

Course Dates Oct 27, Nov 2, 10, 17, Dec 1*, 8, 15, 2016 (*Dec 1 Online Class for East West Campus)
Course Times: Thursday 9:00 AM - 1 PM (East West Campus) 829 S. Wabash, Room SLC404
Chicago, IL 60605; and 6:00 PM - 10:00 PM (Chicago Police Academy), 1300 W Jackson Blvd, Chicago,
IL 60607
E-mail: rwedgbury@ccsj.edu

Instructor Background: Richard Wedgbury is a retired 32 year veteran of the Chicago Police Department has served as Commander of the Chicago Police Department's Personnel Division from 1990 – 1995 and Commander of the Management and Labor Affairs Section from 1995-1999. He has been an adjunct professor For Calumet College of St. Joseph since 2000. Richard has a Master's Degree in Social Justice from Lewis University and has attended numerous seminars and in service training programs in the field of Personnel Administration.

Course Description: The course is designed to assist public safety administrators in public safety administration. The course will focus on employee recruitment, hiring, retention, discipline, development and assessment of public safety employees. The rights of employees and obligations imposed upon administrators by the US Constitution and applicable federal and state statutes, and/or local ordinances and collective bargaining agreements will be discussed. Students will be required to complete assignments applying principles learned in class and to make recommendations for improving the personnel administration of their agency.

Textbooks: Riley, Dennis D., *Public Personnel Administration*, 2nd Ed, Longman Pub, (2002)
Atchinson, Will., *The Rights of Law Enforcement Officers*, 7th Ed, Labor Relations Information Systems (2015)

Course Objectives: The goal of this class is to help Administrators deal with the most important asset of any organization, its personnel. The Course will focus on mastery of the following competencies:

1. Develop an awareness of the historical development of personnel practices in the public sector, and develop an understanding of the responsibility of administrators to comply with legal and ethical requirements in the field of human resource management.
2. Develop techniques to recruit, screen, and select qualified candidates for positions in law enforcement.
3. Utilize job analysis and evaluations to determine the knowledge, skills, and abilities required for each rank and appropriate levels of compensation for positions in law enforcement.
4. Develop appropriate evaluation measures for law enforcement employees.
5. Review Current Federal and Local statutes regarding proper compensation – FLSA.
6. Conduct disciplinary investigations consistent with a Just Cause standard and consistent with employee rights afforded by the US Constitution, Federal State and Local statutes and applicable Collective Bargaining Agreements.

Assessment: The instructor will evaluate Students: on class attendance, class participation and discussion, tests, and satisfactory completion of assignments. Grades will be assigned on the basis of classroom participation, attendance, and work performed on tests and written assignments.

Competency Area	Objectives	Assessment Tool
Historical development and responsibility for ethical and legal personnel practices	Students will review current Federal, State and Local statutes regarding civil service law enforcement personnel and the code of ethics for law enforcement personnel	In class discussion, and review of applicable statutes and court cases of consequences will be examined. A self-appraisal of student compliance with the Law Enforcement Code of Ethics - is it just words or does it real mean something to the student.
Development of effective Recruitment, screening and selection techniques.	Students will analyze the recruitment, screening selection process used by their agency.	Students will submit a paper on their assessment of the techniques used by their agency to recruit, screen, and select qualified candidates and submit specific proposals for improving or modifying that process.
Utilization of a job analysis and evaluation to determine the knowledge, skills and abilities required of positions in law enforcement as well as determining the appropriate level of compensation for those positions	Students will review a job description for their current position and identify required Knowledge, Skills, and abilities required for that position.	The job description and Knowledge, skills and abilities inventory will be utilized in an in class exercise linking a job analysis to an appropriate selection device for appointment to the position.
Develop a compensation system which is fair and in compliance with FLSA mandates	Students will review FLSA guidelines regarding appropriate overtime compensation	Students will review their agency's compensation policy for compliance with FLSA guidelines
Develop an appropriate performance evaluation system for law enforcement personnel.	Students will link a performance evaluation system to a merit appointment process.	Students will submit a paper making specific recommendations for instituting a performance evaluation system linked to a merit appointment process. The justification for the type and scope of the evaluation system will be discussed in the paper.
Conduct disciplinary investigation consistent with a Just Cause standard and employee rights afforded by US Constitution, statutes and Collective Bargaining Agreements	Students will analyze their agency's disciplinary process and review current Federal, State and Arbitration rulings regarding the disciplinary process.	Students will analyze sample disciplinary cases to determine their compliance to the just cause standard, arbitration rulings and court cases discussed in class.

Learning strategies: The course will rely on lectures, in class discussions and assigned court case research which the student will use as the basis for an in-class presentation on the importance and relevance of the court case finding for this class.

Experimental Learning Opportunities: Students will be required to research an assigned court case of consequence and make a presentation in class on the case. The research is designed to acquaint the student with the process of finding court cases based upon appropriate citations and then understanding the decision well enough to make an oral presentation on the finding in class.

Tests: A Mid Term examination will be administered on the fourth (4th) week of class and a final examination will be administered on the seventh (7th) week of class. Each test will be worth 20% of the final grade. Tests will be based upon readings assignments and class lectures.

Missed Test: A missed test may only be made up with the advance permission of the instructor.

Late Submissions: Late submission of one assignment will be penalized by deducting 33% of the possible points for the assignment. E.g. a 15-point assignment will be penalized 5 points. Late submission of more than one assignment will be penalized by deducting 50% of the total possible points for the second and subsequent late assignments. No assignments will be accepted more than 8 days beyond their due date. The final assignment will not be accepted more than 2 days after completion of the course. Assignments may be attached to an e mail addressed to: cmdrweg@yahoo.com; the attachment must be in Microsoft Word, Corel Word Perfect or PDF format – no other format is acceptable.

