IL:

Waveland Press.

ISBN 978-1-57766-441-3 or 1-57766-441-8

**Suggested Text (investing in this now will save you headaches later)**

American Psychological Association [APA] (2010). *Publication manual of the American*

*Psychological Association* (6th ed.). Washington, DC.

**University Policies**

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to [www.marshall.edu/academic-affairs/policies/](http://www.marshall.edu/academic-affairs/policies/). Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

**Students with Special Needs**

If you are in need of special accommodations for class, please contact the Office of Disability Services at <http://www.marshall.edu/disability/> Documentation of your needs is required for you to receive the appropriate assistance in this course.

**Attendance and Make-up Policy**

1. **Attendance is not part of your grade for this course.** However, **I do track attendance** for the purpose of reporting to the registrar.
2. **Anyone** with an excused absence as defined by university policy will be permitted to make-up course work. The university absence policy can be found at the following link:

<http://www.marshall.edu/student-affairs/files/Revised-Undergraduate-Class-Attendance-Policy-for-fall-2015.pdf>

1. **If you miss class for any reason**, this is what you must do:
   1. **E-mail** me. Let me know that you are going to/already have missed class. You must do this **within 24 hours** of missing the class. If you have pre-planned travel for a university event, you may provide me with a schedule in lieu of an e-mail.
   2. **Talk to your peer group** about what you missed in class. Obtain class notes from your group.
   3. **Submit any work that was due on the day you were absent** **within 48 hours the class you missed**. If you are absent on a day when we have graded in-class work, the make-up assignment will be on Blackboard. Exceptions to the 48-hour rule will be made for extenuating circumstances (e.g. extended illness). If you are absent on the day of an exam, you must make arrangements with my graduate assistant to complete the exam.
2. **And finally………**You are responsible for your own conduct inside and outside of the classroom. This includes making a decision about whether or not to come to class. Before you decide to miss/skip class on a regular basis without a good reason, think about the following:

Missed class = missed opportunities (e.g. review sessions, in-class discussions).

Missed opportunities = missed information for assignments, including exams

Missed information for assignments and exams = lower scores on assignments/exams

Lower scores on assignments/exams = lower course score

Lower course score = potential loss of financial aid, a bad grade on your transcript, spending money to retake the class, having to explain yourself to your parents

**FURTHER**, if you chronically miss class during this (or any other) course(s) in which you are my student, it will severely diminish the likelihood of me writing a letter of recommendation for you in the future.

**Academic Dishonesty**

1. The university policy for academic dishonesty can be found at the link below

<http://www.marshall.edu/board/files/policies/MUBOG%20AA-12%20Academic%20Dishonesty.pdf>

1. If I suspect you have committed an act of academic dishonesty, I will request a meeting with you to discuss the assignment. If, after this meeting, I still suspect you committed an act of academic dishonesty, the following will occur:
   1. If you commit academic dishonesty on an examination, you will fail the class.
   2. If you commit academic dishonesty on any other type of assignment, you will receive a grade of “0” for that assignment.
   3. A report will be filed with the Office of Academic Affairs.
2. Per university policy, you may appeal any charges of academic dishonesty.

**Encouraged Classroom Behaviors**

Criminal justice is a discipline with many controversial topics. You are going to have personal opinions about many of the topics we discuss. So will everyone else. Therefore, the **following behaviors are ENCOURAGED in my classroom**.

1. Be respectful of me, of your peers, of guests, and of yourself!
2. Talk, talk, talk! To understand any criminal justice issue, you must discuss it!
3. Challenge each other! Challenge me! I will challenge you! That is how we will all learn something.
4. Be open minded. Never be afraid to change your opinions after you learn new information or consider someone else’s point of view.
5. Think critically. Connect the dots. Consider the research. Think about what it means to practice in the field of criminal justice. A personal opinion is not the same thing as an educated opinion or a professional opinion. And none of those are the same as the knowledge someone possesses based upon the research they, and others, have conducted.
6. Be brave. My classroom is a space where we can respectfully discuss controversial issues. If you are ever uncomfortable in my classroom, please tell me and I will do my best to address the issue. BUT – do not confuse being uncomfortable with being CHALLENGED!

