

**SUL ROSS STATE UNIVESRITY-RIO GRANDE COLLEGE
DEPARTMENT OF NATURAL AND BEHAVIORAL SCIENCES
DEL RIO * EAGLE PASS * UVALDE
CRIMINAL JUSTICE PROGRAM
COURSE SYLLABUS**

- COURSE TITLE:** CRIM 3301: Police Administration
- COURSE PERIOD:** Online Web Course
- INSTRUCTOR:** Dr. Ferris Roger Byxbe fbyxbe@sulross.edu
- BIOGRAPHY:** <http://faculty.sulross.edu/fbyxbe>
- OFFICE:** Sul Ross Faculty Offices Building 205, Del Rio Campus
- OFFICE PHONE:** 830-703-4834 (Office) or 830-703-4831 (Fax)
- OFFICE HOURS:** Tuesday & Thursday 09:00 AM – 12:00 PM and 3:30 – 4:30 PM
- COURSE DESCRIPTION:** A study of contemporary issues and policies that confront law enforcement officers and administrators in the United States. Agency operations and police functions will be examined with an emphasis on law enforcement duties, liabilities and Constitutional obligations to protect and serve society.
- TEXTBOOK:** Police Operations: Theory & Practice, 6th ed.
Karen M. Hess, Christine Orthmann, Henry Cho
ISBN: 978-1-2850-5262-5
Delmar/Cengage Learning
- ACADEMIC SUCCESS:** Students enrolling in online Web Courses at Rio Grande College must be aware that such courses are not self-paced and require considerable vested time in order to meet requirements. Students should be prepared to devote a considerable amount of time to accomplish the requisites in this course. Each semester will require a student to devote approximately 12 hours per week to each web class – which equates to 3 hours of class time plus 9 hours of reading, research, writing and other course preparation.
- COMPUTER LABS:** Rio Grande College computer labs are open Monday – Thursday 8:00AM - 9:00PM and Friday 8:00AM – 4:00PM. **RGC Computer labs are not open weekends.** However, students may avail themselves to the SWTJC computer labs with a valid ID. Online web students should have available a high-speed internet connection on a regular basis for off-campus course work, exams,

assignments and research.

DISHONESTY:

Academic cheating and plagiarism is not acceptable behavior. It violates university policy and human ethics. If a violation occurs the penalty will result in the grade of “F” for the semester.

EXAMINATIONS:

Exams have been structured to mandate maximum participation in this self-directed online course of study.

- There will be a chapter(s) exam each week.
- Chapter reading assignments, research and writing endeavors are of the utmost importance for student learning outcomes and assessment.
- Exams will consist of multi-formatted questions taken from weekly assignments.
- It is recommended that all exams be taken in the computer laboratory on the Rio Grande College campus (or) on the SWTJC campus during the weekend. However, this is not required. Exams may be taken at any location using a high-speed internet connection. Firefox browser is recommended for accessing all Blackboard exams.
- Weekly exams will be made available for 24 hours each Monday commencing early morning 12:00 AM and ending late Monday night at 11:59 PM.
- Weekly exams may be accessed one-time only for a period of 75 minutes (one class period). Students exceeding the allotted time will be timed-out of Blackboard. All exams must be completed in one sitting. Exams may not be saved and returned to later.
- Mobile apps are available to facilitate access to your course materials in Blackboard. However, be aware that any difficulties with your carrier, or jumping from cell tower to cell tower will likely disrupt your connection. For this reason, you are advised [required] NOT to use a cell phone for tests for it may be detrimentally affected by service disruptions. Please note that calling the faculty member to have an exam reset will be limited - also note that to reset an exam is a courtesy – NOT a requirement. You are strongly advised [required] to take all exams on a computer at a stable location having a strong and consistent connection.”

NO MAKE-UP EXAMS:

If a student **for any reason:**

- fails to take an exam
- fails to complete an exam

- fails to submit an exam will result in an failed exam.

The professor assumes no responsibility for student omissions or technology problems. Should a student be dropped off-line the instructor will reset the exam during the testing period ONLY. To Contact the instructor send an immediate email to fbyxbe@sulross.edu Assistance from OIT or the instructor will not be available after 9:00 PM.

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| <u>GRADING SCALE:</u> | 1260 -1400 = A |
| | 1120 -1259 = B |
| | 980 -1119 = C |
| | 840 - 979 = D |
| | 0 - 839 = F |

NOTE: Each exam is worth 100 points x 14 exams = 1400 total points.

