Course Description:
This course is designed to provide the student with a solid foundation in understanding Police Administration. This course will provide the student with the tools and knowledge they will need in order to build an understanding of what, how, and to what end police administration is conceived and implemented in modern policing agencies. In doing so, this course will present a general descriptive and theoretical overview of police organizations and their components (structures, processes, and behaviors). In this course, readings, and discussions related to police administration will focus primarily on the components of police administrative operations including evolution, organization, management and current organizational issues that affect police agencies today.

Sources of assigned readings and exercises:
Course Prerequisites:

There are no prerequisites for this course; however, if you are new to online course or computer technology more generally, you should seek out assistance from the HELP desk. Please see the link to D2L orientation material in the “USD Getting Started” widget on the CJUS 425/525 course home page. 

Technology:

D2L has been selected as the course management software for this course. You will need a USD e-mail account to access course material. New students (to USD) should go to
http://www.usd.edu/accounts/pickup to create a USD e-mail account. If you have an active account but you are unsure of your username or password, please contact the USD Helpdesk at 605-677-5028. The University has established minimum hardware and software requirements to ensure the effective delivery of USD online courses and those requirements are listed in the student orientation guide. http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf

Course materials, other than assigned textbook reading, will be provided as online documents so that you can read on-line, download to a portable document reader, or print off. You will submit your weekly posts to me as a drop box submission through d2l. Please ensure that your name is somewhere on the attachment and the title of the file you send/submit. (Example: Skaff – week 1 posting).

Course Content:

The content used in our learning environment is as follows:

- **Section I: The Evolution of American Policing**
  - Chapter 1: Evolution of Police Administration
  - Chapter 2: Policing Today
  - Chapter 3: Intelligence, Homeland Security, and Terrorism
  - Chapter 4: Politics and Police Administration

- **Section II: The Organization and the Leader**
  - Chapter 5: Organizational Theory
  - Chapter 6: Organizational Design
  - Chapter 7: Leadership
  - Chapter 8: Planning and Decision Making
- **Section III: The Management of Police Organizations**
  - Chapter 9: Human Resource Management
  - Chapter 10: Organizational and Interpersonal Communication
  - Chapter 11: Labor Relations
  - Chapter 12: Financial Management

- **Section IV: Organizational Issues**
  - Chapter 13: Stress and Police Personnel
  - Chapter 14: Legal Aspects of Police Administration
  - Chapter 15: Organizational Change

Within each of these topics, I will use the following tools:

**PowerPoints** are provided for each section under the content link. These lessons are provided to help you identify the key concepts from the readings and prompt you to critically think about what you are reading. I suggest that you review the lessons as you are reading the assignments for each module.

**Knowledge quizzes** are required at both midterm and for your final exam. You may use any printed resource at your disposal (books, notes, PowerPoint slides, etc.). You will take each quiz on-line through the D2L quiz function. The quizzes are designed to assess if you have been learning the key concepts for each skill and knowledge area. Both quizzes will be made available with ample time to complete and will contribute to 25% of your final grade.

**Discussion and Response Format:** The collaborative learning process is an important learning strategy in promoting authentic learning through presenting, questioning and developing understanding in concert with each other. It is particularly important in this class as it is computer-mediated learning and we will not be meeting face-to-face. I will ask you to dialogue with other participants *in our class* by sharing thoughts and ideas regarding the essential points from the readings and how the topic relates to your own experiences and research.

There are two student requirements that will be graded based on participation in the discussion format. For the first part, you will be given a multiple question assignment relating to the weekly reading and you will be required to submit your answers in the grading dropbox and by posting your answers in the designated discussion thread by midnight on Wednesday. Your posting should be at minimum **500 words in length**, citing key elements of the assignment and your related research. Assignments will require research into material associated with the assigned weekly reading; you will be required to post a reference link supporting your findings. You will receive up to six points for each thoughtful and timely post. These reflections will contribute to 50% of your final grade. Papers must be submitted both in the discussion section and the appropriate drop-box for grading purposes.

The second part involves reading through your classmates posts then provide appropriate feedback to at least one of your classmates regarding their initial posting. *Your response posting should be at
minimum 250 words in length, you will be required to post a reference link supporting your feedback this account’s for up to 4 additional weekly points, and another 25% of your final grade. Response postings are due by Friday.

I will read through each post and response post and provide feedback to you as you are graded. It is not helpful for your fellow students to post late, you must reply to your group member’s initial posts during the time the module is scheduled or you will automatically loose points on your grade. You will be required on a weekly basis to submit both your initial post and response piece into the discussion page and the appropriate dropbox section by the set deadline in order to receive your grade. You are encouraged to engage in debate with your group members, please do not feel limited to only one discussion and one response per week. It is often fun to become engaged in an educational debate related to the topic at hand. The grading rubric on page 5 will define what is required in both your original and response posts in order to obtain the maximum 10 points per week.

