Course Description

Presents the historical development of law enforcement, organization, administration, and systems of local, state, and federal policing with an emphasis on theories as they relate to practices.

Prerequisites

None

Course Textbook


Course Learning Objectives

Upon completion of this course, students should be able to:

1. Analyze and discuss conventional crimes, as well as economic crimes, from historic and contemporary viewpoints.
2. Assess and describe the growing menace of syndicated crime and the changes that are currently taking place in these organizations. Explain the social process from which the definition is derived and why the definition of crime is relative.
3. Explain why the study of criminal procedure requires the balancing of society's need for law and order against the individual's right to due process.
4. Evaluate typical selection process and training received by local police and sheriff recruits.
5. Explain the evolution of policing in the United States and how this affects patrol operations.
6. Explain professionalism, education, employment of minorities, the use of deadly force, and the partnership of private security and law enforcement agencies.
7. Explain pretrial procedures such as bail, pretrial hearings, and plea bargaining, and their importance to the criminal justice system as a whole.
8. Analyze and discuss the adversary process of the criminal trial and why there is a need to follow a set of formal rules. List examples of these rules.
9. Compare and contrast the theories of punishment in the American criminal justice system.
10. Assess sentencing, traditional sentencing disparities, and the appeal process.
11. Explain the death penalty and describe the appeals process and debate that surround the death penalty.
12. Summarize maximum, medium, and minimum security prisons and the institutional programs associated with each.
13. Explain the special problems of correctional institutions in relation to women, gangs, sexuality, and elderly male inmates.
14. Assess probation, parole, and community based corrections and how they relate to the criminal justice system.
15. Analyze the juvenile justice system in the United States and the various programs that relate to juvenile justice.
16. Analyze and describe the emerging drug trends and how this affects crime and the criminal justice system.
Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Objectives:** Each unit contains learning objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook.
4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.
6. **Unit Assessments:** This course contains seven Unit Assessments, one to be completed at the end of Units I, II, III, IV, VI, VII and VIII. Assessments are composed of multiple-choice questions and written response questions.
7. **Case Study:** Students are required to submit for grading a Case Study in Unit V. Specific information and instructions regarding this assignment are provided below.
8. **Final Exam (Proctored):** Students are to complete a Final Exam in Unit VIII. All final exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.
9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

Case Study

In order to prepare for this case study, you will need to review Chapter 13, “Police and the Law” in your textbook. Analyze and explain the use of the Exclusionary Rule by the Supreme Court of the United States. Define how the Exclusionary Rule has affected the use of evidence acquired from police search and seizure cases. Compare and contrast each of the following cases and the effects that the ruling decision by the Supreme Court has had on evidence obtained from police search and seizure. What constitutes a reasonable search? How is search and seizure governed by the Fourth Amendment? How do you feel that the police could have completed their searches in these cases more efficiently?

Prepare your case study on the following three cases:

- *Weeks v. United States* (1914) – Exclusionary rule applied to federal law enforcement agencies
- *Rochin v. California* (1952) – Exclusionary rule applied to all cases involving extreme police misconduct
- *Mapp v. Ohio* (1961) – Exclusionary rule applied to all law enforcement agencies (local, state, and federal)

The completed assignment must be a minimum of 5 pages in length, not including the title page and reference list. You must include at least 5 references. The entire case study assignment must be written following APA style guidelines. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed.
APA Guidelines

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

CSU Grading Rubric for Papers/Projects

The course papers will be graded based on the CSU Grading Rubric for all types of papers, unless otherwise specified within assignment instructions. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or access it through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.

Final Examination Guidelines

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

A standard Proctor is an unbiased, qualified individual who is selected by the student and agrees to supervise an examination. You are responsible for selecting a qualified Proctor, and the Proctor must be pre-approved by CSU.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam, in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensil, and a calculator, if necessary, are allowed when taking proctored exams.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students. Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.
Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Discussion Boards (8 @ 2%) = 16%
Unit Assessments (7 @ 8%) = 56%
Case Study = 10%
Final Exam = 18%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I: The History of Police and Security in the United States

- **Review:**
  - Unit Study Guide
- **Read:**
  - Chapter 1: Police History
  - Chapter 2: Organizing Security in the United States
- **Discuss:**
  - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Submit:**
  - Assessment by Tuesday, Midnight (Central Time)

### Unit II: Organizing the Police Department

- **Review:**
  - Unit Study Guide
- **Read:**
  - Chapter 3: Organizing the Police Department
  - Chapter 4: Becoming a Police Officer
- **Discuss:**
  - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
  - Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)
- **Submit:**
  - Assessment by Tuesday, Midnight (Central Time)
  - Proctor Approval Form

### Unit III: Police Roles, Ethics and Discretion

- **Review:**
  - Unit Study Guide
- **Read:**
  - Chapter 5: The Police Role and Police Discretion
  - Chapter 8: Police Ethics and Police Deviance
- **Discuss:**
  - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
  - Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)
- **Submit:**
  - Assessment by Tuesday, Midnight (Central Time)

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<th>Unit IV</th>
<th>Patrol Operations and Investigations</th>
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<td>Read:</td>
<td>□ Chapter 9: Patrol Operations</td>
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<td>□ Chapter 10: Investigations</td>
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<td>Discuss:</td>
<td>□ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
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<th>Police and the Law – A Case Study</th>
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<td>Read:</td>
<td>□ Chapter 13: Police and the Law</td>
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<td>Submit:</td>
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<tr>
<td>Review:</td>
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<td>Read:</td>
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<td>□ Chapter 7: Minorities in Policing</td>
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<td>□ Chapter 11: Police and the Community</td>
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## Unit VII

**New Strategies in Policing: Computers, Technology, and Criminalistics**

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<th>Review:</th>
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| Read: | □ Chapter 12: Community Policing: The Debate Continues  
□ Chapter 14: Computers, Technology, and Criminalistics in Policing |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ Assessment by Tuesday, Midnight (Central Time)  
□ Request to take Final Exam |

**Notes/Goals:**

## Unit VIII

**Homeland Security**

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<th>Review:</th>
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| Read: | □ Chapter 15: Homeland Security  
□ Review reading assignments from Units I-VII |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ Assessment by Tuesday, Midnight (Central Time)  
□ Final Exam by Tuesday, Midnight (Central Time) |

**Notes/Goals:**