

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # WI-207
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Yolanda M. Scott Phone 7-1911
(X) Writing Workshop? (If not at IUP, where? when?) May 15 & 16, 2001
() Proposal for one W-course (see instructions below)
() Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____ Phone _____
() Course Number/Title _____
() Statement concerning departmental responsibility
() Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
() Course Number/Title _____
() Proposal for this W-course (see instructions below)

SIGNATURES:

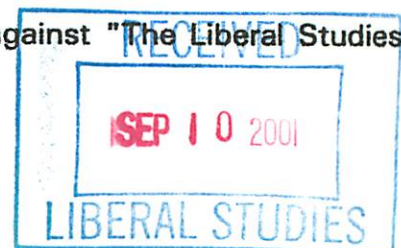
Professor(s) Yolanda M. Scott
Department Chairperson Jerrin Grever
College Dean Don V. [unclear] 9/5/2001
Director of Liberal Studies May [unclear] 11/9/01

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



MEMORANDUM

October 17, 2001

TO: Mary E. Sadler, Director of Liberal Studies
From: Yolanda M. Scott, Ph.D.—Assistant Professor of Criminology
RE: *Revised Application for the W-Designation*

Please find enclosed the revised packet of information for the “Request for Approval to Use W-Designation.”

It is *important to note* that I have talked with several Senior Faculty members of our department, as well as our secretary, regarding the syllabus of record for the course under consideration “Police Administration.” They were clear in conveying that our department has moved at least three times and this information is simply not available. Hence, the syllabus of record is not enclosed, as it cannot be located.

If you should need any further information, please feel free to contact me.

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SIGNATURES:

Professor(s) Yolanda M. Scott

Department Chairperson Jenni Guiver

College Dean [Signature] 9/5/2001

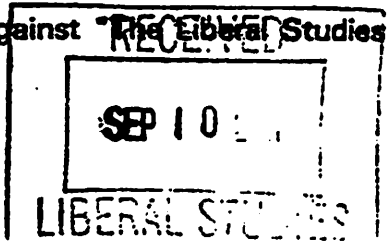
Director of Liberal Studies _____

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Indiana University of Pennsylvania
The Liberal Studies Program

certifies that

Yolanda M. Scott

has participated in the *IUP Writing Workshop*
with facilitator Dr. Matthew Willen

May 15 and 16, 2001



A handwritten signature in cursive script, which appears to read "Mary E. Sadler", is written over a horizontal line.

Mary E. Sadler
Director
Liberal Studies

WRITING SUMMARY—CR 383 “Police Administration”

The purpose of this application is to request Type I approval (“W”/writing intensive designated professor). CR 383 Police Administration is proposed as an exemplar to demonstrate the purposes and types of writing that will be required in the courses I teach. CR 383 is offered to students every semester and is listed as an Elective for criminology majors. The class size is limited to 30 students who possess some knowledge about the field. Students either in their junior or senior year may take the course, and sophomores with permission from the department chair and/or instructor, may also be permitted to take course.

Three types of writing will occur in this course:

I. Technical Writing and Editing

Students will be asked to develop a *term project* entitled “Crime-Reduction Proposal” over the course of the semester. Each student is asked to 1) “own” her/his project; this involves assuming the status and role of “administrator,” 2) specifying the location of the department (city, rural, campus, etc.), giving the department a name of their choice, 3) identifying a particular problem that the community is having (drug manufacturing/distribution, fear of crime, prostitution, robbery, etc.), and 4) determining how this problem might be addressed. Using lectures, class handouts, discussions, and academic research students will be provided with *five directed assignments* that will be *compiled at the end of the term for their final term project*. The assignments will be given after a corresponding topic has been discussed. Each assignment comprises a specific, *technical component* of the term project (i.e. **mission statement, defining the problem, budget, personnel, accountability**); therefore it is graded with constructive feedback and further direction if necessary. The content requirements, page length, and points assessed to each assignment vary (10-50 points), and increase in difficulty and writing technicality. Students will be asked to write between 2-4 pages for each assignment, but encouraged to write more not exceeding 6 pages.

Since the final term project is a compilation of the five assignments, students have an opportunity to *revise each assignment* as each is carefully reviewed, graded, and handed back to students. Particular attention is paid to spelling, grammar, substantive omission, clarity, comprehensiveness, and citations. The final paper is to be between 8-12 pages. Since the pages of the five assignments exceed the upper limit for the project, students will learn to edit, write in a more concise fashion, and improve writing style to get to the substance of the term project. This portion of the term project will likely be the most difficult given the effort put into the five assignments leading up to it. In and out-of-class consultations with students will be facilitated to accomplish the tasks. The total points possible for paper representing the final term project is 100.

II. Writing to Stimulate Thought/Discussion and Summarize Points

Two oral presentation components of the course will be employed to enhance student writing to stimulate audience thought and generate discussion through summary. The first is that students will be asked to *write a summary of their* term project using a detailed outline format. This outline is to be between 2-4 pages in length to be handed in at the time of the presentation. The outline will be graded on clarity, substance, use of examples, and integration of concepts and terms discussed in the course. Students will be encouraged to use visual aids of their writing for the class as they present. The total points possible for this assignment is 50.

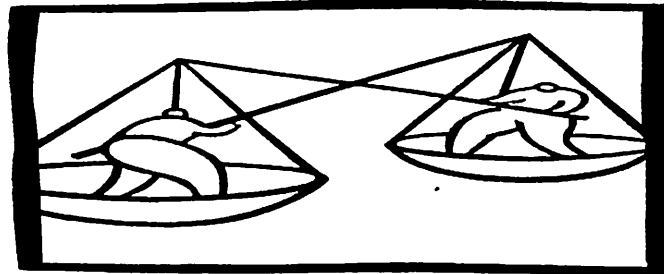
The second way that oral presentation will be used to aid student writing is through a *summary of some specified course reading*. The primary purpose of this assignment is to increase students' ability to write succinctly and clearly in a conversational style. This summary will be graded on clarity, substance, use of examples, and integration of concepts and terms discussed in the course. Students will be encouraged to use visual aids of their writing for the class as they present. The total points possible for this assignment is 50.

III. Writing to Integrate Learning

Students will engage in *several group exercises short writing assignments* in an effort to further apply what they learn. As a group, students will be asked to both react to and form logical persuasive arguments for and/or against their position. Each student will be asked to turn in an individual paper as part of the group effort; these papers will be used to generate class discussion in the next class session. *The assignments will cover a variety of police administrative issues such as, internal/external expectations and work-related Case Studies*. The papers will be between 2-3 pages and will be handed in at the end of the class session. The papers will be graded on the basis of summary ability, logical argument, and the ability to present multiple perspectives on the issue. Students will be given time to read the materials under consideration, debate orally with opposing groups, consult with members of their own group, and *write an individual short summary of their position*. The total for these assignments will be 20 points.

In addition, students will have the opportunity to *write responses to essay examination questions*. These demonstrative essays will give students a chance to display what they have learned. The essays will be graded on the extent to which students addressed the main issue of the question using course concepts, terms, examples, clarity, and comprehensiveness. The students are also provided feedback on the accuracy of spelling, sentence structure, grammar, and substantive omission. In every question, students will be encouraged to supply social policy implications and recommendations to increase their ability to interpret and critique current social and criminological policy. The total of the essay questions vary by the three examinations, but generally will be 20 points each and expected to write between 1-2 pages.

Criminology 383-01
Police Administration
Walsh 203—11:45a-12:45p—MWF
SPRING, 2000



Dr. Yolanda M. Scott
Office: 429 Sutton Hall
Office Phone: 357-1911
Office Hours: MF 3:30p-5:30p
 W 3:30p-4:30p
 & by Appointment
e-mail: ymscott@grove.iup.edu

Graduate Assistants:
Office: 106 Wilson Hall

Ms. Denise Ford
e-mail: _____
Ms. Carrie Hazlett
e-mail: _____

Catalog Description: Credits: 3.00

A study of police management, structure, and operations and their roles in the quality of services delivered. The relationship between police administration and its social environment will be examined.

