

# Course Syllabus (Revised)

**Course:** Law Enforcement Administration

PADMN 6520  
Class # 7189  
POLS 6520/5520  
Class #s: 7545/7544

**Term:** Summer Semester 2006

**Class Hours:** Thursday, 6:00 to 9:00 p.m.

**Class Location:** Orson Spencer Hall, Room#131, University of Utah

**Course Objectives:**

Application of public administration to unique environment of police agencies. Social/political context of law enforcement; organization of police agencies; measuring productivity of police work; personnel administration in police agencies; and professional ethics in law enforcement. Quantitative measures of recidivism, risk assessment, program effectiveness, demographic variables, and measures of validity of prevailing theories.

**Required Books:**

- Textbook: Swanson, Charles R., Territo, Leonard, and Taylor, Robert. (2005) *Police Administration: Structures, Processes and Behaviors*. 6<sup>th</sup> edition. Upper Saddle River, NJ: Prentice-Hall
- Supplementary Reader: Bratton, William (1998). *Turnaround: How America's Top Cop Reversed the Crime Epidemic*. Random House, New York

**Instructor:** Phil Kirk, MPA

**Biography:**

- Educated at the University of Utah, I completed a Masters of Public Administration degree in 1999.
- Since July of 2003, I have been employed as the operations lieutenant at Park City Police Department; managing patrol, traffic, investigations and the reserve officer program. Previously I have been an administrator with Utah Adult Probation and Parole (AP&P) and Salt Lake City Police Department. I began my law enforcement career with the Salt Lake County Sheriff's Office.
- In addition to teaching at the U of U, I'm an adjunct instructor at Weber State University, University of Phoenix and instruct courses at the Utah Peace Officers Academy (POST). My areas of expertise are community policing, community corrections, police-media relations, hostage negotiations and police administration.

**Email/Telephone:**

Email address: [pkirk@parkcity.org](mailto:pkirk@parkcity.org) Office: (435) 615-5512, C: (435) 731-0082

**Hours:** By appointment. By the 2<sup>nd</sup> week of class please send me an email, including your email address and phone number to [pkirk@parkcity.org](mailto:pkirk@parkcity.org).

**Attendance Policy:** Attendance in class is mandatory and required for full credit.

**Writing format:** All graded assignments must be formatted pursuant to the APA style.

To assist in formatting in APA style templates can be accessed, free of charge, at <http://citationmachine.net/>. All written assignments must be submitted electronically to the instructor as a Word document. Also, I strongly encourage students to review the writing and resource tips found on the following website: <http://www.jolenemorris.com>.

**Font:** For the visual benefit of all participants and your instructor, please choose a font equivalent in size to Times New Roman 12.

**Spelling:** It is also useful to have the spell check switched on automatically to ensure that your messages are spell-checked prior to sending them. To turn on the spell check, click “**Tools/Options/Spelling/** Always check spelling before sending. Try having a friend or family member proofread your papers for content, critical thinking, organization and writing mechanics

**Assignment Deadlines:** Assignments are due on the date indicated. Late assignments will only be accepted with instructor approval. A 20% penalty, for each 24-hour period that the assignment is late, will apply.

**Course Requirements:**

- Quizzes: Unannounced quizzes will be administered to encourage students to complete the reading assignments.
- Student Learning Teams: On the 1<sup>st</sup> night of class the instructor will form student learning teams. During class time, the teams will be provided reasonable time to prepare for the weekly group exercises.
- Learning Team Research Presentation: The teams will be required to make a class presentation with 15-20 Microsoft PowerPoint slides.

**Grading:** All written will be graded according to APA guidelines and will be graded on style, content and format, including clarity of communication, sentence and paragraph construction, punctuation, spelling and grammar.

- |                                       |     |
|---------------------------------------|-----|
| ○ Learning team research presentation | 10% |
| ○ Midterm                             | 15% |
| ○ Final Exam                          | 20% |
| ○ Quizzes                             | 25% |
| ○ Written assignments                 | 30% |

<b>%</b>	<b>Grade</b>	<b>%</b>	<b>Grade</b>
95+	A	73-75	C
91-94	A-	70-72	C-
87-90	B+	67-69	D+
83-86	B	65-66	D
79-82	B-	<65	F
76-78	C+		

### **Academic Honesty and Dishonesty:**

In academic and journalistic writing it is required that all sources from which ideas and words are drawn be fully acknowledged and cited. It is also a basic principle that we should not represent someone else's work as our own. Therefore, make sure that you use quotation marks to indicate use of someone else's writing or words in your work, and provide a full citation that identifies the author(s), title, publisher, location of the publisher, year published and page(s) at which the quotation may be found. If you use WEB sources, make sure to include a full WEB address for the specific work. When in doubt about a proper citation form, consult a style manual, and be sure to use one style consistently throughout any given paper.

A citation should also be given when using someone else's idea(s) or concept(s), even if you are not quoting directly from their work. A common form for such citation is to put the author and year of his/her published work in parentheses at an appropriate place in the sentence that employs the concept. Then put the full citation of the work in the references. Consult Turabian or some other style manual for specifics on proper styles of citation.

Academic honesty is so important that severe sanctions exist in all universities and colleges for cases of proven dishonesty. Expectations of honesty are especially high for graduate students. Correspondingly, abuses of academic honesty are not tolerated in this course. If you are in doubt as to a proper standard of honesty in a specific situation, please consult your professor.