For full credit your discussion posts and responses should:

- Be relative to the weekly reading assignment and assignment questions
- Be reflective, substantive, and evidence-based
- Use writing that is clear, concise, appropriate and containing few errors
- Provide adequate information regarding the source and a reference link to sourced material.
- Demonstrate that you have read, viewed and considered the learning resources and are able to apply it to your own research or experience
- Be respectful and meaningful (replies)

Be posted and entered into the appropriate discussion page drop-box for grading by the due date

Please use appropriate “netiquette”- general netiquette guidelines can be found in the CE online Orientation at http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf

Feedback Schedule:

Course Discussions: I will log on to the course discussion areas at least 3 days a week to evaluate progress and respond to discussions. The expectation is that I will respond to each of you each week, usually within a 48hour time frame, this feedback will include a grade. I will read each posting and hope that you will too. Reviewing each other’s work is a critical component to having a rewarding online learning experience. I believe that these discussions can be rewarding and thought provoking as long as students write and respond with critical reflection focused on the assigned topic of discussion.

Knowledge Quizzes: Grades will be posted upon completion of each quiz. Quizzes should be completed no later than the designated time and date set on the calendar. Quizzes will be locked on the set calendar dates at 11:59pm (central time).

Course Objectives:
Upon successful completion of the course, participants will achieve the following objectives:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>Define and discuss some of the significant historical events that have shaped current policing priorities, methods and</td>
<td>Assignments Discussions and responses</td>
</tr>
<tr>
<td>administrative designs</td>
<td>Quizzes</td>
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<td>------------------------</td>
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<tr>
<td>Compare and contrast the various organizational theories of police administration</td>
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<tr>
<td>Compare and contrast substantive and procedural methods of police administration</td>
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<tr>
<td>Identify the pros and cons of various leadership styles</td>
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<tr>
<td>Debate issues in policing, such as accountability, terrorism, the use of community policing and problem oriented policing</td>
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<tr>
<td>Describe organizational systems of communications and the importance of effective communications – including processes, strategies and methods</td>
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<tr>
<td>Describe the functions of human resource management as they pertain to police personnel - including personnel selection, training, promotional processes and disciplinary issues</td>
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<tr>
<td>List and describe various forms of budget processes and strategies</td>
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<tr>
<td>Debate the concept of appropriate timing, as it relates to organizational change</td>
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<tr>
<td>Discuss the legal aspects of police administration and related liability issues</td>
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<tr>
<td>Identify issues related to the “new” crimes of terrorism, cybercrime.</td>
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</tbody>
</table>

**Also please review the objectives listed in the text pertaining to each chapter as we go through our weekly modules. These are representative of the weekly objectives that will be assessed in the quizzes.**

**Grading:** Grades will be assigned based on points earned (maximum points 200).

<table>
<thead>
<tr>
<th>Percent</th>
<th>Course points</th>
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<tbody>
<tr>
<td>A 90-100</td>
<td>180-200</td>
</tr>
<tr>
<td>B 80-89</td>
<td>160-179</td>
</tr>
<tr>
<td>C 70-79</td>
<td>140-159</td>
</tr>
<tr>
<td>D 60-69</td>
<td>120-139</td>
</tr>
<tr>
<td>F 0-59</td>
<td>0-118</td>
</tr>
</tbody>
</table>

**Detailed description of Course Assignments and Requirements:**

**1. DISCUSSION and RESPONSE POSTS - 150 points**

Each week, I will give you an assignment via D2l email selecting a topic of discussion for the following week. I will ask you to participate in the collaborative learning process. This involves dialoging with other students in your learning group by sharing thoughts and ideas regarding the essential points from the readings and dialoging about how they relate to your own experience or research. **Your original posting must be a minimum of 500 words in length. You will be required to post a reference link supporting your findings.**  

By Wednesday at midnight, you will be posting a paper on the topic I selected, which was covered in the weeks reading assignment. **15 posts @ 6 points = 90 points**

By Friday night (11:59:59 p.m. central time) of each week, you will read the comments of the members of your fellow students learning group and offer a **250 word paper that includes a reference link that supports your feedback,** appropriate supportive or challenging
comment (noting how your experiences, research, context and interpretation of events might be different or similar, etc.) to one of your fellow students original posts. 15 posts @ 4 points = 60 points you will be required to post a reference link supporting your feedback.