SEMESTER GRADES: Final semester grades are reported to the Office of Admissions and Records at the appropriate time. Student grades are posted on Banner for review at the conclusion of each semester.

COURSE OBJECTIVES: Upon reading assigned chapters in the textbook with a thorough analysis of the key concepts, terms and case law within each chapter the student will acquire extensive knowledge of the following subject-matter content to be inclusive on each examination.

CHAPTER 1: Police Operations in Context

After completing this chapter, students will know:

- What police operations are and what they include.
- What changes have affected police operations.
- How our society has changed.
- How our law enforcement officers have changed.
- How the police organization may change.
- What the Commission on Accreditation of Law Enforcement Agencies (CALEA) is and how it affects police operations.
- What community policing is.
- How advances in technology are affecting police operations.
- What a mission and a mission statement are.
- What the relationship between goals and objectives is.
- What police discretion is and what positive contributions it makes.
- What problems are associated with discretion.
- What balance presents a major challenge for law enforcement.

CHAPTER 2: Communications: The Foundations of Police Operations

After completing this chapter, students will know:

- What positive outcomes effective communication can produce.
- In what directions communication might flow.
- What databases can be of value to law enforcement.
- What challenges and concerns law enforcement has encountered with communications technology.
- What some criminal justice entities believe law enforcement 10-codes should be replaced with.
- What special populations may pose especially challenging communication issues.
- When slurred speech may not be the result of intoxication.
- Which case established the right of police officers to stop and question a person.
- What rights *Miranda v. Arizona* grants to suspects.
- What would make a confession inadmissible in court.
- What purposes written police reports serve.
- Who the likely audiences of police reports are.
- What the characteristics of effective police reports are.
- What two amendments police must balance when dealing with the media.

CHAPTER 3: Operational Skills: Performing within the Law

After completing this chapter, students will know:

- What balance between freedom and order police officers must maintain.
- What two amendments restrict arrests and searches.
- What a stop-and-frisk situation involves.
- What constitutes an arrest.
- When officers may arrest someone.
- Why understanding and skill in making legal arrests are critical.
- How substantive and procedural criminal law differ.
- How officers arrest someone.
- What three use-of-force tests are established in *Graham v. Connor*.
- How much force can be used in making an arrest.
- If handcuffs should always be used in conjunction with an arrest.
- What less-lethal weapons police officers have available.
- What police activity can be an obstacle to community policing.
- When a search can be conducted.
- How a search conducted with a warrant is limited.
- When a search warrant is *not* needed.
- How officers search a person and a building.
- What the exclusionary rule is and its relevance to police operations.

CHAPTER 4: Patrol: The Backbone of Police Operations

After completing this chapter, students will know:

- How patrol is typically described.
- What functions patrol typically performs.
- How the majority of patrol time is spent.
- How crowds can be classified.
- What methods of patrol have been used and the advantages and disadvantages of each.
- What type of patrol has the most mobility and flexibility and is usually the most cost effective.
- What the Kansas City Preventive Patrol Experiment found.
- What most affects the possibility of on-scene arrests.
- What two basic causes account for delays in calling for service.
- What basic change in perspective problem-oriented policing requires.
- What the SARA problem-solving process consists of.

CHAPTER 5: Traffic: Policing in a Country on the Move

After completing this chapter, students will know:

- What three functional areas police traffic services include.
- What the basic purposes of traffic enforcement are.
- Who is responsible for traffic enforcement.
- How the problem of speeding in residential areas can be addressed.
- What the difference is between aggressive driving and road rage.
- What the number-one problem of traffic enforcement is.
- What strategies are being used to deter DUI.
- What balance must be maintained in an effective pursuit policy.
- What issues should be addressed in a pursuit policy.
- What a hazardous materials enforcement program should include.
- What the responsibilities of officers responding to a crash scene are.

CHAPTER 6: Crime, Disorder, and Quality-of-Life Issues: Responding to the Call

After completing this chapter, students will know:

- What the official sources of information about crime are.
- What index offenses the FBI compiles statistics on.
- What technologies assist law enforcement in addressing crime and disorder issues.
- What the responsibilities of officers responding to a criminal action call are.
- What the preliminary investigation of a crime consists of.
- What issues may lead to civil disobedience in the 21st century.
- How police departments should be prepared to deal with demonstrations and violence.
- What crisis situations police officers may face.
- What the number-one rule is when dealing with hostage situations, barricaded subjects, or

attempted suicides.