### **Reasonable Accommodation:**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

### **Schedule of classes and text readings (tentative):**

<b>Date</b>	<b>Text Chapter-Topic</b>	<b>Turnaround</b>
1. May 18	1-Introduction	
2. May 25	2-Community Policing	Intro, 1 & 2
3. June 1	3-Politics & Police Administration	3 & 4
4. June 8	6-Leadership	5 & 6
5. June 15	8-Human Resource Management	7 & 8
6. <b>June 22</b>	<b>Midterm Test</b>	9, 10, 11
7. June 29	11-Legal Aspects	12 & 13
8. July 6	12-Planning & Decision Making	14 & 15
9. July 13	13-Financial Management	16 & 17
10. July 20	15-Organizational Change & the Future	18 & 19
11. July 27	Final Test & Learning Team Presentations	

### **Weekly Assignments**

#### **Week Two (May 25) Assignments**

**1<sup>st</sup> Homework Assignment Due:** Internet article analysis: Find an article on the Internet that addresses a current community policing issue for administrators. Prepare a 1,050 word (3 pages) paper on:

- a. The main idea of the article and why you chose it
- b. The author's conclusions and/or recommendations
- c. Your own conclusions and recommendations.

#### **Learning Team Discussion Questions:**

1. Define community policing.
2. Describe the four-step problem-solving system referred to as SARA.
3. What are the core principles of COMSTAT from the New York City model?
4. Describe some of the more common crime analysis techniques used in community policing?
5. What are some of the problems associated with community policing?

#### **Week Three (June 1) Assignments**

#### **Learning Team Discussion Questions:**

1. How do the authors differentiate between "Politics" and "politics"?
2. In what two ways is the legal status of a county sheriff different from that of a police chief?
3. Discuss the conflict areas between the police and the news media.
4. Briefly describe the three major forms of local government found in the U.S. How does each form impact the selection and retention of the police chief?

5. What is the significance of the U.S. Supreme Court decision in *Mapp v. Ohio* (1966), *Gideon v. Wainwright* (1963), *Escobedo v. Illinois* (1964) and *Miranda v. Arizona* (1966)?

#### **Week Four (June 8) Assignments**

##### **Learning Team Discussion Questions:**

1. What are the definitions of authority and power, and how are they related?
2. Why is TQL a natural adjunct to COP?
3. Compare Burns' transactional and transformational leadership styles.
4. There are five major components to TQL. Identify and briefly discuss the salient points of each component.
5. What differences, such as orientation and work production, are there among authoritarian, democratic and laissez-faire leaders?

#### **Week Five (June 15) Assignments**

**2<sup>nd</sup> Homework Assignment Due:** Write a paper on police role descriptions in the media; Review two different police shows on television (The Shield, Law and Order, etc.). Write a 1,050 word (3 pages) paper discussing how each depicts the role of a police officer and whether you believe it is a "real" or "image" depiction.

##### **Learning Team Discussion Questions:**

1. What function does the Field Training Officer serve in relation to new officers?
2. What are the major purposes of performance evaluations?
3. What are the advantages of the Assessment Center?
4. List the major functions of a human resource management unit.
5. What are the advantages of a college education for police officers cited by the Police Executive Research Forum?

#### **Week Six (June 22) Assignments**

Midterm test

#### **Week Seven (June 29) Assignments:**

##### **Learning Team Discussion Questions:**

1. What is the difference between a crime and a tort?
2. What are the twelve elements of a due process hearing?
3. Discuss some of the grounds for disciplinary action often brought against police officers.
4. List and discuss the negligence theories applicable to police supervision and management.
5. Under what circumstances can an officer use deadly force? List some.

### **Week Eight (July 6) Assignments:**

#### **Learning Team Discussion Questions**

1. Discuss Simon's concept of "bounded rationality."
2. Explain Lindbloom's theory of incremental decision-making.
3. How does Gore view the decision-making process?
4. Compare and contrast the five basic planning approaches.
5. What are the differences among administrative, procedural, operational and tactical plans?

### **Week Nine (July 13) Assignments:**

**3<sup>rd</sup> Homework Assignment Due:** Police administrator interview paper: Conduct interviews based on the following guidelines with two police administrators unrelated to you (municipal, county, or state). Write up the data you collect in a 1,050 word (3-4 pages) essay, comparing and contrasting the two interviews.

Interview guidelines:

General Information: date of interview, where the interview was held, type of agency (e.g., city, county, federal, etc)

Police Administrator Information: *gender, years of experience, rank, education*

Interview Questions:

1. Why did you become a police administrator?
2. Did you find what you expected? Why or why not?
3. What are the worst parts of your job? Why?
4. What are the best parts of your job? Why?
5. Would you recommend police administration as a career to others? Why or why not?
6. Based on your experience, what level of education do you think police administrators should be required to possess? Why?

#### **Learning Team Discussion Questions**

1. What is the budget cycle and what are the major steps in it?
2. What is the fiscal year and what are some examples of different fiscal years?
3. Identify and discuss strategies for supplementing the police budget.
4. What are the advantages and disadvantages of the various budget formats?
5. What can police managers do to enhance the likelihood of getting their department's budget enacted?

**Week Ten (July 20) Assignments:**

**Learning Team Discussion Questions:**

1. How was the term “change agent” defined in the chapter?
2. What are a police administrator’s options when attempting to locate an external change agent?
3. Define and discuss futures research.
4. Name and discuss several important features of OD.
5. What types of events frequently give impetus to planned change within a police department?

**Week Eleven (July 27) Assignments:**

**Final Test**

**Learning Team Research Presentation:** The teams will be required to make a class presentation with 15-20 Microsoft PowerPoint slides on police management issues contained in the book *Turnaround* and how these issues relate to any of those covered in the textbook.