Grading Rubric for discussion and response posts

<table>
<thead>
<tr>
<th>Points</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>10</td>
<td>Student’s posting and counter post was relevant to the assigned chapter readings and assignment. The discussion paper provided complete answers to the weekly assignment questions. Student’s answer was conceptually clear, logically consistent, and offered exciting or novel insights into the course readings and discussion. Papers submitted within the allotted timeline. Writing is clear, concise, appropriate, and contains few errors. Students report and feedback contained a link to referenced material. The discussion paper was 500 words and response 250 words in length.</td>
</tr>
<tr>
<td>8</td>
<td>Student’s posting and counter post was relevant to the assigned chapter readings and assignment. Student provided a clear understanding of the required readings. Response was 1-2 days late. Writing contained few errors. Word counts were met in both writings.</td>
</tr>
<tr>
<td>6</td>
<td>Student’s posting and counter post was relevant to the assigned chapter readings and assignment. Student provided a clear understanding of the required readings. Response was 3-4 days late. Writing contained some errors. Word counts were met in both writings.</td>
</tr>
<tr>
<td>4</td>
<td>Student’s posting and counter post did not address the assigned chapter assignment. There was not a demonstration that the readings were understood. Response was 3-4 days late. There were many grammatical errors. Discussion entry was less than 500 words; response was less than 250 words.</td>
</tr>
<tr>
<td>2</td>
<td>Student’s posting and counter post did not address the assigned chapter readings or assignment. There was not a demonstration that the readings were understood. Response was 5 or more days late. There were many grammatical errors. Response or discussion entry was less than 250 words.</td>
</tr>
<tr>
<td>0-1</td>
<td>Student’s posting and counter post was well below average. The answers were unclear and lacked logical flow or consistency. The student demonstrated little understanding of the course readings and discussions and failed to show creativity or critical thinking.</td>
</tr>
</tbody>
</table>

2. Quizzes – 50 points

By the end of the 7th chapter, you will be required to complete a midterm quiz, located in the “quizzes” section of your course. You will also take a final quiz at the completion of chapter 15. Each quiz will be composed of multiple choice and true/false questions related to the completed weekly reading assignments. Once you submit your answers, your results will be displayed in your course grades. 2 quizzes @ 20 points and 30 points = 50 points.

Expectations of Students:

1. Students are expected to read the reading assignments and answer all the questions posed by the instructor each week. You must also respond to your peers at the date and time determined.
2. Students are expected to turn in assignments on the date they are due.
3. Students are expected to check their email in D2L for correspondence on a regular basis (at least three times per week).
4. If you have a question as to the criteria for appraisal and evaluation of any assignment, please ask the
week following the return of the appraisal. If you believe your work to be graded inappropriately, please submit in writing your request for re-evaluation. In your request, you should document what criteria were inappropriately applied to specified component of your work; indicate how you met the criteria in your written work, and what grade would be appropriate in this specific circumstance.

6. The instructor prefers not to discuss performance appraisals over the telephone, but of course, you may call me to set up a time to talk.

7. The members of the class may appoint a shop steward to represent the interests of the exploited.

Class Policies:

**LATE GRADE POLICY:**
It is of the utmost importance that postings are submitted to both the discussion and drop box by the time and dates specified. The unexcused submitting of late work will cause a reduction in grade. Advanced notice should be provided if there is a reason, beyond your control, that would cause you to submit late work. Since this is an online course I expect you to have a backup technology plan (i.e. library or friends computer) in case your computer malfunctions.

**FREEDOM IN LEARNING:**
At a very minimum, we are obligated to uphold the Board of Regents and University policy covering freedom in learning. These guidelines are provided to me to share with you by the Dean of the College of Arts and Sciences.

“Freedom in Learning.” Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact Associate Dean Kurt Hackemer to initiate a review of the evaluation.

**ACADEMIC INTEGRITY OR PLAGIARISM:**
Students should commit to academic honesty, ensure that the work they produce is their own, and reflect to others a dedication to scholarly integrity. The University policy regarding academic honesty will be enforced. The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. Violation of the University Academic Honesty Policy could result in disciplinary action. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the —Conduct‖ section of the University of South Dakota Student Handbook. At the discretion of the instructor, a student who the instructor believes is engaging in any form of academic dishonesty may be: Given a zero for that assignment; Allowed to rewrite and resubmit the assignment for credit; Assigned a reduced grade for the course; Dropped from the course; or Failed in the course. Students should consult the USD Student Code of Conduct for an enumeration of their rights and responsibilities.

**Statement of Compliance with the Americans with Disabilities Act**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first
week of class. Disability Services is the official office to assist students through the policy of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:
Disability Services
Service Center North Room 119B
414 E. Clark St.
Vermillion SD 57069
Office: 605-677-6389
Fax: 605-677-3172
http://www.usd.edu/student-life/disability-services

Additional Information and Policies

Policies and procedures covering this course are detailed in the Online Study Student Handbook.

Early Alert and Deficiency Grades University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings and/or quizzes by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings.