**Prohibited Classroom Behaviors**

Any behavior that is disrespectful, threatening, and/or disruptive to me or other students is prohibited. I reserve the right to remove you from the classroom should you engage in any of these behaviors.

**Personal Technology in the Classroom**

1. Do not spend our time together with your face buried in your phone, your computer, or any other electronic device.
2. I do not mind if you use an electronic device to take notes, look at an electronic copy of the book, look at assignments, etc. However, if you are spending too much time typing or staring at the screen and not enough time making eye contact with me and engaging in classroom discussions, I will require you to put your device away.
3. If I suspect that any student is using technology to engage in academic dishonesty I will prohibit the entire class from using technology in the classroom.
4. Be respectful of me and your peers regarding social media. It is not amusing to post a picture or a video of someone without their knowledge. Doing so says far more about your character than it does about the character of the person who is your target.
5. Yes, I have social media (see instructor contact information). I will never post pictures of you without permission, and I will never say anything disparaging about you. I will, however, occasionally brag about you as a class or make a post about your class activities ☺

**Communication Is Important!**

A lot of problems could be avoided if people simply communicated with each other. Make it a habit of checking your MU e-mail daily for news about the course and the occasional extra credit opportunity. I will make every effort to respond to your e-mails within 24 hours of receiving them, excluding weekends (Friday at 4pm to Monday at 9am). If you have not heard from me within 24 hours of sending me a message (again, weekends excluded), feel free to give me a nudge. I am human (surprise!) and sometimes I do forget things.

**Course Learning Outcomes Matrix**

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| --- | --- | --- |
| **Course Learning Outcomes** | **How Each Outcome is Practiced** | **How Each Outcome is Measured** |
| Students will identify the tasks and responsibilities of police agencies and their administrators | In-class discussions | Design a police department project |
| Students will apply theories of leadership and management to police agencies | In-class discussions, problem solving assignments, readings | Design a police department project |
| Students will analyze challenges to the administration of police agencies | In-class discussions, problem solving assignments | SWOT analysis, Design a police department project |
| Students will develop academic research skills related to the criminal justice field | Library research | Design a police department project |
| Students will develop professional written communication skills using APA format | Problem solving assignments | Design a police department project |
| Students will develop presentation skills | In-class discussions | In-class presentation |

**Course Assessments**

This section outlines the course assessments that will be used to determine your performance in this class. More specific information for each assessment will be provided at the appropriate times.

1. **You must turn in all assignments and earn at least 92% of the total course points to be considered for the grade of A in this course.** If you fail to turn in any assignments or take any exams or quizzes, the highest grade you are eligible to earn is a B, regardless of points earned on your completed work. Maximum effort, people! Maximum effort! ☺
2. Hard work is rewarded. If you pay attention to my feedback on your assignments and use this feedback in other assignments to improve your skills, your scores will reflect your effort.
3. This policy is not intended to discourage you – just the opposite – this policy is intended to encourage **EXCELLENCE IN LEARNING!** You are intelligent people and I have high expectations of you. I also have high expectations **FOR** you! You are on your way to becoming professionals in your chosen field – it is my job to make sure you are off to a great start by teaching you responsibility and professionalism!
4. All assignments except for group work will be submitted via Blackboard.

Design Your Own Police Department – Part 1 (500 points total)

The “DYOPD” project is two-part. The first part consists of an individual project wherein you are responsible for the assignments listed below. Each assignment is worth 40 points.

