

COURSE SYLLABUS

CRIJ 2328 (3:3:0)

Police Systems and Practices

Criminal Justice & Law Enforcement Technology

Department of Professional Services & Energy

SOUTH PLAINS COLLEGE

Levelland Campus (Online Course)

Fall 2017

Campus: Levelland, Texas (Online)

COURSE SYLLABUS

COURSE TITLE: **CRIJ 2328 Police Systems and Practices**

INSTRUCTOR: John A. Barnes

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**VISION: SOUTH PLAINS COLLEGE IMPROVES EACH
STUDENT'S LIFE**

I. GENERAL COURSE INFORMATION:

A. Course Description:

This course provides an overview and analysis of the American system of law enforcement, examining the origins, development, roles, and operations of policing in a modern democratic society. Students will develop a detailed understanding of the issues involved in policing a democratic society and will examine critical issues and new advances in law enforcement.

B. Student Outcomes:

Upon successfully completing this course, students will be familiar with the basic issues involved in policing in the United States, will develop an understanding of the key problems and concerns faced by today's police, and will explore the methods used by the police to address these problems. Students will be able to:

- Outline the historical development of policing in America and explain the diversity of local, state, and federal law enforcement agencies throughout the country
- Discuss the various methods used by police, such as patrol, community-oriented policing and problem solving, and investigation
- Understand the legal constraints placed on the police and the possible implications of police misconduct
- Discuss a variety of special problems and challenges faced by police charged with enforcing the law in the 21st century

C. Course Outline:

- I. Police History and Organization
 - A. Police History
 - B. Organizing Security in the United States

- C. Organizing the Police Department
- II. The Personal Side of Policing
 - A. Becoming a Police Officer
 - B. The Police Role and Police Discretion
 - C. Police Culture, Personality, and Police Stress
- III. Police Operations
 - A. Patrol Operations
 - B. Investigations
 - C. Police and the Community
 - D. Community Policing: The Debate Continues
 - E. Police and the Law
- IV. Critical Issues in Policing
 - A. Computers, Technology, and Criminalistics in Policing
 - B. Homeland Security

D. Required Text:

Dempsey, John S., Forst, Linda S. *An Introduction to Policing*. Eighth Edition. Cengage Publishing.

II. GENERAL COURSE REQUIREMENTS:

- A. Course Competencies: Upon successful completion of this course, each student will have demonstrated through comprehensive examinations, with a score of 70% or better, a competent understanding of specific elements listed in objective required in this course.

- B. Academic Integrity: Academic Integrity: It is the aim of the Law Enforcement faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension. Students should refer to the SPC General Catalog policy regarding consequences for cheating and plagiarism (see "Academic Integrity" as well as "Student Conduct" sections in college catalog). At times, working with other students is encouraged for some assignments and meets SCANS competencies C-9 through C-14. If you have a question as to whether you may work with other students on any assignment, ASK YOUR INSTRUCTOR.

- C. Class Attendance. Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration.

Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy.

It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. Students must attend and/or participate in all classes for which financial aid is awarded. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the Student will owe any balance resulting from the adjustment.

- D. Assignment Policy: All required work must be turned in “on-time” in order that the student may benefit from the corrections and study for future examinations. Assigned outside work is DUE ON THE CLASS PERIOD ASSIGNED BY THE INSTRUCTOR. Late work generally is not acceptable; however, special consideration is subject to instructor discretion for exceptional circumstances. The instructor has sole discretion whether the exception is cleared and whether or not the make-up work is acceptable.
- E. Grading Policy/Procedure and/or methods of evaluation. An accumulative point system will be utilized to determine the final grade that the student will receive for the course. The student's grade will be determined by adding the total points earned during the semester from examinations and assignments. (Note: See the General College Catalog "Grade and Reports" for explanation of grades and grade point averages.) Points will be determined in accordance with the following outline:

	TOTAL	
15 case reviews (15 points each)	225	points
15 Quizzes (25 points each)	375	points
Mid-term	250	points
**Final Examination.....	250	points
 Total Points Possible.....	 1100	 points

*Make-up tests may be administered at the discretion of the instructor; students are expected to be present and prepared for all announced examinations.

** Final Examination is required for all students.

GRADING GUIDELINE:

Total Points Accumulated	=	Grade Earned
1100 to 975 points	=	A
974 to 850 points	=	B
849 to 725 points	=	C
724 to 600 points	=	D
599 or fewer	=	F

The course instructor will give the class specific information of allocation of points and or requirements for course grades.

H. ADA Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) [716-4606](tel:716-4606), or Levelland (Student Services Building) [716-2577](tel:716-2577).

I. Diversity Statement: Instructors in the program will establish and support an environment that values and nurtures individual and group differences and encourage engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. Promoting diversity and intellectual exchange will not only mirror society as it is, but also model society as it should and can be so that each person may live in harmony with others.