Instructor Initiated Drop the Instructor Initiated Drop will be used if the student has not participated in the course discussion by Friday, February 5th, 2019 at 5:00 p.m. A student may also be dropped by the instructor for plagiarism or cheating as per University policy discussed above.

Extra Credit There is no Extra Credit offered in this course.

Make-up Policy The exam must be taken by the deadline, and may be taken at any time in advance of the deadline. Make-up exams will be given, at the instructor’s discretion, only to those who make prior arrangements and/or who present me with a legitimate emergency (i.e., severe student illness, death in the family & etc).

Incomplete The grade Incomplete (I) is a discretionary grade and is only given if very specific arrangements are made by the student with the instructor for completing the course before the last day of the semester. A student then must complete the course before the end of the next semester or the grade automatically changes to F. Some alterations to this policy are possible, depending on the individual case, but must be discussed with the instructor prior to the end of the semester.

Course Evaluation Students will be asked to evaluate the course using established online or offline formats.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions (Non-graded)</td>
</tr>
<tr>
<td>January 07-11</td>
<td>Readings: Introductions and begin reading Chapter 1: Evolution of Police Administration</td>
</tr>
</tbody>
</table>
| Week 2 | January 14-18 | Readings: Chapter 1: Evolution of Police Administration  
Discussion Post and dropbox 01-16-2019 @ 11:59pm  
Reply Post and dropbox 01-18-2019 @ 11:59pm |
| Week 3 | January 21-25 | Readings: Chapter 2: Policing Today  
Discussion Post and dropbox 01-23-2019 @ 11:59pm  
Reply Post and dropbox 01-25-2019 @ 11:59pm |
| Week 4 | Jan28 – Feb1 | Readings: Chapter 3: Intelligence and Homeland Security  
Discussion Post and dropbox 01-30-2019 @ 11:59pm  
Reply Post and dropbox 02-01-2019 @ 11:59pm |
| Week 5 | Feb 4-8 | Readings: Chapter 4: Politics and Police Administration  
Discussion Post and dropbox 02-06-2019 @ 11:59pm  
Reply Post and dropbox 02-08-2019 @ 11:59pm |
| Week 6 | Feb 11– 15 | Readings: Chapter 5: Organizational Theory  
Discussion Post and dropbox 02-13-2019 @ 11:59pm  
Reply Post and dropbox 02-15-2019 @ 11:59pm |
| Week 7 | Feb 18- 22 | Readings: Chapter 6: Organizational Design  
Discussion Post and dropbox 02-20-2019 @ 11:59pm  
Reply Post and dropbox 02-22-2019 @ 11:59pm |
| Week 8 | Feb 25-Mar 1 | Readings: Chapter 7: Leadership  
Discussion Post and dropbox 02-27-2019 @ 11:59pm  
Reply Post and dropbox 03-01-2019 @ 11:59pm |
| Week 9 | Mar 4- 8 | Mid Term exam; 10 questions covering Chapters 1-7, test must be completed by 03-8-2019 @11:59pm |
| Week 10 | Mar 11- 15 | Readings: Chapter 8: Planning and Decision-Making  
Discussion Post and dropbox 03-13-2019 @ 11:59pm  
Reply Post and dropbox 03-15-2019 @ 11:59pm |
| Week 11 | Mar 18 – 22 | Readings: Chapter 9: HR Management  
Discussion Post and dropbox 03-20-2019 @ 11:59pm  
Reply Post and dropbox 03-22-2019 @ 11:59pm |
| Week 12 | Mar 25- Mar 29 | Readings: Chapter 10: Organizational Communication;  
Chapter 11: Labor Relations  
Discussion Post and dropbox 03-27-2019 @ 11:59pm  
Reply Post and dropbox 03-29-2019 @ 11:59pm |
| Week 13 | Apr 01 – 05 | Readings: Chapter 12: Financial Management  
Discussion Post and dropbox 04-03-2019 @ 11:59pm  
Reply Post and dropbox 04-05-2019 @ 11:59pm |
| Week 14 | Apr 08 -12 | Readings: Chapter 13: Stress and Police Personnel; Chapter 14: Legal Aspects of Police Administration  
Discussion Post and dropbox 04-10-2019 @ 11:59pm  
Reply Post and dropbox 04-12-2019 @ 11:59pm |
| Week 15 | Apr 15 – 19 | Readings: Chapter 15: Organizational Change and the Future  
Discussion Post and dropbox 04-17-2019 @ 11:59pm  
Reply Post and dropbox 04-19-2019 @ 11:59pm |
| Week 16 | | Final exam; 15 questions based on material covered in Chapters 8-15. The exam |
| Apr 29 – May 3 | will be available APR-22-2018 to May-01-2018 |