

Sul Ross State University
Student Syllabus
Spring 2024

Course Name/ Number: CJ 5311: Advanced Law Enforcement Administration (ONLINE)

Instructor Name: Dr. Lisa Quibodeaux (Ph.D. Walden University; M.S. University of Alabama;
B.S. McNeese State University)

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Office Hours: Please send an email anytime.

Catalog Description: Management issues in modern police agencies including hiring, retention, training, dismissal, human relations, and culture sensitivity. Communication, management styles, policy development, effectiveness, problem solving, and community policing are also covered.

Required Text: Peak, K.J., Gaines, L. K., & Glensor, R.W. (2019). *Managing and leading today's police* (4th ed.). Pearson. (ISBN: 978-0-13-470127-1)

Suggested Text: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Criminal Justice Graduate Student Learning Objectives (SLOs):

CJ SLO 1. The student will be able to analyze the function and decision making of the court systems of the United States, including the ability to assess the impact the impact of court rulings, in particular those of the Supreme Court.

CJ SLO 2. The student will be able to identify and apply criminological theories and competing theory arguments.

CJ SLO 3. The student will be able to develop a working knowledge of the process and application of the methods of scientific research, including the ability to critique a piece of research based on its methodology and develop the ability to apply research to Criminal Justice and Homeland Security Policy.

CJ SLO 4. Critical Thinking. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.

CJ SLO 5. Students will develop communication skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

Marketable Skills:

This course is also designed to help the students for building various marketable skills to use in their Criminal Justice related careers and professions. Specifically, in this course, the following marketable skills, which are some of the most important skills for such careers, will be emphasized during this course:

MS 1- Verbal and Written Communication Skills

MS 2- Critical Thinking & Observation

MS 3 - Multicultural Understanding

MS 4- Accessing Resources with Crime Data and the Most Current Updates of Legal Codes and Procedures

MS 5- Teamwork and Working Collaboratively

MS 6 – Analyzing the Factors Contributing to Crime

Grading Criteria: Grades will be determined by the following in this course:

Students will be assessed in this course by the following methods: writing assignments, discussion boards, and individual research projects. (13 discussion boards @ 25 pts each; 1 research paper overview/literature review @ 100 pts; 1 research paper @ 100 pts; 6 writing assignments @ 50 pts each)

Grading Scale:	100 - 90 = A	825-743 = A
	89 - 80 = B	742-660 = B
	79 - 70 = C	659-577 = C
	69 - 60 = D	576-494 = D
	59 - 0 = F	493 - 0 = F

PROFESSOR POLICIES:

Make-Up Work and Exams: It is the student's responsibility to make up any work or tests if allowed. Contact the professor as soon as possible for any missed work. There are **NO** make-ups for any missed in-class reflections. Make-up work for online assignments will be the discretion of the professor and **MAY** be offered in exigent circumstances only.

Previously Submitted Work: **NO** previously submitted work for any assignment will be accepted. A zero (0) grade will be entered for the assignment, and it will not be allowed to be made up.

Non-Original Work: **NO** work bought, copied, or downloaded will be accepted for any assignment. A grade of zero (0) will be entered for the assignment, and it will not be allowed to be made up.

ADA Statement: SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@sulross.edu or contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. 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. Directions for filing a student complaint are located in the student handbook.

Libraries: The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement: I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you and help you be successful in your educational journey!

Course Expectations:

- Remember that this is an upper level course, therefore, upper level work will be expected which includes proper APA format (7th ed), proper grammar, sentence structure, and organizational structure

- Review the syllabus so that you may be aware of assignments and papers; Email for any clarifications
- Review the feedback provided for all assignments for ways to improve work (I always provide feedback for assignments)
- Read the textbook in order to complete and submit each assessment; although you may also use outside sources, the majority of the information should be obtained from your textbook
- Per Academic Ethics, when you offer a direct quote, or use information from a source and paraphrase the material, it must be cited and referenced per APA format (7th ed)
- Review any announcements for significant information and please contact me via email anytime!

Proposed Class Schedule

Week 1 (Jan 17)	Review Syllabus; Order book; Introduce Yourself per DB
Week 2 (Jan 22)	Review Chapters 1 & 2
Week 3 (Jan 29)	Review Chapter 3
Week 4 (Feb 5)	Review Chapter 4
Week 5 (Feb 12)	Review Chapters 5 & 6
Week 6 (Feb 19)	Review Chapter 7
Week 7 (Feb 26)	Paper Overview/Literature Review
Week 8 (Mar 4)	Review Chapter 8
Week 9 (Mar 11)	Spring Break (March 11-15)
Week 10 (Mar 18)	Review Chapter 9
Week 11 (Mar 25)	Review Chapter 10
Week 12 (Apr 1)	Research Paper
Week 13 (Apr 8)	Review Chapter 11
Week 14 (Apr 15)	Review Chapter 12
Week 15 (Apr 22)	Review Chapters 13 & 14

Online Assignment Due Dates

Week 2	Writing Assignment 1 (Chapters 1 & 2)	Jan 28
Week 3	Writing Assignment 2 (Chapter 3)	Feb 4
Week 5	Writing Assignment 3 (Chapter 5)	Feb 18
Week 7	Research paper overview/lit review	Mar 3
Week 8	Writing Assignment 4 (Chapter 8)	Mar 10
Week 11	Writing Assignment 5 (Chapter 10)	Mar 31
Week 12	Research Paper	Apr 7
Week 15	Writing Assignment 6 (Chapter 13)	Apr 28

Discussion boards: Each week there will be a discussion question posted per each Unit. Please post your original response to the boards by Wednesdays of each week. This response needs to contribute

in a significant way to the topics and can include information from the readings as well as personal experience and knowledge from other courses, academic sources, and employment.