What is the best way to manage a police organization? What is the role of police in modern society? How might the productivity of police officers be increased to serve the public? As a police administrator, these are some of the many questions and issues that you must address in your institution. It is your duty and responsibility, as the primary supervisor, to insure that those who work in your department understand their role, the inter-workings of the organization, implement proper, legal procedure and follow ethical guidelines. Therefore, it is necessary for you to develop a clear understanding of all aspects of administration along with the ability to clearly explain and justify your purpose to subordinates and the public.

In this class, you will develop an understanding of what a typical police administrator's responsibilities entail. This will involve learning about the structure of policing, the history of policing in the U.S., as well as the relationship between policing and other entities within our society such as religion, politics, family, racism, sexism and the law.

More specifically, this course is dedicated to the many issues police administrators must address such as police stress, police brutality, community relations, accountability, productivity and other management issues. However, given the wealth of available

literature in these areas, our exploration will not be in great depth, but rather will cover a broad range of research in the areas of interest.

Course Objectives

- Students will learn basic police administrative/management concepts and theories.
- Students will learn about the relationship between the police institution and the other institutions within our society.
- Students will expand and develop basic writing skills through exams and assignments.
- Students will expand and develop critical writing skills through a crime reduction proposal in the form of a term project and assignments.
- Students will develop oral presentation skills through multiple in-class presentations on specific readings.
- Students will develop oral debate skills, in particular, argument formulation and persuasion.

Course Outcomes

- Students will be able to recognize and apply police administrative/management concepts and theories to real-world situations.
- Students will be able to offer general critiques of recent research articles and theoretical assumptions in police studies.
- Students will be able to write more academically particularly in terms of : grammar, spelling, citation, and sentence structure.
- Students will be able to think more critically about the relationship between police work and culture, race, class, sex, age in American society.
- Students will be able to formulate logical, persuasive arguments in debate situations.
- Students will demonstrate orally their ability to formulate logical, persuasive arguments.

“In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” It is your responsibility to inform me of any special needs before the end of the second week of classes.

REQUIRED READINGS

Readings will be placed on library reserve for you to copy.

STUDENT RESPONSIBILITIES

You are responsible for fulfilling all requirements of the course as presented in this course syllabus and/or announced in class. Therefore, *class attendance is required and absences in no way relieve you of the responsibility of knowing about all activities, announcements, assignments, and the content of lectures occurring during regularly scheduled class periods.* According to University policy, you are permitted to be absent at least the number of clock hours equal to course semester hours; in other words, 3 hours for the semester. You are encouraged to attend class regularly.

COURSE REQUIREMENTS

Complete all assignments. Such assignments will be directed, primarily, toward your term project and will be due on the designated date *during the class session*. However, some may also include film critiques, topical essays, article critiques, short presentations, "pop" (unannounced) quizzes, and in-class/group exercises. Due to the nature of some of these projects, those not completed because of absences cannot be made-up regardless of the reason for the absences.

Complete all required readings as indicated in the schedule section of this syllabus and/or announced in class.

Complete a Term Project: "Crime-Reduction Proposal." More specific information concerning this project will be provided in class.

Take a total of three examinations: First, second and a final exam. If you miss an exam, regardless of the reason, and are permitted (by university policy) to take a make-up exam, please note that the make-up exam will be a special exam, usually very different from the original exam taken at the scheduled time—please see Professor for setting up a time for the make-up. It would be most beneficial to you to take the examinations at the regularly scheduled times.

GRADING SYSTEM/POLICY

Your final grade will be calculated in the following manner:

Examinations	100 points/each	
Oral Presentations	50 points	
Class Discussion & Participation	50 points	
Assignments	10-50 points/each	150 pts total
#1 (10 points); #2 (20 points); #3 (30 points);		
#4 (40 points); #5 (50 points)		
Term Project	100 points	
Term Project Oral Presentation	50 points	
Group Exercises/Case Studies	20 points/each	(2)
	40	

The grade scale for this course is:

90-100%.. A
80-89%....B
70-79%....C
60-69%....D
59% or Under....E

NOTE: Given reasonable notification to students, the professor reserves the right to modify this syllabus as is deemed necessary. This means moving up, or setting back the dates of required assignments, exams, etc. depending upon the pace of the course.

CLASS SCHEDULE AND ASSIGNMENTS

Week 1	Jan. 18-21	Getting acquainted and presentation of Term Project.
Week 2	Jan. 24-28	Introduction to Police Administration. <i>Begin 1st Assignment: Mission Statement</i>
Week 3	Jan.31-Feb. 4	The History of Police in the U.S. <i>1st Assignment: Mission Statement Due on the 4th.</i>
Week 4	Feb.7-11	The Role of Police: Officer Friendly, Crime Fighters, Partners with the Community. <i>Begin 2nd Assignment: Defining the Criminal Offense/Crime-Related Problem</i>
Week 5	Feb. 14-18	Motivating Officers: What Works? <i>2nd Assignment: Defining the Criminal Offense/Crime-Related Problem Due on the 18th.</i>

First Exam–Feb. 16th/18th

Week 6	Feb. 21-25	Leadership in the Police Organization. <i>Begin 3rd Assignment: Stating, Prioritizing, and Measuring Goals</i>
Week 7	Feb. 28-Mar. 3	Administrative Policing Approaches: Applied Philosophies.
Week 8	Mar. 6-10	<i>Spring Break: Be very smart and safe!!</i>
Week 9	Mar. 13-17	Stress in Police Work: Internal and External Contingencies.
Week 10	Mar. 20-24	Police Personnel: Recruitment, Selection and Budgeting. <i>3rd Assignment: Stating, Prioritizing, and Measuring</i>

*Goals Due on the 22nd. Begin 4th Assignment:
Techniques/Tools for Achieving Goals: Philosophy &
Assessment of Resources*

Second Exam – Mar. 22nd/24th

- Week 11 Mar. 27-31 Regional Variation in Police Work: Rural vs. Urban Policing.
- Week 12 Apr. 3-7 Getting Results: Police Productivity. *4th Assignment: Techniques/Tools for Achieving Goals: Philosophy & Assessment of Resources Due on the 7th. Begin 5th Assignment: Accountability*
- Week 13 Apr. 10-14 Police Accountability: The Control Process. *5th Assignment: Accountability Due on the 14th.*
- Week 14 Apr. 17-21 Police Accountability: The Control Process continued.

TERM PROJECTS DUE by 4:30pm—April 21st

- Week 15 Apr. 24-28 Police work and the Criminal Justice System *and* Review for Final Examination.
- Week 16 May 1 Classes end.
May 2 Reading Day
May 3-11 Finals Week (*your final exam—* Weds., May 3: 8a-10a)

Enjoy :) your summer break!!

**CR 383 POLICE ADMINISTRATION
GRADING SYSTEM/POLICY**

FOR ORAL PRESENTATIONS

- | | |
|--|----|
| a.) Created a typed outline (handout) to be handed in | 10 |
| b.) Summarized required article/reading | 10 |
| c.) Explained required article/reading to audience
using examples beyond reading (e.g. applied the
material covered to real-world situations) | 10 |
| d.) Made eye contact with audience (did not simply read
straight from the reading and/or outline; spoke clearly
and loud enough for audience to hear and understand) | 10 |
| e.) Generated class discussion by posing questions or
problems the reading/involved audience | 10 |

Total

50 points

**CR 383 POLICE ADMINISTRATION
GRADING SYSTEM/POLICY**

FOR TERM PROJECT ASSIGNMENTS (range from 10-50 pts.)