Grading Scale: *Students will be assigned a final grade in this course using the following point values:*

A =	90 - 100 points
B =	80 - 89 points
C =	70 - 79 points
D =	60 - 69 points
F =	59 points or less

Points will be earned in the following manner:

Attendance & participation:	15 points
Mid Term Test	20 points - Given 4 th week of Class
Final Examination	20 points - Given 7 th week of Class
Assignment Number 1	15 points - Due 4 th week
Assignment Number 2	15 points – As assigned
Assignment Number 3	15 points - Due 7 th week

Extra Credit: There is no provision for extra credit.

Class Policy on Attendance: You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have **more** responsibilities to keep up and meet the objectives of this course. Prompt and complete attendance in class is absolutely essential. It is the responsibility of the student to notify the instructor when a class will be missed. If the student misses more than two sessions, the student may be administratively withdrawn from the module.

Students are expected to be on time for class. Students who are more than thirty minutes late for class without an acceptable excuse will be deemed to have missed that class. Students who arrive fifteen minutes – thirty minutes after class begins will be penalized 1 point.

Class Policy on Assignments: Several out of class assignments will be given during this course. Students will be expected to do their own work and to submit the required assignments on time.

Written Assignments: Written assignments will be due on the fourth, fifth and seventh week of class and will be worth 45 percent of the total grade.

Instructor Availability: The instructor will be available to meet with students after class for as long as necessary to provide additional assistance to students who desire additional help.

NOTE: Assignment #2 – Court Cases will be due on the class session indicated on the handout: For Example Grigg v. Duke Power Plant and other cases listed for the second week of class will be due 2nd week of class. Pickering and Garcetti due the 3rd week of class; Garrity, Gardner, etc will be due the 6th week of class and Garcia and Leahy due the 7th week of class.

Course Outline:

Week One:

1. Introduction - review of syllabus & course outline
2. Chapter 1 - Public Personnel Administration
 - a. Public Personnel Administration in Context

Week Two: Assignment #2 Griggs v. Duke Power Plant; Us v. City of Chicago, Petit v. City of Chicago, Grutter v. Bollinger, Gratz v. Bollinger, Bakke v. California and Fisher v. U of Texas due.

Chapter 2 Equality in Workplace - From Fighting Against Discrimination to Fighting for Diversity

Chapters 13, 14, Rights of Law Enforcement Officers

- a. Employment Discrimination
- b. ADA, FMLA & Other Federal Workplace laws

Week Three: Assignment #2: Pickering v. Bd of Ed and Garcetti v. Ceballos due

Chapter 4 & 6– Public Personnel Administration

- a. Responsibilities of Government Officials
- b. Job Analysis and Evaluation

Chapters 9, 10, 11, 12,- The Rights of Law Enforcement Officers

- a. Freedom of Speech
- b. Freedom of Association
- c. Political Activity
- d. Religion

Week Four: Assignment #1 Due- Job Analysis and Evaluation

Chapter 7- Public Personnel Administration

- a. Recruitment & Selection

MID TERM EXAM

<p>Week Five: Chapter 5, 8 Public Personnel Administration</p> <ul style="list-style-type: none"> a. Collective Bargaining b. Performance Evaluation <p>Chapter 2 The Rights of Law Enforcement Officers</p> <ul style="list-style-type: none"> a. Collective Bargaining
<p>Week Six: Assignment #2: Garrity v. New Jersey, Gardner v. Broderick, Ill v. Carey, Loudermill and Weingarten due</p> <p>Chapter #3 – Public Personnel Administration – Rights of Government Employees</p> <p>Chapters 3,4,5,6,7 – The Rights of Law Enforcement Officers</p> <ul style="list-style-type: none"> a. Discipline standards b. Discipline Appeals & Arbitration c. Garrity, Weingarten, Loudermill & other rules d. Brady Rule e. Bill of Rights
<p>Week Seven: Final Exam Assignment #2: Garcia v. San Antonio Met Tran Bd and Leahy v. City of Chicago due</p> <p>Assignment #3 Due - Disciplinary System</p> <p>Chapter 3, 9 – Public Personnel Administration</p> <ul style="list-style-type: none"> a. The Rights & Needs of Government Employees b. Compensation <p>The Rights of Law Enforcement Officers Chapters 8,15,16</p> <ul style="list-style-type: none"> a. Privacy b. Workers Compensation & Right to Safe Working Environment c. FLSA

The instructor reserves the right to adjust the course schedule to meet the needs of the class.

Doing Your Own work: If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the Calumet College catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The library has reference copies of each of these manuals, and there is a brief checklist in your Student Handbook and Planner.

Citation Guidelines: Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, Chicago Manual of Style or Turabian). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. The texts outline how to cite references from a variety of sources including the electronic media.

Using Electronic devices: Electronic devices can only be used in class for course related purposes. If you text or access the internet for other purposes, you may be asked to leave, in which case you will be marked absent.

Participating in class: You must be on time, stay for the whole class and speak up in a way the shows you have done the assigned reading. If you are not prepared and do not participate you may not receive credit for having attended the class.

Withdrawal from Class Policy: After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Student Success Center: The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219-473-4287 or stop by the library at the Whiting campus.

Disability Services: Disability services strives to meet the needs of all students by providing academic services in accordance with the American With Disabilities Act (ADA) guidelines. If you believe you need a “reasonable accommodation: because of a disability, contact the Disability Services Coordinator at 219-473-4349.

CCSJ Alerts: Calumet College of St Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this service annually on the College’s website at: www.ccsj.edu/alerts/index.html.

In addition, you can check other media for important information, such as school closings:

Internet: ccsj.edu

Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM News Radio – 780 AM.

TV: 2, 5, 7, 9, 32

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.

4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.

