COURSE TITLE: Police Operations  
COURSE NUMBER: CJE 2500

COURSE DESCRIPTION (with prerequisites):
A discussion of police problems and responsibilities, including the distribution of personnel and materials, supervision of forces, operating procedures, communications and records, highway safety and traffic control, disasters and disturbances, and the relationship between the police and the public. 3 Semester Credit Hours

NAME(S) OF INSTRUCTORS:
Program Availability

EFFECTIVE ACADEMIC YEAR:
2014-2015

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.
A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The **ACE Lab**, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is **Desire 2 Learn (d2l)**. Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of
attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**
CJE 2500 is a General Elective Course, is a Core Criminal Justice Course in the area of Criminal Justice Technology.

Upon completion of this course, student will have knowledge and understanding of course objectives.

**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR CJE 2500</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the concept of social control and the corrections system.</td>
<td>SS-4, C-3</td>
<td>Used for all Outcomes: L, T</td>
<td></td>
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<tr>
<td>2. Examine how Corrections is a composite of many organizations.</td>
<td>SS-7, C-4</td>
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<td>3. Analyze the value of viewing corrections as an interconnected system of formal and informal systems.</td>
<td>SS-9, C-6</td>
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<td>4. Discuss the development of corrections, including the types of punishment employed by societies in dealing with criminals.</td>
<td>SS-9, C-6</td>
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<tr>
<td>5. Describe the types of punishments used by societies for dealing with criminals and discuss how these</td>
<td>SS-7, C-4</td>
<td></td>
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<tr>
<td>Question</td>
<td>Reference</td>
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<tr>
<td>brutal forms of punishment raised concerns for reform.</td>
<td>SS-4, C-3</td>
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<tr>
<td>List the various stages on the development of the penitentiary in America.</td>
<td>SS-2, C-4</td>
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<td>Examine the origins and purposes of the reformatory movement.</td>
<td>SS-7, C-4</td>
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<td>Compare and contrast the medical model and the crime control model.</td>
<td>SS-4, C-3</td>
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<tr>
<td>List the four major goals of punishment in the correctional system.</td>
<td>SS-4, C-3</td>
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<td>Explain the characteristics of, and role of politics in, the sentencing process.</td>
<td>SS-4, C-3</td>
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<tr>
<td>Explain the major forms of the criminal sanction,</td>
<td>SS-4, C-3</td>
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<tr>
<td>Discuss the selection process for the correctional system, especially the funneling effect.</td>
<td>SS-9, C-6</td>
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<td>Explain the characteristics of criminals.</td>
<td>SS-4, C-3</td>
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<tr>
<td>Explore the issues surrounding the classifications of offenders.</td>
<td>SS-7, C-4</td>
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<tr>
<td>State and describe the origins and purposes of the American jail.</td>
<td>SS-7, C-4</td>
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<td>Discuss the concept of pretrial incarceration.</td>
<td>SS-9, C-6</td>
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<td>Examine the alternative to jail incarceration.</td>
<td>SS-6, C-6</td>
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<td>Explore the three ideas that support the case for intermediate sanctions.</td>
<td>SS-9, C-4</td>
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<tr>
<td>Describe the meaning of the “continuum of sanctions” concept.</td>
<td>SS-7, C-4</td>
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<td>Understand the purposes of community corrections.</td>
<td>SS-9, C-6</td>
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<td>Compare and contrast the three models of incarceration.</td>
<td>SS-7, C-4</td>
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<td>Explain the essential differences between state and federal prison systems.</td>
<td>SS-4, C-3</td>
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<tr>
<td>Distinguish the differing security classifications found in prisons.</td>
<td>SS-7, C-4</td>
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<tr>
<td>Describes the culture of the prison society.</td>
<td>SS-6, C-6</td>
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<tr>
<td>Explain the role of gangs in prison</td>
<td>SS-4, C-3</td>
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</tbody>
</table>
26. Describe the concept of total institutions.
27. Explain the organizational structure within prisons.
28. Discuss the effect of prison security.
29. Describe the principle of least eligibility.
30. Describe the end of the “hands-off” doctrine.
31. Discuss the impact of prison crowding on staff and prisoners.
32. Identify and explain the goals or justifications of the death penalty.
33. Identify important court decisions and explain the issues addressed in each.
34. Describe who is most likely to receive the death penalty.

**Assessment Codes**

T = Tests
Pre/Post = Pre- and Post-Tests
OT = Objective Tests
UT = Unit Tests
Q = Quizzes
F = Final Examination
CF = Cumulative Final
EX = Departmental Exam
SE = Nat'l or State Standardized Exam
RPT = Report/Presentation
SP = Skills Performance
SD = Skills Demonstration
W = Writing Assignments
E = Essays
DE = Documented Essays
J = Jury
R = Recital
Proj. = Projects
Exp. = Experiments
Cap. Proj. = Capstone Project
Cap. Course = Capstone Course
Prac. = Practicum
Intern. = Internship
H = Homework
PS = Problem Solving
DB = Discussion Board
BO = Behavioral Observation
Clin. = Clinicals
CS = Case Study
CP = Case Plan
Port. = Portfolio
Obs. = Teacher Observation
Sk. Check = Skills Check-off
Curriculum Frameworks
JP = Judged
Performance/Exhibition

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

A. Lecture
B. Role Play
C. Videos
D. Tests

**ASSIGNMENT AND/OR COURSE OUTLINE**

See your Instructor First Day Handout for individual instructor assignment schedule.