Course Information
Division: Social Sciences
Course Number: AJS 266
Title: The Police Function
Credits: 3
Developed by: Kris Matthews
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status

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<td>CRJ 230</td>
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Activity Course: No
CIP Code: 43.0107
Assessment Mode: Pre/Post Test (75 Questions/75 Points)
Semester Taught: Fall and Spring
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
None

Educational Value
An excellent course for preparing both freshmen and sophomore students in academic and practical skills needed for the police academy. Also beneficial for citizens that wish to learn more about the role of police and police functions.

Description
This course is a study of who the police are, what they do, and how they do it. It includes basic patrol techniques including stopping, arresting, and handling criminal suspects, methods of police patrol and observation, handling domestic disputes and crisis intervention, and crimes in progress.

Supplies
Access to a personal computer and the Internet.
Competencies and Performance Standards

1. Explain the evolution of police history and organization.

   **Learning objectives**
   
   What you will learn as you master the competency:
   
   a. Identify the traditional police role versus the modern police role in U.S. society.
   
   b. Identify key points of the early police.
   
   c. Identify the evolutionary periods of American Policing.
   
   d. Discuss how U.S. public security was organized in the United States.
   
   e. Describe the managerial concepts of organizing the police department.
   
   f. Discuss alternative organizational models and structures.

   **Performance Standards**
   
   Competence will be demonstrated:
   
   - by completion of examinations
   - by participation in class and small group discussions
   - through WebStudy assignments and forums
   - through an objective cumulative final exam

   **Criteria - Performance will be satisfactory when:**
   
   - learner identifies a simple definition of the police role as protecting life and property
   - learner identifies the elements of patrol procedures versus law enforcement
   - learner describes the evolutionary eras of police
   - learner identifies the numerous facets of public security in the United States
   - learner describes basic police supervision concepts
   - learner identifies ways that police organizations can be organized

2. Explain the personal side of policing.

   **Learning objectives**
   
   What you will learn as you master the competency:
   
   a. Describe how to find information on jobs in policing.
   
   b. Describe the recruitment and selection process.
   
   c. Identify the key components of the police training process.
   
   d. Articulate what the police role is and how police discretion is vital.
   
   e. Describe how the police culture affects personality and stress.
   
   f. Describe concerns of police interaction with minorities.
   
   g. Identify characteristics of discrimination in policing.

   **Performance Standards**
   
   Competence will be demonstrated:
   
   - by completion of examinations
   - by participation in class and small group discussions
   - through WebStudy assignments and forums
   - through an objective cumulative final exam

   **Criteria - Performance will be satisfactory when:**
   
   - learner demonstrates how to gather information on the Internet while finding jobs in
policing

- learner describes important steps of the recruitment process
- learner identifies differences between the AzPOST selection process (Arizona) and other states to include minimum background requirements
- learner describes the main areas of police training including recruit training, the academy, field training and in-service specialized training
- learner identifies what The Blue Wall of Silence is
- learner identifies what the police-working personality is
- learner identifies the nature of stress in policing
- learner describes the suspected causes and preventions of increased police suicides
- learner articulates the increasing police danger
- learner identifies ways that prevent minorities to feel part of the police
- learner describes common practices of police discrimination
- learner identifies reasons for police corruption and lack of ethics

3. **Differentiate between police operations and patrol procedures.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Identify traditional patrol methods.
b. Describe the procedure of retroactive investigation of past crimes.
c. Discuss the need for proper police-community relationships.
d. Identify successful strategies of community policing and problem-solving policing.
e. Identify key components of police and American law.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of examinations
- by participation in class and small group discussions
- through WebStudy assignments and forums
- through an objective cumulative final exam

**Criteria - Performance will be satisfactory when:**

- learner demonstrates how to safely search a building with a backup officer
- learner obtains pertinent information from dispatch concerning the call
- learner responds to situations according to standard police procedures
- learner ensures safety of self and others
- learner communicates clearly and concisely
- learner demonstrates proper arrest procedures
- learner safely conducts a field interview on foot
- learner demonstrates the requirements of creating a proper helicopter landing zone
- learner successfully completes a domestic disturbance scenario
4. **Identify the critical issues in American policing.**

   **Learning objectives**

   What you will learn as you master the competency:
   
   a. Identify the appropriate use of cover and concealment used when responding to an armed situation.
   b. Describe the importance of being mentally prepared for duty.
   c. Identify proper tactics of "contact - cover" when assisting other officers.
   d. Identify the factors that contribute to "command presence".
   e. Describe why officers must stay in good physical and mental shape to survive on the job.
   f. Describe the most common ways that officers are killed in the line of duty and how these could have been prevented.
   g. Describe "silhouetting" at night and its negative impact on officer safety.
   h. Describe the importance of "critical incident stress debriefing" and its positive effects on officers.

   **Performance Standards**

   Competence will be demonstrated:
   
   o by completion of examinations
   o by participation in class and small group discussions
   o through WebStudy assignments and forums
   o through an objective cumulative final exam

   Criteria - Performance will be satisfactory when:
   
   o learner demonstrates proper command presence
   o learner describes the steps of preparing mentally and physically for duty
   o learner completes the POPAT testing (Peace Officer Physical Ability Testing)
   o learner demonstrates proper flashlight techniques to prevent silhouetting another officer
   o learner describes how to present proper demeanor and exhibit professionalism
   o learner participates in a mock CISD session following a videotaped scenario of a stressful police call

5. **Identify issues which concern the police culture and personality.**

   **Learning objectives**

   What you will learn as you master the competency:
   
   a. Identify research which indicates the existence of a distinct police culture.
   b. Describe the studies which show the reality of police cynicism.
   c. Discuss police stress, why it occurs, how it is exhibited, and how to deal with it.
   d. Describe why police stress causes suicide and how it is a problem for police.
   e. Discuss how there are many dangers facing the police beyond line of duty deaths.

   **Performance Standards**

   Competence will be demonstrated:
   
   o by completion of examinations
   o by participation in class and small group discussions
   o through WebStudy assignments and forums
6. **Explain how advancements to computers, technology, and criminalistics are assisting the police.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Identify the latest technological advances in policing.

b. Describe how computers and technology are revolutionizing policing.

c. Discuss how the newest computers are used in police operations, criminal investigations and police management tasks.

d. Describe the latest criminalistics and forensic techniques, to include DNA profiling.

e. Discuss how advancing technology may be a threat to civil liberties.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of examinations
- by participation in class and small group discussions
- through WebStudy assignments and forums
- through an objective cumulative final exam

**Criteria - Performance will be satisfactory when:**

- learner discusses how many technological improvements are aiding the police
- learner describes some specific ways that computers are beneficial to the police
- learner identifies how the newest technological innovations are advancing the investigative and administrative capabilities of the police
- learner discusses how advancement within criminalistics has aided in solving crimes
- learner describes why the new technological advancements could become a threat to civil liberties

**Types of Instruction**

Classroom Lecture/Participative Discussion

Multimedia/WebStudy
Grading Information

Grading Rationale
Each instructor has the flexibility to develop evaluative procedures within the following parameters:
1. A Pre Test MUST be administered to EACH student. It will NOT count toward the student's grade.
   (Web classes cannot use the same pre-test that is being used in the F2F class.)
2. Final Examination - 20%
3. Exams - 40%
4. Midterm Exam - 20%
5. Other activities - 20%
6. Extra credit points up to 3% can be awarded to students for completing the end-of-semester student course survey and providing evidence of doing so to their instructor.

Grading Scale
A  90% - 100%
B  80% - 89%
C  70% - 79%
D  60% - 69%
F  Below 60%