- a.) Handed in on time {due date}
- b.) Body of assignment contains major points & ideas, insights, critics, and the like well developed using research and class materials
- c.) Assignment includes elaboration and examples
- d.) Assignment is well-written in paragraph form using accurate spelling, grammar, sentence structure, and citations
- e.) Assignment addressed the questions posed clearly and completely as required

Total Points—Detailed above are some of the criterion used to evaluate your assignments. *Note* that each assignment varies in terms of points assessed and thus, depending upon the requirements for the assignment (such as library research and use of citations), the above specifications will be weighted accordingly.

More information on this will be provided during class on multiple occasions to facilitate further understanding.

Dr. Scott
CR 383:01/02 POLICE ADMINISTRATION
Classroom Presentation

EVALUATION FORM

*Rubric -
Communications*

Class: Section/Time: _____
& Date _____

Student Name: _____

Article/Reading Title: _____

Typed Outline (10) _____
(grammar, spelling, sentence
structure, organization,
contained major points)

Summarized w/in Time Frame _____
Ten Minutes (10)

Explained Article Using Examples (10) _____

Eye Contact; Audible/Clear; Avoided _____
Straight Reading (10)

Generated Class Discussion; Posed _____
Questions/Problems; Involved _____
Audience (10)

Constructive Feedback _____
(Additional Comments)

TOTAL

50

Criminology 383:01&02
Police Administration–Spring, 2000

ASSIGNMENT #1 MISSION STATEMENT [10 Points]

As a police administrator, a well-written, clear mission statement detailing the general *and* specific objectives of your department constitutes one of your responsibilities.

There are three tasks involved in this assignment. They are:

- I. Obtain *a copy of a mission statement* from some criminal justice agency such as: sheriff, state police, campus police, FBI, CIA, local police, county police, etc. *This copy is to be submitted with the assignment on the due date indicated below.*
- II. *Write a critique of this mission statement.* What problems in it have you detected? Does it need to be more specific, more general, more clear and if so, in what ways?? Are all three police roles identified/addressed in this statement?
- III. *Write your own mission statement* that deals the three roles of police, and your departments' general and specific objectives.

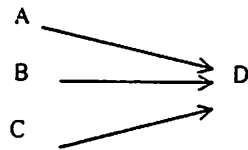
- Format:***
- Assignment must be typed, double-spaced, using 12 size font, with page numbers.
 - Cover Sheet (must have a title; does not count as one of your pages)
 - Must have a clear introduction (what is the purpose of the paper?)
 - Must have a reference page
 - Must cite source using MLA style within the body of paper
 - Must contain accurate spelling, grammar, sentence structure and citation(s)
 - 2-3 page paper
 - Pages must be stapled
 - You are ***required to attach*** the original mission statement obtained/printed to the back of your assignment
 - Paper must be handed in on time

*****Due Date February 2nd at the beginning of class *****

Criminology 383:01&02
Police Administration—Spring, 2000

ASSIGNMENT #2 *Defining the Criminal Offense*
/Crime-Related Problem [20 points]

As a police administrator, a clear definition of the offense, or crime-related problem that your department will attempt to reduce is extremely important for your proposal. For this assignment, you are to *a.)* As discussed in class, **provide a drawing** (theoretical model) of your plan to reduce the offense/crime-related problem you have selected. You must have at least three factors that will aid you in reducing your offense/crime-related problem. In other words,



Next, *b.) Research subject/topic*—obtain a copy of two articles related to your offense/crime-related problem; only 1 can be from the internet or magazines, the other one must come from academic/refereed journals.

Finally, *c.) Write* a 1-2 page paper on your offense/crime-related problem. This means introducing it, defining it, and presenting your typed model within the body of the paper—*discuss the factors you believe will decrease the offense/crime-related problem and how you expect these factors to reduce it.*

Note: *As always, I am available to help you with your paper, the research, and create your model on the computer—please see me during my office hours or make an appointment to meet.*

- Format:**
- Assignment must be typed, double-spaced, using 12 size font, with page numbers
 - Cover Sheet (must have a title; not counted as one of your pages)
 - Must have a clear introduction (creativity—what is the purpose of the paper?) & Must contain accurate spelling, grammar, sentence structure and citation(s)
 - You will need to use citations within the body of your paper.
 - Must have a references page
 - 1-2 pages—again, be creative
 - pages must be stapled
 - paper must be handed in on time
 - hand in a copy of all articles with your assignment

****Due February 18th(01)/February 9(02), 2000 ****

**ASSIGNMENT #3 Stating, Prioritizing, and
Measuring Goals [30 points]**

Stating *clear and specific* organizational goals for your department is an essential task for any police administrator.

For this assignment, you should provide specific statements (*in paragraph form*, in other words, no bullets, etc.) about your goals. The previous assignments should aid you in accomplishing this task.

- I. You should state *only three (3) organizational goals* in relation to the crime/crime-related problem that your service area is experiencing and that which your department will address. These are the *intended goals* of your department that also indicate the expected outcome (e.g. hypotheses). Be sure to prioritize your goals -- make it clear to the reader which goal is *most* important to your department.
- II. You should also *only state three (3) unintended outcomes* that you believe are likely to result due to each of your organizational goals. This will require you to project possible outcomes that are not necessarily evident from your stated, intentional goals. Note: Unintentional outcomes can be positive or negative.

Paper Requirements/Format

- Write a 1-2 page paper--Assignment must be typed, double-spaced, using 12 size font, with page numbers
- Cover Sheet (must have a title--be creative)
- Must have an Introduction (again, be creative)
- Must contain accurate spelling, grammar, sentence structure and citation(s)
- Pages must be stapled
- Use citations when necessary (avoid plagiarism) -- using citations within the text requires a bibliography page; be sure to include it

Due February 23rd (02) / February 28 (01)

Criminology 383/01 &02: Police Administration–Spring, 2000
ASSIGNMENT #4 [40 points]

***Techniques/Tools for Achieving Goals: Philosophy &
Assessment of Resources***

The ability to take into account the *techniques and tools* that you, as a police administrator, will need to achieve your goals is essential to your crime/crime-related problem reduction proposal and to the “community” you serve. Much of this work involves clear *planning and budgeting*.

The previous assignments should aid you in completing this task.

For this assignment, you are to address the following in any order that you wish:

I. Resources

- A. Identify and discuss what resources (operating expenses *and* personnel) that you will need to accomplish the three (3) priority goals you delineated in assignment #3.
- B. You will need to discuss how you plan to utilize personnel and other operating expenses you have identified by providing *a general description of your human relations (HR) or applied policing philosophy such as POPS, COPS, and/or specific Team Policing approaches, or other types of participative management emphases such as Quality Circles (QC) – [see notes on this section]*. You are however, not limited to participative management philosophy – you may utilize classical (or, traditional) modes of policing, but **Participative Management must** be your **emphasis** or focus.

II. Annual Line-item Budget – [Operating and Personnel Expenses]

You are to develop a projected Annual Expense budget for you department. What specific type(s) and amount of resources do you need (including salaries for specific personnel, equipment, supplies, drug dogs/k-9 unit, building use, vehicles, etc.) to accomplish you goals?

Using the budget exemplars (on reserve in library) as guides to accomplish this task, **you will need to:** do some *desk-top publishing work beyond* simply writing text. Also, you will need to engage in some *research* to discern the cost of equipment, supplies, salaries, etc. More information on this aspect of the assignment will be given in class.

Note 1: You are to actually create a table similar to the budget exemplars (A & B on library reserve) *and* refer the reader to it in your paper when discussing Part I of this assignment.

Note 2: Your numbers must add up!! Again, the use of subtotals will help to accomplish this task.

