**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**CJI 112 *–* Police Management**

**Course Outline**

**Course Number & Name:**  CJI 112 Police Management

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**: Grade of “C” or better in CJI 101 or placement

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: Principal areas of emphasis include the duties and responsibilities of the police supervisor, personnel problems, and handling of disciplinary problems, complaints, and grievances. The principles of efficient leadership, the relevance of motivation and communication, and techniques of teaching are presented.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. explain the history and evolution of policing management theory and practice;
2. describe the role and functions managers in the administration of the various entities in the of law enforcement entities within the criminal justice system and distinguish the legal and practical differences between the responsibilities of public managers from private managers;
3. identify and define common terms associated with police management;
4. apply various methods and theories to case studies and hypothetical problems faced by criminal justice system managers;
5. identify and describe the development of tools for enhancing the performance of criminal justice system managers;
6. analyze the impact of societal diversity on law enforcement management;
7. explain the ethical responsibilities of law enforcement professionals; and
8. demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice management issues.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Explain the history and evolution of policing management theory and practice:
   1. describe the history and development of management theory;
   2. define the two themes that are apparent in the various definitions of community policing;
   3. identify when “modern” policing began;

**Measurable Course Performance Objectives (MPOs)** (continued):

* 1. list and describe the principles Sir Robert Peel emphasized;
  2. list and describe the three eras of policing;
  3. describe the police relationship with the community during each era;
  4. describe what the professional model of policing emphasizes;
  5. describe how law enforcement agencies have traditionally been organized;
  6. describe the police organizational design;
  7. list and describe some of the common types of crime prevention programs; and
  8. list the four essential dimensions of community policing

1. Describe the role and functions managers in the administration of the various entities in the of law enforcement entities within the criminal justice system and distinguish the legal and practical differences between the responsibilities of public managers from private managers:
   1. describe the characteristics of a mission statement;
   2. explain the differences between management practices in public organizations compared to private entities;
   3. describe what characteristics of the police culture may lead to a code of silence;
   4. explain the basic organizational structure of criminal justice entities and the management constraints imposed by these structures;
   5. describe the skills of effective management;
   6. relate management concepts, in general, to police organizations and administration specifically;
   7. describe the role of politics and political affiliation in managing criminal entities;
   8. identify what dilemmas face law enforcement;
   9. outline the three levels of law enforcement;
   10. list the four basic responsibilities of the police;
   11. identify the differences between the police academy and field training as learning tools for recruits;
   12. list the three primary purposes of police patrol;
   13. explain why differential response strategies enable police departments to respond more efficiently to 911 calls;
   14. explain community policing and its strategies;
   15. identify when agencies or officers exercise discretion; and
   16. describe how discretion fits into the community policing philosophy
2. Identify and define common terms associated with police management:
   1. distinguish between the concepts of management and leadership;
   2. recognize appropriate police management techniques;
   3. identify the organizations that have concentrated their efforts on community crime prevention;
   4. identify the concepts of the police organization and describe the police organizational design;
   5. define COMPSTAT and identify the core principles of COMPSTAT as it is practiced by the New York City police;
   6. identify and describe the SARA model;
   7. describe the components of traditional programs for youths that have promoted positive police-community relations and enhanced crime prevention efforts;
   8. identify what components of the criminal justice system can help reduce the crime problem;
   9. describe what court-based approaches have proved effective;

**Measurable Course Performance Objectives (MPOs)** (continued):

* 1. identify the characteristics of several exemplary police-community strategies;
  2. identify what impediments might hinder implementing community policing;
  3. describe the risk factor prevention paradigm;
  4. list and describe three federal initiatives that can assist communities in implementing community policing;
  5. list the partnerships that have been implemented to prevent or reduce crime and disorder; and
  6. describe the strategies that have been used to address the gang problem, and describe which has been found to be most effective

1. Apply various methods and theories to case studies and hypothetical problems faced by criminal justice system managers:
   1. interpret, recognize and apply important legal issues faced by criminal justice managers;
   2. describe current management problems and issues;
   3. recognize appropriate police management techniques;
   4. describe how efficiency and effectiveness differ, and identify which community policing emphasizes;
   5. examine the planning and decision making process employed by police organizations;
   6. identify the first step in a problem-solving approach;
   7. list and describe the four stages of problem solving that are used in the SARA model;
   8. describe the three areas problem analysis considers;
   9. describe the purpose and goal of the DOC model;
   10. describe crime-specific planning; and
   11. identify the focus of crime mapping
2. Identify and describe the development of tools for enhancing the performance of criminal justice system managers:
   1. analyze and apply the tools developed for use of managers of criminal justice entities;
   2. identify the basic changes that are required in making the transition to community policing;
   3. describe participatory leadership;
   4. describe what a department’s vision should include;
   5. explain strength-based leadership;
   6. identify who should be included in a needs assessment;
   7. identify what a strategic plan includes;
   8. identify the most important consideration in selecting strategies to implement community policing;
   9. describe whether training should be the spearhead of change;
   10. list and describe the most important areas to cover in training;.
   11. describe what transition managers should anticipate and prepare for;
   12. describe what impediments to community policing may need to be overcome;
   13. identify the common pitfalls there are in making the transition to a community policing philosophy; and
   14. describe the process of conducting evaluations and how failures should be viewed