1. *Department Mission and Vision Statement* (25 points)
2. *Department Organizational Structure* (25 points)
3. *Department Budget* (50 points)
4. *SWOT Analysis* (25 points)
5. *Recruitment and Selection Plan* (75 points)
6. *Retention Plan* (75 points)
7. *Employee Evaluation Plan* (75 points)
8. *Use of Force Policy* (75 points)
9. *Vehicle Pursuit Policy* (75 points)

Design Your Own Police Department – Part 2 (200 points total)

The second part of the “DYOPD” project requires you to present with your group during the last three weeks of class. Your group will design its own police department based upon the work of the individual members. More information will be provided later in the semester.

Problem Solving Assignments (3 x 100 points each, 100 points total)

Over the course of the semester you will be presented with three problem solving assignments. These assignments will reflect actual problems that police administrators encounter when engaging in their job duties.

Free writing responses (10 x 20 points, 200 points total)

You will write three ‘free responses’ to current events/issues over the course of the semester. These assignments will be completed in class.

**Grading Scale**

A = 92% to 100%

B = 91% to 80%

C = 79% to 70%

D = 69% to 60%

F = 59% and lower

**Tentative Schedule**

This reading schedule serves as a guide to assist you in organizing your work inside and outside of class. You are responsible for reading and understanding all assigned materials. My lectures will not cover each and every point in the readings; often my lectures include information that you will not find in the readings. Any material assigned is testable material, regardless of whether or not it is covered during class time. Please note that I reserve the right to amend this schedule based upon class needs.

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Topics* | *Read This* | *Items Due* |
| Week 1  Aug 24 | History and Role of American Police | Chapter 1, Chapter 2  Dunham and Alpert |  |
| Week 2  Aug 31 | Police Culture | Chapter 5, Chapter 6, Chapter 8  Dunham and Alpert |  |
| Week 3  Sep 7 | Police Organizational Theory  Police Civil Liability | Chapter 11  Dunham and Alpert  Chapter 1  Kappeler  Other readings provided by professor | Vision and Mission Statement |
| Week 4  Sep 14 | Police Organizational Theory  Tort Law, Federal Liability Law | Chapter 2, Chapter 3  Kappeler  Other readings provided by instructor | Organizational Structure |
| Week 5  Sep 21 | No Class | Work on projects | Budget |
| Week 6  Sep 28 | Ethical Behavior, Problem Police Officers  Failure to Arrest DUI Liability | Chapter 13  Dunham and Alpert  Chapter 8  Kappeler  Other readings provided by professor | Problem Solving #1 |
| Week 7  Oct 5 | Police Discretion and Use of Force  Pursuit Liability | Chapter 7, Chapter 29, Chapter 30  Dunham and Alpert  Chapter 7  Kappeler | Employee Evaluation Plan |
| Week 8  Oct 12 | Police Discretion and Use of Force  Use of Force Liability | Chapter 31, Chapter 32 Dunham and Alpert  Chapter 4  Kappeler | Problem Solving #2 |
| Week 9  Oct 19 | Representative Bureaucracy | Chapter 18, Chapter 19  Dunham and Alpert  Women in Policing  Perkins (provided by professor) | Pursuit Policy  Use of Force Policy |
| Week 10  Oct 26 | Officer Health and Well-Being | Chapter 20, Chapter 21  Dunham and Alpert  Other readings provided by professor |  |
| Week 11  Nov 2 | Response to Special Populations | Chapter 23, Chapter 24  Dunham and Alpert  Other readings provided by professor | Problem Solving #3 |
| Week 12  Nov 9 | Response to Domestic Violence | Chapter 6  Kappeler  Other readings provided by professor | Recruitment and Selection Plan  Retention Plan |
| Week 13  Nov 16 | No Class | Work on projects |  |
| Week 14  Nov 23 | Happy Thanksgiving! |  |  |
| Week 15  Nov 30 | Class Presentations |  |  |
| Week 16  Dec 7 | Dead Week - Class Presentations |  |  |
| Week 17  Dec 14 | Exam Period - Class Presentations |  |  |