- *Format:**
- Assignment must be typed, double-spaced, using 12 size font, *with* page numbers
 - Cover Sheet (must have a title)
 - Must have an Introduction (be creative)
 - Must contain accurate spelling, grammar, sentence structure and citation(s)
 - Must be 2-4 pages in length
 - Must have a Reference page
 - Pages must be stapled
 - Paper must be handed in on time

**refer back to the "Grading System/Policy" handout given at the beginning of the semester to aid you in completing this and future assignments. It will also remind you of how previous work was evaluated.*

NOTE 3: You are required to attach a copy of all sources used to the back of your completed assignment (you will NOT get copies back so be sure to make two copies -- keeping one for yourself for future reference).

****Due March 29th (01)/April 7th (02) ****

**CR 383: 01/02 POLICE ADMINISTRATION
SPRING, 2000
ASSIGNMENT #5: ACCOUNTABILITY [50 points]**

As a police administrator, you will continually re-assess the question “Is my department addressing citizens’ concerns and needs? If the answer is “No,” then your job is to go about ensuring accountability. This means planning and seeking out information on the various ways in which accountability might be achieved given your departmental jurisdiction needs and concerns. It is your job to evaluate the various approaches that will be most effective and thus relevant to your community, personnel and program you are proposing.

FOR THIS ASSIGNMENT YOU ARE TO:

Identify and discuss—your control process as discussed in class and the readings.

Consider all of the following:

- a.) What external standards and expectations will you implement?
- b.) What internal standards and expectations will you implement?
- c.) How will you obtain valid information reliably?
- d.) How will discipline be maintained in your department?, and
- e.) What kind of corrective action do you plan to implement? [Be specific]
- f.) What rights officers have in the case of internal investigation?

In other words, clearly convey to the reader why the control process that you plan to establish for your department is the most effective for implementing your proposed program.

For example, what approach are you likely to adopt if the latent outcomes you identified in a previous assignment become reality? Or, in the day-to-day operation how will information be reported and recorded throughout the day? How will this information be analyzed and used by YOU? How will you deal with complaints from citizens who are going to receive the benefit of your new program?

****Required format and note on reverse side.**

Assignment #5--CR 383:Spring, 2000

****Format:**

- Assignment must be typed, double-spaced, using 12 size font
- Must have a cover sheet
- Must have an Introduction
- Must contain accurate spelling, grammar, sentence structure and citation(s)
- Must be 2-4 pages in length
- Must have page numbers
- Must be stapled
- Must have a reference page (if references are used)
- Must be handed in on time

Due April 12th (02) / April 14th (01)

CR 383:01/02 Police Administration
In-Class Group Exercise: Spring, 2000

Great Expectations [20 points]

Each group must list their responses to the questions on a piece of paper to be shared with the other groups during class discussion, and handed in at the end of class.

- I. Administrator Group: assuming the role of a police administrator, from a management perspective discuss with your group the following questions:
 - A.) What do you expect from your officers in terms of attitude and performance?
 - B.) What do you expect from the public?

- II. Police Employees (Officers – Community/Campus): assuming the role of police officers discuss with your group the following questions:
 - A.) What do you expect from your boss, or police chief?
 - B.) What do you expect from the public?

- III. The Public (Citizens/Students): assuming the role of community members and students on college campus, discuss with your group the following questions:
 - A.) What do you expect from the police? In other words, what do you believe the police should do for you, and how do you feel they should conduct themselves?

Some Questions for Class Discussion:

Do you feel all of these expectations are reasonable?

Do you feel all of these expectations are attainable?

Do you feel police departments have the resources to meet all of these expectations?

If you believe that the expectations from the public are unreasonable and/or unattainable, how do you propose to satisfy the public and employees' demands and requests?

**CR 383:01/02 POLICE ADMINISTRATION
FIRST EXAMINATION
Spring, 2000**

Name _____

Follow instructions carefully throughout this examination. When you have completed this exam, please turn it in to the professor.

I. MULTIPLE CHOICE: (Circle the letter that corresponds to the *best* answer --2 points each).

1. As discussed in class, the primary roles of police include all of the following **EXCEPT**:
 - a.) community enrichment
 - b.) law enforcement
 - c.) public service (safety)
 - d.) order maintenance

2. In terms of motivating police officers, the lack of opportunity to meet needs can lead to frustration of three identifiable types. As discussed in class, these include all of the following **EXCEPT**:
 - a.) rationalization
 - b.) fixaiton
 - c.) self-actualization
 - d.) resignation

3. Based on the information provided about LAPD attrition (resignation), officers' cited _____ as the **MOST** compelling reason for their decision to leave this police organization.
 - a.) pay
 - b.) lack of leadership or direction
 - c.) inadequate or outdated equipment
 - d.) low morale

4. In his theory of motivation, Maslow's Hierarchy of Needs identifies five human needs that lead to motivation. _____ is **NOT** one of those needs specified in his work?
- a.) physiological
 - b.) equity
 - c.) self-esteem
 - d.) social
5. In examining the history of policing in the U.S., several significant socio-cultural events occurred during the 1920-1930 era which influenced the role of policing. They include all of the following **EXCEPT**:
- a.) emergence of community policing.
 - b.) prohibition.
 - c.) the great depression.
 - d.) mass marches for civil rights.
6. Of the approaches detailed below, which is **NOT** a form of Community Relations (CR):
- a.) soliciting input from the public for some innovative policing program.
 - b.) developing a plan to resolve specific crime problems within the community.
 - c.) developing strict guidelines for the use of force.
 - d.) developing school programs for youth in the community.
7. As discussed in class, when examining the history of policing, and role of police in modern society, it is clear that citizens in the **upper socio-economic class** are soliciting _____ type of policing in their communities.
- a.) private
 - b.) community-oriented
 - c.) problem-oriented
 - d.) integrative
8. When a police organization considers the departments connection to its **external** environment, this is referred to as a(n) _____ system model/approach.
- a.) closed
 - b.) participative
 - c.) opportunity
 - d.) open

9. In attempting to increase officer motivation, one approach is to develop a *vertical* job loading which adds *administrative* responsibilities to an officers' job. A police administrator refers to this as _____.
- a.) job enlargement.
 - b.) job enrichment.
 - c.) job analysis.
 - d.) job equity.
10. In our class discussion, all of the following are suggested mechanisms for reducing perceived inequities among officers *EXCEPT*:
- a.) termination.
 - b.) rotation in shifts.
 - c.) community rotation.
 - d.) supervision (counseling).
11. Public expectations of police demand that police respond to their needs. Police often do so in a reactive nature by responding to citizens' calls. Identify the *four types of calls* that police typically receive as was discussed in class:

II. TRUE AND FALSE

12. According to Herzberg's Motivation-Hygiene Theory, **recognition** is an example of a *hygiene* factor.
- a.) True
 - b.) False
13. Based on class discussion of the history of policing in the U.S. *slave patrols* consisted of Militia members.
- a.) True
 - b.) False

14. In police organizations, those at the *top* of the hierarchy, or chain of command are **MORE** people-oriented than mission-oriented in their functionary tasks.
- a.) True
 - b.) False
15. Those who aid police in achieving certain activities such as booking arrestees, logging evidence, keeping records and the like are referred to as *line personnel* in the police organization.
- a.) True
 - b.) False
16. The Commission convened by President Hoover in *1929* shifted the dominant role of policing in the U.S. to an emphasis on *law enforcement*.
- a.) True
 - b.) False
17. A police administrator that manages the organization by relying on employee input and participation is **MOST** likely managing from the Top-Down approach.
- a.) True
 - b.) False
18. According to Bittner's article "The Functions of Police in Modern Society," police use of coercive authority *violates* the constitutional rights of American citizens.
- a.) True
 - b.) False
19. According to motivation theories, it is **NOT** necessary to satisfy all officers' needs so long as the officers are paid well for the difficult and dangerous job that they do.
- a.) True
 - b.) False
20. According to our class discussion, U.S. policing *began* with Americans adopting London's Metropolitan Police model ("Bobbies").
- a.) True
 - b.) False

IV. CHOICE SHORT ANSWER QUESTIONS: On a separate sheet of paper, you are to respond to *ONLY* three questions: the first is required; the two additional questions are your choice --see below. Be clear but to the point in your response. Please write your name and response neatly (legibly).

