

# **RUTGERS UNIVERSITY**

## *Department of Criminal Justice*

**01:202:302 – Police Organization & Administration**

**Fall 2011 – Section 01 (Index 35517)**

**Tillett Hall – Room 204**

**Monday & Thursday – 12:00PM to 1:20PM**

**Professor:**

**Lieutenant Frank LoSacco, B.S., M.A.  
East Brunswick Police Department**

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## **COURSE SYLLABUS**

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**Learning Goals - A Statement of Principles:** The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

**Learning Goals for Criminal Justice Majors:**

1. Competence:

- a) Theory: Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives,

including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.

- b) **Institutions**: Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
  - c) **Research Methods**: Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.
2. **Critical Thinking**: Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.
  3. **Scholarship**: Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

**Required Textbook**: Swanson, C. (2012). *Police Administration: Structures, Processes, and Behaviors* (8th Edition) Pearson. ISBN #978-0-13-512103-0.

**Course Description**: This course will examine the effects of organizational structure and administrative procedure on police function; the processes of police recruitment, career advancement, and leadership.

**Course Requirements**: There will be a midterm exam, a final exam, and an assignment. The exams will be based on the textbook and classroom lectures and discussions. Each exam will consist of multiple-choice questions. **There will NOT be any opportunities for extra credit.** Exam grades, the assignment, and attendance will determine the final grade. **Details of the assignment will be provided during the classroom discussions.**

**Methods of Instruction**: Although the textbook will be the primary source of test questions, classroom discussions will provide information not found in the textbook. A considerable number of test questions will come from activities within the classroom; therefore it is essential for students to attend each class. Students will be expected to come to class prepared to engage in an open discussion of the criminal justice system.

### **Grading Breakdown:**

The final course grade will be determined using the following weighting scale:

Attendance .....	20%
Midterm Exam .....	30%
Final Exam .....	30%
Assignment .....	20%

### **Grading Scale:**

The following grading scale will be utilized: (Grades will **NOT** be rounded up)

90 - 100 .....	A
87 - 89 .....	B+
80 - 86 .....	B
77 - 79 .....	C+
70 - 76 .....	C
65 - 69 .....	D
0 - 64 .....	F

### **Class Attendance and Conduct:**

- Attendance will be taken each class and every student is expected to attend every class! Students who miss a class are responsible for obtaining class notes from their fellow students. I will **not** provide class notes to students who miss a class. ***Students will be penalized for every unexcused absence!*** All “excused” absences must be **approved prior** to the class being missed.
- All students are strongly encouraged to ask questions and provide input into class discussions.
- Students are expected to arrive for class **on time** and conduct themselves appropriately. Cell phones must be turned off or placed on vibrate. Students are not permitted to use recording devices or MP3 players.
- **Each week I will announce the reading assignments for the following class. All students are expected to complete the reading assignments prior to the next class to actively participate in the lecture.**
- Rutgers University has a well-defined academic integrity policy, which will be **strictly enforced** in this class. All students in this class should review and be familiar with the policy of the university, which can be found at **<http://TeachX.rutgers.edu/integrity/policy.html>**.

### **Office Hours:**

I will always make the time to meet with any student who would like to discuss this course, law enforcement career opportunities, or any other matter related to this course, by appointment.

My goal is to provide quality instruction and share my years of law enforcement experience to enhance learning. My obligation to the students is not limited to the course material, as I welcome the opportunity to provide guidance to any student who would like to pursue a career in the criminal justice field.