CHAPTER 7: Violence: At Home, In the classroom, on the Job

After completing this chapter, students will know:

- Who is at risk of being a victim of domestic violence.
- What law enforcement's responsibility is when domestic violence occurs.
- How dangerous police response to a domestic violence call is.
- What the Minneapolis experiment established.
- What *Thurman v. City of Torrington* (1984) established.
- Whether incidents of school violence can be anticipated or are always a surprise.
- What three-pronged approach is an effective response to the issue of school violence.
- What controversial measures have been taken to make schools safer.
- What similarities exist between school and workplace violence.

CHAPTER 8: Emergency Situations: When Disaster Strikes

After completing this chapter, students will know:

- What emergencies a police department should plan for.
- What should be included in a pre-disaster plan.
- What FEMA's mission is.
- What two major difficulties police face during disasters.
- What the "pulse" of the government's response to an emergency is.
- What the four phases of an emergency usually are.
- What posttraumatic stress disorder is and why it is important to police officers who respond to emergency calls.
- Who should conduct a critical-incident stress debriefing and when, and who should attend.
- What emergency conditions require special considerations and contingency planning.
- What the prime consideration in any emergency is.
- What the two post-emergency "killers" may be.
- What other emergencies contingency plans must be made for.
- What the policy of most police departments is regarding the handling of suspected bombs.
- How important the police are during a pandemic.

CHAPTER 9: Terrorism: From Hometown Security to Homeland Security

After completing this chapter, students will know:

- What most definitions of terrorism include.
- How the FBI classifies terrorist acts.
- What motivates most terrorist attacks.
- What domestic terrorist groups exist in the United States.
- What methods terrorists might use.
- What federal office was established as a result of 9/11 and what its purpose is.

- What the lead federal agencies are in responding to acts of terrorism and handling consequence management.
- How the USA PATRIOT Act enhances counterterrorism efforts by the United States.
- What the first line of defense against terrorism in the United States is.
- What three obstacles to intelligence effectiveness are.
- What the Community Protection Act authorizes.
- What two concerns are associated with the current “war on terrorism.”
- What balance law enforcement must maintain in the “war on terrorism.”

CHAPTER 10: Criminal Investigation

After completing this chapter, students will know:

- What the primary goals of a criminal investigation are.
- What the most critical phase is in the majority of criminal investigations.
- What AFIT is and how it helps solve crimes.
- What two forms of positive identification may be available in criminal investigations.
- What the major violent crimes are, what their elements are, and what special considerations might be involved in each.
- What the focus of the homicide investigation should be after priority matters are addressed.
- How homicide is classified and what the various degrees of murder and manslaughter are.
- What some special problems in homicide investigations are?
- What the major property crimes are, what their elements are, and what special considerations might be involved in each.
- What two key characteristics of computer crime are.
- What victimless crimes are.
- When surveillance, undercover assignments, raids, and stings might be necessary.
- When undercover assignments are used.

CHAPTER 11: Responding to Children and Juveniles: Our Nation’s Future

After completing this chapter, students will know:

- What greatly influences youths’ attitudes toward law and law enforcement.
- Below what age most states consider a person a juvenile.
- What the primary difference between the adult criminal justice and the juvenile justice system is.
- What categories of children are included in the juvenile justice system’s jurisdiction.
- What predelinquent indicator often goes unnoticed.
- What special challenge is posed by a missing child report.
- What conduct is included in status offenses.
- What factors enter into the disposition of status offenders.
- How much discretion officers have with status offenders.
- What dispositions are available to officers when dealing with status offenders and what the

most common disposition is.

- Who usually enters juveniles into the justice system.
- What rights *In re Gault* guarantees juveniles involved with the juvenile justice system.
- What two programs are widely used throughout the United States to combat the drug and gang problem.

CHAPTER 12: Gangs and Drugs

After completing this chapter, students will know:

- Whether the gang problem is increasing or decreasing.
- How the National Gang Threat Assessment classifies gangs.
- What activities gang members frequently engage in.
- What the first step in dealing with a gang problem usually is.
- How gangs might be identified.
- How gang problems might be dealt with.
- If drugs and crime have been proven to be related.
- What approaches have been suggested to address the drug problem.
- What three stages are involved in a drug buy.
- What the critical elements in an illegal drug buy are.
- Why the sale and use of illegal drugs is difficult for police to investigate and prosecute.
- How to avoid a charge of entrapment.
- What the predominant approach to the drug problem in the 1980s was. In the 1990s. Currently.
- What drug abatement statutes do.