Note: Your response must be written in paragraph form and contain accurate spelling, grammar, sentence structure and citation(s). *Worth 20 points each*

--Required Question-- (You must answer *both* questions)

1. In Bittner's article "The Functions of Police in Modern Society," he argues that "[P]olice work is a tainted occupation." He argues that this stigma is a natural part of policing. Discuss what *he* meant by this provocative statement. *According to Bittner*, as a society, should we be very interested in changing this predominant view of policing? Explain -- why or why not?

--Alternative Question--(You are to choose *ONLY* one from those below)

2. According to Horowitz's article "What Should Cops Do Now?," one way to ensure police accountability is through Compstat (or, Commander Forum). First, describe this method of accountability, *and* then discuss the purpose of this method.
3. According to Adam's Equity Theory of Motivation, officers' perceptions of equity within the department are contingent upon what he calls *relative justice*. This term involves two specific dimensions—effort (or, productivity) and rewards (or, salary, benefits, responsibility, etc).
4. In an attempt to reduce perceived inequities among police officers, some police administrators have taken the approach of shifting the times that officer's work and/or shifting the communities in which they work. *According to Horowitz's article* "What Should Cops Do Now?," what positive *and* negative outcomes might result from this approach from an administrative standpoint?
5. In Horowitz's article "What Should Cops Do Now?," two very divergent views were detailed about what one of the largest cities/departments in the country -- New York City -- should do now that the city has experienced a significant reduction in the Index crime statistics. As Horowitz details, *Mayor Giuliani* suggests keeping the current police methods in place, while former police commissioner of the city, *William Bratton* suggests a move from these methods is preferable. **Discuss** the projected strengths *and* dangers of Giuliani's position on the issue as detailed in the article? **Discuss** the projected strengths *and* dangers of Bratton's position on the issue?

6. In Bittner's article "The Functions of Police in Modern Society," he suggests that police use coercive authority to control situational conflicts between and among citizens. **Focusing only on race, according to Bittner**, are the police merely performing certain functions as agents of social control given the ecological distribution of crime, and thus "caught in the middle" of criticism, or Are they acting on behalf of the socio-economically dominate group of society that uses the police to control the socio-economically subordinate group thereby breaking their social contract with a significant segment of the citizenry?

For: Dr. Mary Sadler

110
Gordon Hall

CR
Police
CELH 1
Sun



Mary,

Per your request, enclosed
is the material for the
writing intensive course I am
teaching this Summer I. Session.
I am teaching the same course
in Fall, 2002 term.

Re: W-designated
Course mats

-Yolanda

Dr. Yolanda M. Scott
Office: 429 Sutton Hall
Office Phone: 357-1911
e-mail: ymscott@iup.edu

Catalog Description: Credits: 3.00

A study of police management, structure, and operations and their roles in the quality of services delivered. The relationship between police administration and its social environment will be examined.

What is the best way to manage a police organization? What is the role of police in modern society? How might the productivity of police officers be increased to serve the public? As a police administrator, these are some of the many questions and issues that you must address in your institution. It is your duty and responsibility, as the primary supervisor, to insure that those who work in your department understand their role, the inter-workings of the organization, implement proper, legal procedure and follow ethical guidelines. Therefore, it is necessary for you to develop a clear understanding of all aspects of administration along with the ability to clearly explain and justify your purpose to subordinates and the public.

In this class, you will develop an understanding of what a typical police administrator's responsibilities entail. This will involve learning about the structure of policing, the history of policing in the U.S., as well as the relationship between policing and other entities within our society such as religion, politics, family, racism, sexism and the law.

More specifically, this course is dedicated to the many issues police administrators must address such as police stress, police brutality, community relations, accountability, productivity and other management issues. However, given the wealth of available literature in these areas, our exploration will not be in great depth, but rather will cover a broad range of research in the areas of interest.

Course Objectives

- Students will learn basic police administrative/management concepts and theories.
- Students will learn about the relationship between the police institution and the other institutions within our society.
- Students will expand and develop basic writing skills through exams and assignments.
- Students will expand and develop critical writing skills through a crime reduction proposal in the form of a term project and assignments.
- Students will develop oral presentation skills through multiple in-class presentations on specific readings.
- Students will develop oral debate skills, in particular, argument formulation and persuasion.

Course Outcomes

- Students will be able to recognize and apply police administrative/management concepts and theories to real-world situations.
- Students will be able to offer general critiques of recent research articles and theoretical assumptions in police studies.
- Students will be able to write more academically particularly in terms of : grammar, spelling, citation, and sentence structure.
- Students will be able to think more critically about the relationship between police work and culture, race, class, sex, age in American society.
- Students will be able to formulate logical, persuasive arguments in debate situations.
- Students will demonstrate orally their ability to formulate logical, persuasive arguments.

REQUIRED READINGS & OTHER MATERIALS

1.) Gibaldi, Joseph. 1999. 5th Edition. *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America.

2.) *A Course Packet is available for you to purchase at COPIES NOW.*

STUDENT RESPONSIBILITIES

Read all assignments as announced in class *and* on the Course Schedule as indicated on page 4 of this course syllabus.

Complete in-class assignments. Such projects may include film critiques, topical essays, article critiques, short presentations, quizzes, etc. *Due to the nature of these projects, those not completed because of absences cannot be made-up without a University excused absence.*

*****Unless permitted by University policy, no assignments will be accepted late.** Lateness refers to assignments received after the class session on the due date and/or after the designated due date.

Participate in class discussion and/or group activities. You will have ample opportunity to participate throughout the semester in this course. Note that *to participate differs from class attendance*. Certainly to participate, one must attend class. However, participation may best be viewed as active involvement in the class rather than simply being a part of it (the course enrollment). Class discussions, group exercises, questions, insightful commentary, and the like, constitute participation.

COURSE REQUIREMENTS

Complete all assignments. Such assignments will be directed, primarily, toward your term project and will be due on the designated date *during the class session*. However, some may also include film critiques, topical essays, article critiques, short presentations, “pop” (unannounced) quizzes, and in-class/group exercises. Due to the nature of some of these projects, those not completed because of absences cannot be made-up regardless of the reason for the absences.

Complete all required readings as indicated in the class schedule and assignments of this syllabus and/or announced in class.

Complete a Term Project (TP): “Crime-Reduction Proposal.” More specific information concerning this project will be provided in class & in your course packet.

You are responsible for fulfilling all requirements of the course as presented in this course syllabus and/or announced in class. Therefore, ***class attendance is required and absences in no way relieve you of the responsibility of knowing about all activities, announcements, assignments, and the content of lectures occurring during regularly scheduled class periods.*** According to University policy, you are permitted to be absent at least the number of clock hours equal to course semester hours; in other words, 3 hours for the semester. You are encouraged to attend class regularly.

“In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” It is your responsibility to inform me of any special needs before the end of the second week of classes.

Academic Integrity Policy

“The Academic Integrity Policy outlines the standards for ethical conduct that govern your academic career. You are responsible to read, understand, and follow these ground rules to avoid allegations of academic dishonesty. Read the entire policy in the Policies

and Procedures section” (IUP The Source: Student Handbook, 2001-2002: Pp. 3). See page 30 in the IUP student handbook for a closer look at the specific policy and procedure.

Student Behavior Policies and Regulations

“IUP reaffirms the principle of student freedom, coupled with an acceptance of full responsibility for one’s behavior and the consequences of such behavior. The intent of this educational system is to create a behavioral change in the student, promote civility, openness, and justice, and also protect the rights of the members of the university community” (IUP The Source: Student Handbook, 2001-2002: Pp. 53). See pages 53-63 for more information concerning these policies and regulations.