**Measurable Course Performance Objectives (MPOs)** (continued):

6. Analyze the impact of societal diversity on law enforcement management:

* 1. describe how the makeup of the police force has changed in recent years;
  2. identify what individual characteristics are important in the communication process;
  3. identify the two critical barriers to communication in a diverse society;
  4. describe why police officers may have more barriers to communication than other professionals and what these barriers consist of;
  5. identify what dilemma law enforcement officers face when interacting with immigrants;
  6. describe what is needed to avoid discrimination;
  7. identify the difference between prejudice and discrimination; and
  8. describe why communicating effectively with all law enforcement personnel is important

7. Explain the ethical responsibilities of law enforcement professionals:

* 1. describe and evaluate the importance of ethical issues and principles in managing criminal justice organizations;
  2. compare and contrast examples of contemporary programs dealing with ethical issues;
  3. discuss how the patronage system affected policing;
  4. indicate the results of the Wickersham commission;
  5. indicate why patrol officers are allowed discretionary powers;
  6. explain the term “abuse of discretion;”
  7. identify the three traditional forms of police corruption;
  8. explain what an ethical dilemma is and name four categories of ethical dilemmas typically facing a police officer;
  9. identify what ethics involves;
  10. identify the three ethics checks; and
  11. describe what characteristics of the police culture may lead to a code of silence

8. Demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice management issues:

* 1. identify and apply the important guidelines involved with employee selection and termination;
  2. explain, evaluate and apply important theories and skills regarding management issues;
  3. appraise current literature, materials and developments regarding management of criminal justice agencies; and
  4. use critical thinking and problem solving; focusing on the criminal justice management and analyzing information from multiple sources, including the print and video media

**Methods of Instruction**: : Instruction will consist of, but not be limited to, a combination of lectures, class discussions, multi-media presentations, group projects, the assignment of textbook readings and other resource material, case studies, demonstrations, and completion of various assessment instruments (a documented research paper, and both in-class and take-home tests and exams). Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments, such as case studies, presentations, logs, journals and papers, for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

* + - 1. Maintain regular attendance.
      2. Actively participate in class discussions and workshops.
      3. Read the recommended textbook and any other assigned resource materials.
      4. Complete all assigned homework on time.
      5. Complete all written assignments, including a research paper based on multiple source research gleaned from appropriate library sources and previously published internet sources.
      6. Complete an in-class midterm and final examination.
      7. Take all quizzes and exams when scheduled.
      8. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Attendance/Class Participation** **5 – 15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* Logs/Journals 10 – 15%

Logs/Journals are written exercises designed to heighten student’s awareness of various events related to criminal justice that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.

* **Reaction Papers 15 – 20%**

Reaction papers are 3 – 5 page written exercises in which students read outside sources or statements supplied by the professor an discuss their “intellectual and emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to take a position and support that position using scholarly literature, interviews and polling.

**Methods of Evaluation** (continued)**:**

**Grading Components % of final course grade**

* **Theme Papers 20 – 25%**

Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, criminological, legal and law enforcement sources, or internet sites.

* **Literature Reviews/Research Papers 10 – 20%**

Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the criminological literature, case law, management guidelines or statues. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.

* **Introspective Theme Paper/Case Study Analysis 30 – 40%**

The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to management issues. The students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.

* **Written/Oral Presentation Interview of Law Enforcement 15 – 25%**

**Agency or Professional in the Field**

The written/oral presentation of the interview of law enforcement agency representative or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class which are related to course objectives.

* **Oral Presentations 15 – 20%**

Oral presentations are based on a topic either discussed/not discussed during the semester that is relevant to the study of criminal justice or police management and related to course objectives. The instructor may require a written outline to augment the oral presentation.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* Exams, including Midterm and Final Exams **20 – 30%**

(number of exams and dates specified by the instructor)

Exams will provide evidence of the extent to which students have mastered and synthesized course material and have met course objectives.

Note: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text by Thibault, Edward and Lawrence Lynch. *Proactive Police Management*. Upper Saddle River, NJ: Prentice Hall. Current Edition.

Recommended Supplemental Resources:

Swanson, Charles, Leonard Territo and Robert Taylor (2008). *Police Administration: Structures, Process and Behavior* (8th edition). Upper Saddle River, NJ: Prentice Hall.

Miller, Linda S and Karen M Hess (2011). *Community Policing: Partnerships for Problem Solving* (6th edition). Belmont, California: Delmar Cengage Learning.

Carlson, Daniel (2004). *When Cultures Clash: Strategies for Strengthened Police-Community Relations* (2nd edition). Upper Saddle River, NJ: Prentice Hall.

**Unit Topic/Content Readings**

|  |  |  |
| --- | --- | --- |
|  | Historical Perspective | ch 1 |
|  | Police Culture | ch 2 |
|  | The Art and Style of Proactive Police Leadership | ch 3 |
|  | Purposes and Principles of Police Organizations | ch 4 |
|  | Operating Principles | ch 5 |
|  | Proactive Communication and Information Management | ch 6 |
|  | Proactive Police Technology for the Twenty-First Century | ch 7 |
|  | Patrol Operations and Community Policing | ch 8 |
|  | Basic Line Functions | ch 9 |
|  | Administrative/Staff Functions | ch 10 |
|  | Auxiliary Functions | ch 11 |
|  | Human Resources Management | ch 12 |
|  | Training | ch 13 |
|  | Proactive Planning | ch 14 |
| **Unit** | **Topic/Content** | **Readings** |
|  | Collective Bargaining and Police Management | ch 15 |
|  | The Future of Proactive Police Management | ch 16 |

Note: In CJI 112, the instructor must cover the 16 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.