Police Studies (BS) Learning Objectives

1. Explain the role of the police in the administration of justice in the United States of America.
   Students are expected to:
   A. Identify specific periods related to the origins of U.S. police and their development
   B. State the interrelated functions of modern U.S. police with courts and corrections
   C. Examine the historical development and present organization and administration of police departments
   D. Examine the origins of traditional policing and the emergence of alternative forms
   E. Examine the history and development of civil rights and civil liberties
   F. Examine the early forms of patrol, its evolution and developmental processes
   G. Examine early forms of investigative work, its evolution and developmental processes
   H. Examine the origins, meaning, development, experiences and the record of community policing
   I. Examine the organizational development issues and future developments in police management
   J. Analyze the contemporary and historical issues surrounding particular police problems
   K. Analyze the history and origins of organized crime

2. Analyze the theories related to the policy and practice of police.
   Students are expected to:
   A. Describe how specific theories of crime control affect the police (i.e., routine activities, deterrence, environmental criminology)
   B. Given a fact pattern, identify what crime control approach to employ
   C. Describe how specific theories of organization affect the police
   D. Examine factors in human relations theory as they affect policing and police management
   E. Examine theories of prejudice and discrimination and their effects on the police in a changing society
   F. Examine the theory of omnipresence and visibility as it relates to patrol as a deterrent for criminal conduct
   G. Examine the future of patrol and evaluate recent theories for increasing efficiency
   H. Examine the theories and implications of human relations and neighborhood cohesion as they relate to the major concepts and issues involved in what many consider to be a major fundamental shift in the approach and operations of modern policing
   I. Examine contemporary management theory and practice in the context of the management of police organizations
   J. Examine the police organization as a dynamic social system
3. **Analyze the operations and administration of police.**

Students are expected to:

A. Categorize and differentiate the primary elements of police operations and administration in various police agencies
B. Identify and describe the administrative and operational elements of various police agencies and their functions
C. Examine the role of the modern police officer as generated by the balance of the requirements of peace and order and those of individual rights
D. Examine the various factors that influence how patrol strength is determined, the type of patrol adopted and distribution of personnel
E. Compare and evaluate existing patrol practices in various police departments of the United States, Europe and the United Kingdom.
F. Examine conduct at the crime scene, interview and interrogation of witnesses and suspects, the use of informants and the techniques of surveillance
G. Examine the special techniques employed in particular kinds of investigation (e.g., narcotics, burglary, homicide) and the presentation of the police cases in court
H. Explore the various assessments of the advantages and disadvantages of community policing
I. Examine the behavioral and social skills required of the police manager to deal effectively with a rapidly changing community and cadre of police officers
J. Examine the behavioral implications in the interaction between individuals and groups in the police organization and its processes, including power, decision making, communicating and leadership in police organizations
K. Analyze major police problems from the viewpoints of both the administrator and the line operations officer
L. Examine how modern police agencies control organized crime

4. **Demonstrate critical thinking skills by analyzing and synthesizing evidence to evaluate arguments and draw inferences.**

Students are expected to:

A. Actively conceptualize, apply, analyze, synthesize, and/or evaluate information from exposure to written works in research papers and presentations
B. Use the aforementioned skills as a guide to belief and action when presented with a given fact pattern by reciting, writing responses or presenting perspectives during research projects and presentations
5. **Demonstrate the ability to access, conduct, interpret and apply police research within the context of public discourse.**

Students are expected to:

A. Deliver or recite information about a specific topic through discussion, research papers and presentations
B. Retrieve specific books or documents from a university or public library
C. Locate relevant academic material such as peer-reviewed journal articles, and official data to support arguments from the library and electronic sources
D. Identify and recite broad generalizations about specific topics in policing based on research findings
E. Make recommendations based on generalizations reached by considering the quality of evidence in research reports

6. **Demonstrate proper writing skills.**

Students are expected to:

A. Through written homework, assigned writing projects and exams, apply the principles and techniques of democratic policing
B. Given a specific fact pattern, write the principles and techniques to be applied in the specific situation
C. Logically connect new information with previous knowledge in written form