GRADING SYSTEM/POLICY

Your final grade will be calculated in the following manner:

Oral Presentations	50 points
Class Discussion & Participation	50 points
TP Assignments	30-50 points/each
#1 (30 points); #2 (40 points); #3 (50 points)	
Term Project (TP)	100 points
In-Class/Group Exercises	20 points/each

The grade scale for this course is:

- 90-100%.. A
- 80-89%....B
- 70-79%....C
- 60-69%....D
- 59% or
- Under F

NOTE: Given reasonable notification to students, the professor reserves the right to modify this syllabus as is deemed necessary. This means moving up, or setting back the dates of required assignments, exams, etc. depending upon the pace of the course.

CLASS SCHEDULE AND ASSIGNMENTS

Week 1 June 3-7 Getting Acquainted. “Great Expectations”—In-class exercise (20 points)—In Course Packet & Introduction to Police Administration.

Police Function and Role: History of Police in the U.S.—
Readings and Materials in Course Packet: Bittner, E. “The Functions of Police in Modern Society;” & Scott, Yolanda M. “Outline of the History of American Policing: Two Worlds.”

- Student Presentations (50 points) & Class Discussion of Readings
- Applied In-Class Exercise—Film “Native American Indians and American Sport Team Names and Logos” (20 points)

Week 2 June 10-14 Motivating Police Officers.

Assignment #1[30points] “Mission Statement & Defining the Criminal Offense/Crime-Related Problem Due – June 11th”

Administrative Policing Approaches. ***Reading in Course Packet:*** Cordner, G. “Elements of Community Policing”

- Student Presentations (50 points) & Class Discussion of Readings

Week 3 June 17-21 Stress in Police Work. ***Course Packet Note/Guide & Reading:*** Johnson, L. “Job Strain Among Police Officers: Gender Comparisons.

Assignment #2[40 points]: “Goals & Techniques/Tools for Achieving Goals: Philosophy and Budgeting” Due– June 20th”

Police Personnel: Recruitment, Selection and Budgeting.

Group Exercise: “Personnel Issues: Recruitment, Selection and Promotion of Officers” (20 points).

Reading in Course Packet: “Men Need Not Apply.”

- Student Presentations (50 points) & Class Discussion of Readings

- Week 4 June 24-28 Police Accountability: The Control Process. *Readings in Course Packet*: Ross, R. "Citizen Complaint Policy; and, Cohen, A. "Gangsta Cops."
- Student Presentations (50 points) & Class Discussion of Readings
- Assignment #3[50 points]: "Accountability" Due– June 25th**
- Week 5 July 1-5 Applied In-Class Exercise: Trial Board—Film: "A Case of Excessive Force?" (20 points) & Class work on the completion of the Term Project.
- July 4 No Classes*
- July 5 **Final Examination[100 points]= TERM PROJECTS DUE by 4:30pm-- July 5th**

**CRIM 383W POLICE ADMINISTRATION
GRADING SYSTEM/POLICY**

FOR ORAL PRESENTATIONS

- | | |
|---|----|
| a.) Created a typed outline (handout) to be handed in | 10 |
| b.) Summarized required article/reading | 10 |
| c.) Explained required article/reading to audience
using examples beyond reading (e.g. applied the
material covered to real-world situations) | 10 |
| d.) Made eye contact with audience (did not simply read
straight from the reading and/or outline; spoke clearly
and loud enough for audience to hear and understand | 10 |
| e.) Generated class discussion by posing questions or
problems the reading/involved audience | 10 |

Total

50 points

Dr. Scott
CR 383W POLICE ADMINISTRATION
Classroom Presentation

OBSERVATION/EVALUATION FORM

Class: Section/Time: _____
& Date

Student Name: _____

Article/Reading Title: _____

Typed Outline (10) _____
(grammar, spelling, sentence
structure, organization,
contained major points)

Summarized w/in Time Frame _____
Ten Minutes (10)

Explained Article Using Examples (10) _____

Eye Contact; Audible/Clear; Avoided _____
Straight Reading (10)

Generated Class Discussion; Posed _____
Questions/Problems; Involved _____
Audience (10)

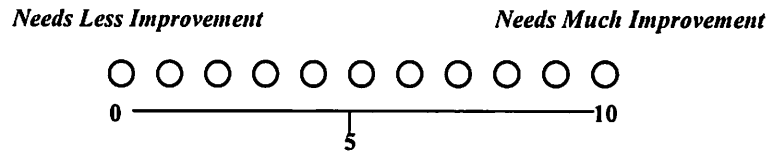
Constructive Feedback _____
(Additional Comments)

TOTAL

**CRIM 383W
POLICE ADMINISTRATION**

STUDENT WRITING (PRE-ASSESSMENT) QUESTIONNAIRE

The questions below deal with expressing yourself through writing. Please indicate which areas of writing that you would like to improve upon. For *each of the areas of writing* circle the number that best describes your writing on the following scale 0= "Needs Less Improvement" to 10= "Needs Much Improvement."



- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|
| 1. Grammar..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Spelling..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Sentence Structure..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Factual Accuracy..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. Completeness..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6. Specificity..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7. Clear Meanings..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 8. Organization..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9. Neatness..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10. Word Choice/Use..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11. Citations..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 12. Use of computers to
Write and complete
Tasks (i.e. create tables,
graphs)..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
-

**CRIM 383W
POLICE ADMINISTRATION**

STUDENT WRITING RUBRIC*

1. Grammar	3
2. Spelling	3
3. Sentence Structure	2
4. Factual Accuracy	3
5. Completeness	2
6. Specificity	2
7. Clear Meanings	4
8. Organization	2
9. Neatness	2
10. Word Choice/Use	2
11. Citations	3
12. Use of computers to write and complete tasks (e.g., create tables, graphs)	2
<hr/>	
Total	30

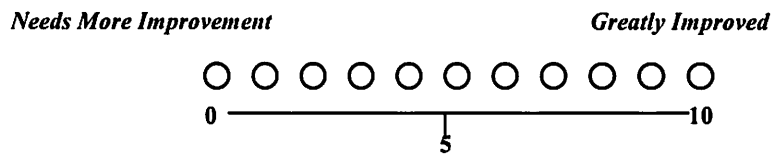
* The above points indicated for each area of writing are based upon a 20 point assignment as a part of a larger Term Project (TP), and is used here as an exemplar. The specific point value for each area of writing will vary by the point value for other TP assignments. The specific formatting of each TP assignment (e.g., page length, typed, spacing, font size, and the like) will be discussed during class and indicated on the specific TP assignments.

For some short writing assignments (non-TP)—that provide students opportunities to practice their writing skills and abilities—the professor will provide feedback in each of the specific areas above, but will not assign a point value to them.

**CRIM 383W
POLICE ADMINISTRATION**

STUDENT WRITING (POST-ASSESSMENT) QUESTIONNAIRE

The questions below deal with the level of confidence you have in your writing after taking this course. For *each of the areas of writing* circle the number that best describes your skills using the following scale 0= “Needs More Improvement” to 10= “Greatly Improvement.”



- | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|
| 1. Grammar..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Spelling..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Sentence Structure..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Factual Accuracy..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. Completeness..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6. Specificity..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7. Clear Meanings..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 8. Organization..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9. Neatness..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10. Word Choice/Use..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11. Citations..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 12. Use of computers to
write and complete
tasks (e.g., create tables,
graphs)..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
-

CRIM 383W
POLICE ADMINISTRATION
SUMMER I. 2002

FEEDBACK TRANSLATION TABLE FOR WRITING ASSIGNMENTS*

*Please note that each of these short-hand comments will be elaborated upon either in your paper, or during a conference with me. At any time, you may ask for additional feedback and/or clarification regarding your work, the class or my constructive feedback to you. It is my hope that we can learn—together.