Original posts should be at least 200 words in length. After the original post is made, students are required to post to at least **one** other person per week for credit. This response must be at least a paragraph and should not consist of an, “I agree.” When any source is used for collaboration, it must be cited and the source listed at the end of the post in APA format.

Chapter Writing Assignments – selected chapters will have writing assignments with fixed due dates. Assignments will NOT be accepted after due dates. These writing assignments are to be **typed, adhere to each length per assignment**, double spaced with 1-inch margin, 11 font, **the number of sources required**, internal citations, title page, and reference page per APA format.

These must be in Word document format. Remember that **no more than 15%** of a paper should be cited; the majority of papers should consist of your thoughts and reactions to the issues being discussed.

Research Paper Overview and Literature Review

The research paper for this class will cover any of the issues/subjects covered in Parts 3 and 4 of the textbook (chapters 9 – 14), to include current, relevant issues/topics.

For this assignment, you will submit part I of your research paper ONLY.

- **Topic Overview.** In this section, you must identify the topic for your research paper and offer a brief overview of the topic.
- **Literature Review.** This section should include at least four academic sources that you plan to use for this paper. Give a brief description of each source **and** describe why it is relevant to your chosen topic. List the source (in correct APA format) then the description. **Each source evaluation should be offered in its own paragraph.** Also, only use academic sources; refrain from sources such as Wikipedia, Encyclopedia, etc. There are examples listed in the Announcements section of the class.

This Topic Overview and Literature Review should be at least **two (2) pages** in length, not counting title and reference page. Include headings of Topic Overview and Literature Review. Your paper must be in correct APA format, include a title page and reference page. Paper should be typed, double spaced, using 11-12 Times New Roman Font.

Final Research Paper

For the final paper, include the Topic Overview and Literature Review. Add the following information to complete the research paper.

- Discussion of the issue/ topic (this can include definitions, background, case laws, and historical issues of importance)
- Examples
- Current status and research into this problem
- Your opinion
- Paper **MUST INCLUDE** Headings as follows: Topic Overview; Literature Review; History/Background; Examples; Status/Research; Opinions.

Remember that no more than 10-15% percent of a paper should be direct citations. You may not re-use a paper that you have previously submitted in another course. Also, only use academic sources; refrain from sources such as Wikipedia, Encyclopedia, etc...

The paper should be APA format, to include a title page, internal citations, and reference page and include the following.

- Content should be at least 6-7 pages, to include the overview and literature review, but not to include the title or reference page.
- Include at least **two (2) more** sources in addition to the original four from the literature review, for at least **six** sources for the entire paper.
- Paper should be typed, double-spaced, 11-12 Times New Roman Font.

Chapter Writing Assignments – selected chapters will have writing assignments with fixed due dates. Assignments will NOT be accepted after due dates. These writing assignments are to be **typed, adhere to each length per assignment**, double spaced with 1-inch margin, 11 font, **the number of sources required**, internal citations, title page, and reference page per APA format.

These must be in Word document format. Remember that **no more than 15%** of a paper should be cited; the majority of papers should consist of your thoughts and reactions to the issues being discussed. Respond to all questions in paragraph format. (One of the required sources CAN be your textbook; the other must be academic in nature – no WIKIPEDIA, ENCYCLOPEDIA, or any – PEDIA).

(1) Writing Assignment 1 (Chapters 1 & 2)

- (A) Per Sir Robert Peel's principles, which do you feel are not important in today's law enforcement departments? Which do you feel are the most relevant in today's departments? Explain your selections.

This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**. Include citations to sources, a title page, and a reference page.

(2) Writing Assignment 2 (Chapter 3)

- (A) Which of the motivational theories that fall under the content or process categories would you employ as a police leader to motivate your subordinates? How would you encourage participation in such initiatives? Offer examples/suggestions.

This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**. Include citations to sources, a title page, and a reference page.

(3) Writing Assignment 3 (Chapter 5)

- (A) Review local or state police/sheriff training academy requirements. In your opinion, are these requirements adequate? What changes would you make? What topics/trainings would you add and/or remove? Justify responses.

This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**. Include citations to sources, a title page, and a reference page.

(4) Writing Assignment 4 (Chapter 8) Article Review

Today's police budgets are shrinking. Agencies are applying for grants and utilizing civilians to strengthen budgets and enhance resources. Locate a recent article (3 years) regarding an example of such use of resources. This CANNOT be a Wikipedia, encyclopedia, murderpedia source.

Read, review, and summarize this article. Address the following:

1. Summarize the main points of the article.
2. What is the specific goal of the article?
3. Does it provide any possible solutions to any described problem? Explain
4. What problems with the article can you identify?

This paper should be at *least two pages* in length (does not include references), maximum 12- point font, 1-inch margins, and utilize proper APA citation format. You only need to cite the article internally and on the reference page.

(5) Writing Assignment 5 (Chapter 10) Social Media Video Review

Locate a recent (last 3 years) video (Youtube, police web sites) providing information on a community policing program. Watch the video and address the following questions:

1. What agency and program did you view?
2. What was the goal/mission of this program?
3. What are the requirements/guidelines of the program?
4. Do you feel this program would work in your local community? Why or why not?
5. Do you feel this program is effective in building partnerships between the public and the police?

This assignment should be **NO LESS than TWO FULL pages of content**; cite all sources utilized; include a title and reference page.

(6) Writing Assignment 6 (Chapter 13)

- (A) Discuss local, regional, or state threats to community safety, to include any gangs, movements, domestic/international terrorist groups, or weapons of mass destruction. Include police and other agency plans for fighting such threats. (If your local/state area does not have any of these problems, you can use a neighboring state).

This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**; include citations to sources, a title page, and a reference page.

****Syllabus is subject to change****