

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**COURSE OUTLINE**

**JUST 321 – MANAGING LAW ENFORCEMENT TRAINING**

**Prepared By: Susan E. Buckley**

**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE  
CRIMINAL JUSTICE DEPARTMENT  
September 2017**

- A. **TITLE:** Managing Law Enforcement Training
- B. **COURSE NUMBER:** JUST 321
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall / Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week
- H. **CATALOG DESCRIPTION:** In this course, students examine issues relating to law enforcement training to include pre-service training, basic law enforcement training, field training, in-service training and specialized training. The course presents a detailed template for training management concentrating on the impact training has on the agency. The course familiarizes students with adult learning concepts as well as cognitive, affective and psychomotor skills training. Central to the course is the understanding and appreciation of the variables associated with assessing the training needs and evaluation of training.
- I. **PRE-REQUISITES/CO-REQUISITES:**
- a. Pre-requisite(s): 45 credit hours in Criminal Investigation, Criminal Justice: Law Enforcement Leadership or Homeland Security or permission of the instructor.
  - b. Co-requisite(s): None
- J. **GOALS (STUDENT LEARNING OUTCOMES):** By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
1. Compare the phases of law enforcement training as pre-service, basic, field training, in-service and specialized.	2. Critical Thinking
2. Compare various models for field training.	2. Critical Thinking
3. Discuss principles of adult learning as they relate to law enforcement training and compare the relative merits and pitfalls of the train-the-trainer approach.	2. Critical Thinking
4. Describe the various levels of cognitive, affective and psychomotor skills training.	2. Critical Thinking

**K. TEXTS:**  
Bumbak, A.R. (2011). *Dynamic police training*. Boca Raton, FL: CRC Press. ISBN: 9781439815878.

**L. REFERENCES:** None

**M. EQUIPMENT:** Technology Enhanced Classroom

**N. GRADING METHOD:** A-F

**N. MEASUREMENT CRITERIA/METHODS:**

- Exams
- Quizzes
- Papers
- Participation

**P. DETAILED COURSE OUTLINE:** (must use the outline format listed below)

- I The Current State of Police Training Programs
  - a. The Historical Approach to Training
  - b. Changing Demographics of Police Populations
  - c. Knowing Our Limitations
  - d. A Downward Spiral
  - e. The Challenges Ahead
  - f. A Starting Point
  
- II Historical Perspectives on Police Training
  - a. Training Soldiers and Police: Parallels and Contrasts
  - b. The Traditional Approach
  - c. The Role of the Media
  - d. Evolving Approaches to Police Training
  - e. The Challenge of Diversity
  - f. The Educated Recruit
  - g. Surviving Field Training
  
- III Four Steps to Initiating Change in Instructional Programs
  - a. Skinning the Cat
  - b. Choice A: You Will Tell Them
  - c. Choice B: Some Will Tell You
  - d. Choice C: All Will Show and Tell You
  - e. Stop Lecturing
  - f. An Accurate Mirror
  - g. Trusting in Trainer Ingenuity
  - h. A Training Experiment

- IV Addressing Adult Learning Styles
  - a. Visual Learners
  - b. Auditory Learners
  - c. Kinesthetic Learners
  - d. A Study in Techniques
  - e. Beyond the Slide Show: Visual Techniques
  - f. Hearing What Is Said: Auditory Techniques
  - g. Feeling the Gist: Kinesthetic Techniques
  - h. Bringing It All Together
  - i. A Revision Challenge
  
- V Law Enforcement Curriculum Development Overview
  - a. Qualities of Police Performance Objectives
  - b. Objectives Are Student Focused
  - c. Objectives Are Unbiased and Measurable
  - d. Police Training Lesson Plans: Basics
  - e. Lesson 1: The "Four Corners" Rule
  - f. Lesson 2: Portability
  - g. Lesson 3: Anonymity
  
- VI Six Levels of Understanding: Police Cognitive Skills Training
  - a. Applying Bloom's Taxonomy
  - b. Cognitive Level One: Knowledge
  - c. Cognitive Level Two: Comprehension
  - d. Cognitive Level Three: Application
  - e. Cognitive Level Four: Analysis
  - f. Cognitive Level Five: Evaluation
  - g. Cognitive Level Six: Synthesis
  - h. Final Commentary on Cognitive Skills Training
  
- VII Five Levels of Internal Change: Police Affective Skills Training
  - a. Affective Level One: Receiving Data
  - b. Affective Level Two: Responding to Data
  - c. Affective Level Three: Valuing Data
  - d. Affective Level Four: Organizing Data
  - e. Affective Level Five: Characterizing Data or Values
  - f. Final Commentary on Affective Skills Training
  
- VIII Five Levels of Ability: Police Psychomotor Skills Training
  - a. Psychomotor Level One: Perception of Need for Action
  - b. Psychomotor Level Two: Ready for Action
  - c. Psychomotor Level Three: Guided Action
  - d. Psychomotor Level Four: Habit of Action
  - e. Psychomotor Level Five: Independent Action
  - Final Commentary on Psychomotor Skill

- IX Basic Instructional Methodology for Law Enforcement Training
  - a. Ice-Breakers
  - b. Brainstorming
  - c. Case Study/Critical Incident
  - d. Case Study: *Hope v. Pelzer*
  - e. Final Commentary on Basic Instructional Methods
  
- X Intermediate Instructional Techniques
  - a. Demonstration
  - b. Skits
  - c. Role-Playing
  - d. Final Commentary on Dramatic Methods
  
- XI Construction of Law Enforcement Lesson Plans: Preliminary Development
  - a. Developing Anticipatory Sets
  - b. Writing Valid Objectives for Law Enforcement
  
- XII Developing Quality Content
  - a. Chemistry versus Control
  - b. Writing Quality Content
  - c. Research-Based Content
  - d. Documenting Research and Sources
  - e. Developing Teaching Points
  
- XIII Enhancing Instruction: Approaches to Ancillary Development
  - a. A Dual Purpose
  - b. Using Exploratory Tasks
  - c. Developing Insightful Exercises
  
- XIV Current and Future Trends in Police Training
  - a. Scenario-Based Learning
  - b. Writing SBL Objectives
  - c. Virtual Reality
  - d. E-Learning and Computer-Based Training
  - e. Gaming