<u>NP</u>	.....need new paragraph
<u>Cl</u>	.....needs clarity
<u>Sp</u>	.....misspelling
<u>Spec</u>	.....needs greater specificity
<u>Acc</u>	.....needs greater factual accuracy
<u>Gram</u>	.....misuse of grammar
<u>SS</u>	.....work/re-work sentence structure
<u>Awk</u>	.....awkward wording/sentence structure
<u>Cit</u>	.....inaccurate citation
<u>ncit</u>	.....need citation
<u>ls</u>	.....sentence(s) too long
<u>int</u>	.....interesting point/argument
<u>ff</u>	.....good job
<u>imp</u>	.....impressive point/argument
<u>Sug</u>	.....suggestion for change/re-work
<u>well</u>	.....well done
<u>→</u>	.....indent paragraph (TI)
<u>gd</u>	.....good introduction
<u>nw</u>	.....well written
<u>inw</u>	.....introduction needs work
<u>sc</u>	.....stronger conclusion needed
<u>nc</u>	.....need conclusion/social policy implications
<u>pn</u>	.....need page numbers (p #'s)/p #'s not typed
<u>TP</u>	.....need title page
<u>SH</u>	.....subheading suggested/organization
<u>incomp</u>	.....incomplete
<u>org</u>	.....needs better organization
<u>frag</u>	.....fragmented sentence(s)

Additions:

**CRIM 383W POLICE ADMINISTRATION
GRADING SYSTEM/POLICY**

***FOR TERM PROJECT(TP)
ASSIGNMENTS (range from 30-50 pts.)***

- a.) Handed in on time {due date}
- b.) Body of assignment contains major points & ideas, insights, critics, and the like well developed using research and class materials
- c.) Assignment includes elaboration and examples
- d.) Assignment is well-written in paragraph form using accurate spelling, grammar, sentence structure, and citations
- e.) Assignment addressed the questions posed clearly and completely as required

Total Points—Detailed above are some of the criterion used to evaluate your assignments. *Note* that each assignment varies in terms of points assessed and thus, depending upon the requirements for the assignment (such as library research and use of citations), the above specifications will be weighted accordingly.

More information on this will be provided during class on multiple occasions to facilitate further understanding.

CRIM 383W Police Administration
Introduction to Crime Reduction Proposal -- Term Project(TP)

Upon your permission, your proposal may be submitted to an official criminal justice agency for review.

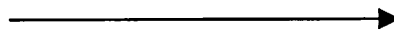
As a police administrator, one aspect of your job is to investigate solutions to some crime, or crime-related problem that has increased within your department, community, or campus. The people and your boss want answers!! It is up to you now.

The main theme of your proposal is to be directed toward the **reduction** of a specific criminal offense **or** some crime-related problem. This may include, but certainly **NOT** limited to the following:

Road rage	High Speed Chases
Acquaintance rape	Investigative Practices
Sexual harassment in police work	Equal Employment Opport. (EEO)
Corporate crime (some specific offense)	Profiling
Police brutality	Response Time
Stranger rape	Police Training Academy
Robbery	Job Task Analysis
Vandalism	
Murder	
Juvenile delinquency (school shootings, student incivility, etc.)	
Burglary	
Home invasion	
Police stress	
Drug sales/distribution/use and abuse	
Prostitution	
Child abuse	
Domestic violence	
Under-reporting of crimes	
Fear of crime	
Assaults on police officers	
Risk to crime	
Stalking	
Serial Killing/Mass Murder	

Note: Additional offenses/crime-related problems must be approved by me no later than the first week of classes.

Go to Next Page



The specific sections of your proposal will include the following:

Cover Sheet, Introduction, Conclusion (every assignment)
References (every assignment unless otherwise indicated)

Mission Statement & Conceptualization (Definition) of Offense/Crime-Related Problem (1)

Stating and Evaluation of Goals (2)

Personnel/Team-Oriented Approach, Techniques/Tools for Achieving Goals & Accountability (3)

Final Term Project: “Crime-Reduction Proposal” (4):
Introduction, Conclusions, References for final term project & assignments 1-3 above.

You will address each of these components through written assignments throughout the term. The number beside the title of each section represents the order in which you will address it.

By the end of the term, you will combine each of these sections into a smooth-flowing Crime-Reduction Proposal that will follow the designated **FORMAT**:

- 10-15 typed double-spaced pages
- Using 12 size font
- Cover sheet and bibliography do not count as one of your pages
- You must have typed page numbers
- You must have citations when references are specified
- Staple pages
- Paper must be handed in on time

CRIM 383W:01
Police Administration–Summer I. 2002

ASSIGNMENT #1

***(Part I.) Mission Statement & (Part II.) Defining the Criminal
Offense/Crime-Related Problem
[30 Points]***

PART I. Mission Statement: As a police administrator, a well-written, clear mission statement detailing the general *and* specific objectives of your department constitutes one of your responsibilities.

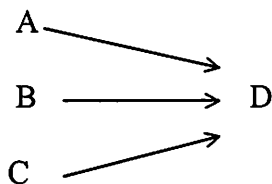
There are three tasks involved in this assignment; they are:

- I. Obtain *a copy of a mission statement* from some criminal justice agency such as: sheriff, state police, campus police, FBI, CIA, local police, county police, etc. **This copy is to be submitted with the assignment on the due date indicated below.**
- II. *Write a critique of this mission statement.* What problems in it have you detected? Does it need to be more specific, more general, more clear and if so, in what ways?? Are all three police roles identified/addressed in this statement?
- III. *Write your own mission statement* that deals the three roles of police, and your departments' general and specific objectives.

- Format:**
- Assignment must be typed, double-spaced, using 12 size font, with page numbers.
 - Cover Sheet (must have a title).
 - Must have an introduction (what is the purpose of the paper?).
 - Must have a reference page
 - Must cite source within the body of paper.
 - 2-3 page paper
 - Pages must be stapled.
 - You are **required to attach** the original mission statement obtained/printed to the back of your assignment.
 - Paper must be handed in on time.

PART II. Defining the Criminal Offense/Crime-Related Problem: As a police administrator, a clear definition of the offense, or crime-related problem that your department will attempt to reduce is extremely important for your proposal.

For this assignment, you are to **a.)** As discussed in class, **provide a drawing** (theoretical model) of your plan to reduce the offense/crime-related problem you have selected. You must have at least three factors that will aid you in reducing your offense/crime-related problem. In other words,



Next, **b.) Research subject/topic** -- obtain a copy of two articles related to your offense/crime-related problem; only 1 can be from the internet or magazines, the other one must come from academic, refereed (peer-reviewed) journals.

Finally, **c.) Write** a 1-2 page paper on your offense/crime-related problem. This means introducing it, defining it, and presenting your typed model within the body of the paper -- **discuss the factors you believe will decrease the offense/crime-related problem and how you expect these factors to reduce it.**

Note: *I am happy to help you create your model on the computer, please contact me anytime.*

Format:

- Assignment must be typed, double-spaced, using 12 size font, with page numbers
- Cover Sheet (must have a title)
- Must have an introduction (creativity -- what is the purpose of the paper?)
- You will need to use citations within the body of your paper.
- Must have a references page.
- 1-2 pages -- Again, be creative.
- pages must be stapled
- paper must be handed in on time

You are required to hand in a copy of all articles with your assignment.

****Due June 11th 2002**

CRIM 383W:01
Police Administration—Summer I. 2002
Assignment #2: Goals & Techniques/Tools for Achieving Goals:
Philosophy & Budgeting [40 points]

PART I. GOALS: Stating *clear and specific* organizational goals for your department is an essential task for any police administrator as is the prioritizing of goals.

For this assignment, you should provide specific statements (*in paragraph form*, in other words, no bullets, etc.) about your goals. The previous assignments should aid you in accomplishing this task.