CHAPTER 13: The Importance of Physical and Mental Health: Getting the Job and Keeping Fit for Duty

After completing this chapter, students will know:

- What the police officer hiring process typically involves.
- What the prime factor in physical fitness is.
- What police-specific physical skills are important.
- What job-related factors detract from police officers' physical fitness.
- What constitutes an effective fitness program.
- What bloodborne pathogens police officers should protect against.
- What the concept of universal precaution recommends.
- What the greatest threat to officers' mental fitness is.
- What the major categories of stressors for police officers are.
- What the effects of stress might include.
- What the awareness spectrum is and where in that spectrum police officers should try to be.
- What the three sides of the Border Patrol's survival triangle are.
- What the five Cs of basic tactics for survival are.

CHAPTER 14: Liability and Ethics: Is it Legal? Is it Moral?

After completing this chapter, students will know:

- Under what three types of state liability (tort) law officers may be sued.
- On what basis most civil lawsuits against police are brought.
- What the most common civil actions brought against the police involve.
- What can protect against civil liability.
- Whether incident reports are important in defending against civil suits.
- How to minimize lawsuits.
- What the most common defenses used by police officers against civil liability lawsuits are.
- Whether officers can countersue.
- Whether ethical issues are usually absolute or relative.
- According to conventional wisdom, what the defining characteristics of the police culture are and what the result is.
- What three areas in discussions of law enforcement ethics are controversial.
- What the key elements in corrupt behavior are.
- What the most important factor in police officers becoming corrupt is.
- What other factors may cause officers to become corrupt.
- If scandals are caused by “bad apples” or “bad barrels.”
- What basic ethics tests can be used to assess behavior.
- What maxim should guide ethical decisions.
- Who is most responsible for the ethics of a law enforcement agency.

SEMESTER CALENDAR, READING ASSIGNMENT AND EXAM DATES

WEEK ONE:

Aug. 25 – 29 Chapter 1: Police Operations in Context
Syllabus

WEEK TWO:

Sept. 1 – 12 Chapter 2: Communication: The Foundation of Police Operations
Exam #1, Chapter 1: Sept. 1st

WEEK THREE:

Sept. 8 – 12 Chapter 3: Operational Skills: Performing within the Law
Exam #2, Chapter 2: Sept. 8th

WEEK FOUR:

Sept. 15 – 19 Chapter 4: Patrol: The Backbone of Police Operations
Exam 3, Chapter 3: Sept. 15th

WEEK FIVE:

Sept. 22 – 26 Chapter 5: Traffic: Policing in a Country on the Move
EXAM #4, Chapter 4: Sept. 22nd

WEEK SIX:

Sept. 29 – Oct. 3 Chapter 6: Crime, Disorder, and Quality-of-Life Issues: Responding to the Call
Exam #5, Chapter 5: Sept. 29th

WEEK SEVEN:

Oct. 6 – 10 Chapter 7: Violence: At Home, in the Classroom, on the Job
Exam #6, Chapter 6: Oct. 6th

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| WEEK EIGHT: Oct. 13 – 17 | Chapter 8: Emergency Situations: When Disaster Strikes Exam #7, Chapter 7: Oct. 13 th |
| WEEK NINE: Oct. 20 – 24 | Chapter 9: Terrorism: From Hometown Security to Homeland Security Exam #8, Chapter 8: Oct. 20 th |
| WEEK TEN: Oct. 27 – 31 | Chapter 10: Criminal Investigation Exam: #9, Chapter 9: Oct. 27 th |
| WEEK ELEVEN: Nov. 3 – 7 | Chapter 11: Responding to Children and Juveniles: Our Nation's Future Exam: #10, Chapter 10: Nov. 3 rd |
| WEEK TWELVE: Nov. 10 – 14 | Chapter 12: Gangs and Drugs: Two National Threats Exam #11, Chapter 11: Nov. 10 th |
| WEEK THIRTEEN: Nov. 17 – 21 | Chapter 13: The Importance of Physical and Mental Health: Getting the Job and Keeping Fit for Duty Exam #12, Chapter 12: Nov. 17 th |
| WEEK FOURTEEN: Nov. 24 – 28 | Thanksgiving Holidays – 26th, 27th, 28th. Exam 13, Chapter 13: Nov. 24 th |
| WEEK FIFTEEN: Dec. 1 – 5 | Chapter 14: Liability and Ethics: Is It Legal? Is It Moral? No exam December 1 st due to Thanksgiving holidays. |
| WEEK SIXTEEN: Dec. 8 | Final Exam Week Exam # 14, Chapter 14: Dec. 8 th |

PROGRAM LEARNING OUTCOMES (PLO): The graduating student will

- 1) Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.
- 2) Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. *[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]* The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.