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

# MASTER SYLLABUS

## JUST 321-Managing Law Enforcement Training

**Prepared by: Susan Buckley (2017)**
**Updated by: Lisa Colbert (Spring 2020)**

**School of Health, Science and Criminal Justice**
**Center for Criminal Justice, Intelligence and Cybersecurity**
**Spring 2020**

**A.** **TITLE**: Managing Law Enforcement Training

**B.** **COURSE NUMBER: JUST 321**

**C.** **CREDIT HOURS: 3**

**D.** **WRITING INTENSIVE COURSE**: no

**E.** **GER CATEGORY: N/A**

**F.** **SEMESTER(S) OFFERED:** spring

**G.** **COURSE 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.

**H.** **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): 45 credit hours in Criminal Investigation, CJ: Law Enforcement Leadership or Homeland Security OR permission of instructor.
b. Co-requisite(s):
c. Pre- or co-requisite(s):

**I.** **STUDENT LEARNING OUTCOMES:**

| ***Course Student Learning Outcome [SLO]*** | ***PSLO*** | ***GER*** | ***ISLO*** |
|---|---|---|---|
| a. Compare the phases of law enforcement training as pre-service, basic, field, in-service and specialized | (1911) 3-Students will be able to identify, analyze and utilize various techniques used in law enforcement leadership | | 2. Critical Thinking |
| b. Compare various models for field training | (1911) 3-Students will be able to identify, analyze and utilize various techniques used in law enforcement leadership | | 2. Critical Thinking |
| c. Discuss principles of adult learning as they relate to law enforcement training and compare the relative merits and pitfalls of the train-the-trainer training. | (1911) 3-Students will be able to identify, analyze and utilize various techniques used in law enforcement leadership | | 2. Critical Thinking |
| d. Describe the various levels of cognitive, affective and psychomotor skills training | (1911) 4-students will be able to demonstrate the procedure for managing a criminal justice agency | | 5. Problem Solving |

| KEY | **Institutional Student Learning Outcomes [ISLO 1 – 5]** |
|---|---|
| **ISLO #** | **ISLO & Subsets** |
| **1** | **Communication Skills**<br>Oral [O], Written [W] |
| **2** | **Critical Thinking**<br>*Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]* |
| **3** | **Foundational Skills**<br>*Information Management [IM], Quantitative Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**<br>*Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]* |
| **5** | **Industry, Professional, Discipline Specific Knowledge and Skills** |

**J.** **APPLIED LEARNING COMPONENT:** **Yes_____ No____x___**

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

**L.** **REFERENCES:** none

**M.** **EQUIPMENT:** none

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

**O.** **SUGGESTED MEASUREMENT CRITERIA/METHODS:**
-Exams
-Quizzes
-Papers
-Participation

**P.** **DETAILED COURSE OUTLINE:**

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

**Q. <u>LABORATORY OUTLINE</u>:**

n/a