



INSTRUCTIONAL PACKAGE

CRJ-130

Police Administration

Effective Term

Fall 2023/Spring 2024/Summer 2024

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2023/Spring 2024/Summer 2024

COURSE PREFIX: CRJ 130

COURSE TITLE: Police Administration

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

This is a second-year course designed to provide criminal justice students with an understanding of a principal component of the criminal justice system, the police. Students will study the various administrative, operational, organizational, and managerial aspects of a law enforcement agency at a local level. This course will provide students with the conceptualization of police operational and logistical models and the application of those models to the provisions for providing services to the public.

COURSE DESCRIPTION:

This course is a study of the organization, administration, and management of law enforcement agencies.

PREREQUISITES/CO-REQUISITES:

CRJ 101 – Introduction to Criminal Justice with a final grade of a “C” or better

REQUIRED MATERIALS:

This course uses available online education resources (OER) rather than a textbook. The resources used are from verifiable, reliable, and trustworthy Open access materials, websites, webpages, paper repositories, and library databases that are free to the public rather than a purchased textbook.

ADDITIONAL REQUIREMENTS:

CRJ 130 - Police Administration does not have additional costs other than tuition and fees.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC’s learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – the College’s primary official form of communication.

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to the Instructor's Course Addendum for information regarding this requirement.

COURSE ETIQUETTE AND ETHICAL BEHAVIOR:

All criminal justice students are expected to conduct themselves in a professional and courteous manner and toward all class members, whether online or in a traditional classroom setting. The standards of professional behavior will be enforced. Any violation associated with inappropriate behavior, including statements or remarks in class or emails, as well as postings or other communications, will be investigated and reported to Student Affairs for appropriate action. At the discretion of the professor of record, academic misconduct may be reported in writing as a violation of the Student Code of Conduct. Reporting inappropriate behavior or academic misconduct could result in disciplinary action, as described in College Catalog and Student Handbook (HGTC, 2024, p. 39). Please see the Instructor's Course Addendum for further information.

Originality Score:

All writing, including but not limited to discussion responses, exam or test answers, and term papers, has an originality score. Therefore, any part of writing turned in for a graded requirement that is copied, cut and pasted, or quoted, whether correctly cited or NOT, or created whole or in part by an AI-writing generator will be subtracted from the overall word count, and a reduction in the overall points awarded. Any egregious, blatant, or continued submission of written work containing copied or cut and pasted passages will be considered plagiarism and reported as academic misconduct per the HGTC Catalog (2023-2024) p. 39.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS:

UNIT I – THE MISSION, ORGANIZATIONAL STRUCTURE, AND EVALUATION OF POLICE DEPARTMENTS

- **Student Outcome:** Describe the nature of police work.
- **Student Outcome:** Describe universal police organizational tasks found in most local law enforcement agencies
- **Student Outcome:** Develop a mission statement for a police department.
- **Student Outcome:** Develop an organizational chart for a police department.
- **Student Outcome:** Develop position descriptions for the officers assigned to a patrol division (i.e., officer, sergeant, lieutenant, and captain).
- **Student Outcome:** Develop an organizational evaluation process for police performance and productivity based on personnel assigned to a patrol division.
- **Student Outcome:** Describe using long-term and short-term goals and objectives to provide direction for the police department and the patrol division.

- **Assessment:** Class Activity and/or Assignment #1
- **Assessment:** Class Activity and/or Assignment #2
- **Assessment:** Class Activity and/or Assignment #3
- **Assessment:** Exam #1

UNIT II – MANAGING AND DEPLOYING RESOURCES – PERSONNEL, EQUIPMENT, AND TECHNOLOGY

- **Student Outcome:** Describe effective approaches to internal and external communications.
- **Student Outcome:** Describe community policing and problem-solving.
- **Student Outcome:** Describe the use of citizen input from such approaches as surveys and community meetings as a method to make the response to the community served dynamic and effective.
- **Student Outcome:** Using mapping, develop patrol areas based on such factors as population, calls for service, crime, hot spots, and response time, and identify and describe the most suitable and appropriate type of patrol method and mechanism for adequately covering the identified areas.
- **Student Outcome:** Using a police department similar to the size and scope of the Myrtle Beach Police Department, develop an annual budget for the Patrol Division, including routine expenditures based on operations and personnel, including salaries, benefits, equipment, uniforms, assigned weapons, gas, and any other expenditure typically necessary for day-to-day operations.
- **Student Outcome:** Based on the budget, identify capital purchases such as 2-5% Replacement Asset Value (RAV) for the replacement of such operational equipment as patrol vehicles (fleet), radios, computers, and weapons that support the patrol division.
- **Assessment:** Class Activity and/or Assignment #4
- **Assessment:** Class Activity or Assignment #5
- **Assessment:** Class Activity or Assignment #6
- **Assessment:** Exam #2