- a. You should state *only three (3) organizational goals* in relation to the crime/crime-related problem that your service area is experiencing and that which your department will address. These are the *intended goals* of your department that also indicate the expected outcome (e.g. hypotheses). Be sure to prioritize your goals—make it clear to the reader which goal is *most* important to your department.

- b. You should also *only state three (3) unintended outcomes* that you believe are likely to result due to each of your organizational goals that you have stated above. This will require you to project possible outcomes that are not necessarily evident from your stated, intentional goals. **Note:** Unintentional outcomes can be positive or negative.

- c. Finally, using only the three priority goals you identified in “a” above, clearly tell the reader *how you plan to evaluate each one of your goals through measurement* as discussed in class.

Paper Requirements/Format

- Write a 2-4 page paper—assignment must be typed, double-spaced, using 12 size font, with typed page numbers
- Cover Sheet (must have a title—be creative)
- Must have an Introduction (again, be creative)
- Pages must be stapled.
- Use citations when necessary (avoid plagiarism)—using citations within the text requires a reference page; be sure to include it.
- Hand assignment in on time.

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PART II. Techniques/Tools for Achieving Goals: Philosophy & Budgeting

The ability to take into account the *techniques and tools* that you, as a police administrator, will need to achieve your goals is essential to your crime/crime-related problem reduction proposal and to the “community” you serve. Much of this work involves clear *planning and budgeting*.

The previous assignments should aid you in completing this task.

For this assignment, you are to address the following in any order that you wish:

I. Resources

- A. Identify and discuss what resources (operating expenses *and* personnel) that you will need to accomplish the three (3) priority goals you delineated above.
- B. You will need to discuss how you plan to utilize personnel and other operating expenses you have identified by providing *a general description of your human relations (HR) or applied policing philosophy such as POPS, COPS, and/or specific Team Policing approaches, or other types of participative management emphases such as Quality Circles (QC) -- [see notes/readings on this section]*. You are however, not limited to participative management philosophy – you may utilize classical (or, traditional) modes of policing, but **Participative Management must** be your **emphasis** or focus.

II. Annual Line-item Budget-- [Operating and Personnel Expenses]

You are to develop a projected Annual Expense budget for you department. What specific type(s) and amount of resources do you need (including salaries for specific personnel, equipment, supplies, drug dogs/k-9 unit, building use, vehicles, etc.) to accomplish you goals?

Using the budget exemplars (SEE COURSE PACKET) as guides to accomplish this task, **you will need to:** do some *desk-top publishing work beyond* simply writing text. Also, you will need to engage in some *research* to discern the cost of equipment, supplies, salaries, etc. More information on this aspect of the assignment will be given in class.

Note 1: You are to actually create a table similar to the budget exemplars (A & B on in course packet) *and* refer the reader to it in your paper when discussing your assignment.

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*Assign.#2--CR 383W:01
Summer I. 2002*

Note 2: Your numbers must add up!! Again, the use of subtotals will help to accomplish this task.

- *Format:**
- Assignment must be typed, double-spaced, using 12 size font, *with* typed page numbers
 - Cover Sheet (must have a title)
 - Must have an Introduction (be creative)
 - Must be 2-4 pages in length
 - Must have a Reference page
 - Pages must be stapled
 - Paper must be handed in on time

**refer back to the "Grading System/Policy" handout given at the beginning of the semester to aid you in completing this assignments. It will also remind you of how previous work was evaluated.*

NOTE 3: You are required to attach a copy of all sources used to the back of your completed assignment (you will NOT get copies back so be sure to make two copies -- keeping one for yourself for future reference).

****Due June 20th 2002 ****

CRIM 383W:01 Police Administration—Summer I. 2002

ASSIGNMENT #3: ACCOUNTABILITY [50 points]

As a police administrator, you will continually re-assess the question “Is my department addressing citizens’ concerns and needs? If the answer is “No,” then your job is to go about ensuring accountability. This means planning and seeking out information on the various ways in which accountability might be achieved given your departmental jurisdiction needs and concerns. It is your job to evaluate the various approaches that will be most effective and thus relevant to your community, personnel and program you are proposing.

FOR THIS ASSIGNMENT YOU ARE TO:

Identify and discuss—your control process as discussed in class and the readings.

Consider all of the following:

- a.) What external standards and expectations will you implement?
- b.) What internal standards and expectations will you implement?
- c.) How will you obtain valid information reliably?
- d.) How will discipline be maintained in your department?, and
- e.) What kind of corrective action do you plan to implement? [Be specific]
- f.) What rights officers have in the case of internal investigation?

In other words, clearly convey to the reader why the control process that you plan to establish for your department is the most effective for implementing your proposed program.

For example, what approach are you likely to adopt if the latent outcomes you identified in a previous assignment become reality? Or, in the day-to-day operation how will information be reported and recorded throughout the day? How will this information be analyzed and used by YOU? How will you deal with complaints from citizens who are going to receive the benefit of your new program?

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**Assignment #3—CRIM 383W:01
Summer I. 2002**

****Format:**

- Assignment must be typed, double-spaced, using 12 size font
- Must have a cover sheet
- Must have an Introduction
- Must be 2-4 pages in length
- Must have page numbers
- Must be stapled
- Must have a reference page (if references are used)
- Must be handed in on time

Due June 25th 2002

CRIM 383W:01 Police Administration
SUMMER I. 2002
**Further Direction for Final Term Project:
Crime/Crime-Related Reduction Proposal**

As indicated on the handout introducing you to the Term Project for this class, you are now in a position to combine each of the previous completed assignments/sections into a smooth-flowing proposal. Admittedly, this is often easier said than done therefore, to aid you some further directions for achieving this task are indicated for you below.

Do not overwhelm yourself: begin one section at a time and stick with it until you have completed it. Then move on to the next, and then the next....

Make appropriate corrections: avoid making the same mistakes that can compromise the quality of your project and grade—clearly address the issues and concerns noted on your previous assignments. Make the corrections for the final project (for example, no model in Assignment #1, create and explain model in the final project).

Use Headings to organize your proposal: refer back to the handout introducing you to the Term Project that was given at the beginning of the term to aid you in organizing your proposal. You are NOT required to use this organizing scheme, but it may serve to guide you in this endeavor. Remember, this is YOUR proposal and you may organize it how you wish, but it must be done in such a way that the reader is clear in what direction you are going.

You MUST use transition sentences: to aid the reader in understanding how one section connects to the next. While the great majority of you have done this pretty successfully in previous assignments, you will find that this is one of the most difficult aspects of writing that even skilled writers must work at continually.

Be clear and concise: remember the proposal is ONLY to be between 8-12 double-spaced pages using 12 size font. Clearly, if you sum all the text from previous assignments they exceed the maximum page length allowed. Therefore, you will need to get rid of the “fluff” (if it exists in your previous assignments) and deal only with the substantive materials.

Be complete: address all of the sections for this final term project. As a police administrator, you have worked hard on all of these previous assignments, so do not cheat the reader or yourself by excluding sections that will make your proposal worthy of being considered for funding and implementation.

Refer the reader to all model(s), tables, etc.—remember these are heuristic devices that need explanation from you.

CRIM 383W:01 Police Administration
SUMMER I. 2002

**Further Direction for Final Term Project:
Crime/Crime-Related Reduction Proposal**

For full-credit consideration, follow all instructions and format carefully: the instructions for this final term project are indicated above and also include the following format:

FORMAT:

- 10-15 typed, double-spaced pages
- Using 12 size font
- Cover sheet and References (do not count as one of your pages)
- You must have page numbers
- You must have citations within the text of your proposal
- Staple pages
- Hand your final project in on time (see below)**
- **Print two (2) full copies of the final term project to be handed in.**

****Due JULY 5TH 2002****