UNIT III - LEADERSHIP IN POLICE OPERATIONS AND SUPERVISION OF PERSONNEL ON THE JOB

- **Student Outcome:** Describe the functions of police management from the executive level to the first-line supervisor.
- **Student Outcome:** Describe the methods to determine the number of officers necessary to adequately cover a jurisdictional area for responding to calls for service and emergency situations.
- **Student Outcome:** Describe the use of workload assessment to determine the number of officers necessary to adequately cover a jurisdictional area for the purposes of responding to calls for service and emergency situations.
- **Student Outcome:** Based on patrol areas, methods, and mechanisms, develop a time schedule for shift assignments and coverage for the personnel assigned to patrol division within a police department for 24 hours a day over a 30-day period.
- **Student Outcome:** Develop a code of conduct or professional standards code for a police

department.

- **Student Outcome:** Discuss the characteristics or traits of a good or effective leader.
- **Assessment:** Class Activity or Assignment #7
- **Assessment:** Class Activity or Assignment #8

UNIT IV – ETHICAL AND PERFORMANCE CONCERNS FOR LEADERS IN POLICE OPERATIONS AND SUPERVISION

- **Student Outcome:** Discuss the issue of the ethical conduct of a police officer and why are law enforcement officers supposed to be held to a higher standard.
- **Student Outcome:** Discuss the operational issues and ethical concerns facing local law enforcement leadership when using specifically directed enforcement involving such criminal activities as gangs, vice, and drugs (narcotics).
- **Student Outcome:** Discuss the operational issues and ethical concerns facing local law enforcement when dealing with public schools and juveniles.
- **Student Outcome:** Discuss the issues associated with officers' physical and mental fitness.
- **Student Outcome:** Describe the importance of education and training for law enforcement officers.
- **Student Outcome:** Discuss professional standards or internal affairs and the importance of effectively investigating complaints against officers.
- **Assessment:** Patrol Project
- **Assessment:** Class Activity or Assignment #9

UNIT V- LEGAL ISSUES IN POLICE ADMINISTRATION

- **Student Outcome:** Discuss the impact of the U.S. Supreme Court on police operations and investigations.
- **Student Outcome:** Discuss the implications of the First Amendment for police officers' right to free speech and expression.
- **Student Outcome:** Discuss the impact of the Americans with Disabilities Act (ADA) and other federal laws on police policies and procedures.
- **Student Outcome:** Discuss employment discrimination and other issues regarding the hiring and retention of law enforcement personnel.
- **Student Outcome:** Discuss implications of Garrity v. New Jersey 385 U.S. 493 (1967) and similar cases of professional standards (internal affairs) investigations.
- **Assessment:** Class Activity or Assignment #10
- **Assessment:** Exam #3

****Students – please refer to the Instructor's Course Addendum for specific information on assessments and due dates.***

GENERAL EDUCATION OUTCOMES:

This course fulfills the following General Education Outcomes through the **Police Patrol Project**. Upon completion of this course, students will be able to:

- Communicate effectively.
- Think critically.
- Self and professional development.

EFFECTIVE PROFESSIONAL AND INTERPERSONAL COMMUNICATION (EPIC):

This course fulfills HGTC's Quality Enhancement Plan for Effective Professional and Interpersonal Communication. Upon completion of this course, students will be able to:

(Check all that apply.)

- Utilize appropriate communication formats when conveying professional and interpersonal thoughts and ideas (Assessment #1).
- Apply appropriate language when speaking and writing for their chosen field of study or Industry (Assessment #2).
- Demonstrate appropriate communication techniques when engaging audiences (Assessment #7).

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS:*

Students' performance will be assessed, and the weight associated with the various measures/artifacts listed below.

EVALUATION

Exams/Tests/Quizzes	45%
Assignments/Discussions	20%
Patrol Project	<u>35%</u>
Total	100%

****Students, please refer to the Instructor's Course Addendum for the specific number and type of evaluations.***

GRADING SYSTEM:

90-100	A
80-89	B
70-79	C
60-79	D
Below 60	F

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, speak with the course instructor and a financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs, and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first five (5) days of the semester for full-term classes. Add/Drop periods 2023-2024

are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. A student must attend at least one meeting of all of the classes during that period. If a student does not, that student will be dropped from the course(s), and Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to re-enroll.

Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Addendum.

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) webpage for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central:

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials, and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's webpage or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) webpage for more information. Live Chat and Center locations are posted on the webpage. Or please call (843) 349 – TECH (8324), Option #1



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related schoolwork; printing is available as well. Visit the [Library](#) webpage for more information, or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and develop an educational accommodation plan in a confidential setting with the student.

Note: The student is responsible for self-identifying as needing accommodations and providing acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or any member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the College's Chief Student Services Officer, campus law enforcement or with the College's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description, such as counseling services).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX, Section 504, and Title II Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their

application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu