Michigan State University  
School of Staff and Command Course Syllabus  
January 27 - June 13, 2014

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Mission:  The Michigan State University School of Staff and Command is committed to  
building capacity of Michigan law enforcement organizations through the  
development of staff and command personnel within those organizations.

Goals:  Utilize teaching methods that allow students to self-discover the knowledge and  
skills they require in a way that builds on gifts the students already posses in a  
context that is relevant to them.

Create a challenging learning environment that positively impacts what the  
student learns and what will be transferred to other circumstances.

Facilitate students’ learning how to work safely, think critically, adopt problem-  
solving as a daily part of their job, and partner more readily with residents to  
tackle crime.

Course Description:  This Michigan focused 400-hour problem-based course is learner driven through  
utilization of relevant, real-life, work based problems wherein each student is  
responsible for his/her own learning. Students work in collaborative learning  
groups with a maximum of six students and one instructor/facilitator per group.  
They are actively engaged in problem-solving, in-depth discussions, and critical  
thinking activities throughout the course. Concepts and skills, once introduced,  
will be revisited and practiced in more and more complex problematic situations  
as the weeks progress.

Curriculum delivery uses a blend of classroom and cutting edge distance learning  
technologies. During the weeks of distance learning students are required to  
commit 40 hours per week which means being available between the hours of  
8am and 5pm, Monday through Friday to complete a variety of course  
assignments that may include distance learning group meetings, field trips, and/or  
one-day classroom sessions.
Classroom Location: Michigan State Police Academy
7426 N. Canal Road
Lansing, MI 48913
Phone (517) 322-1200

Classroom Location:
January 13-26, 2014 Pre-Course Work - Distance Learning
January 27-31, 2014 –
    MSU Kellogg Biological Station Conference Center
    3700 East Gull Lake Drive, Hickory Corners, MI  49060
    Phone: (269) 671-2341   Fax: (269)-671-2165
    http://www.kbs.msu.edu/conferencecenter/
February 3-7, 2014 – Distance Learning
March 3-7, 2014 – Distance Learning
March 10-14, 2014 – Classroom
April 7-11, 2014 – Distance Learning
April 14-18, 2014 Classroom
May 5-9, 2014 – Distance Learning
May 12-16, 2014 – Classroom
June 2-6, 2014 – Distance Learning
June 9-13, 2014 – Classroom

Classroom Hours:
Classroom sessions begin on Monday at 10:00 am and end on Friday at 3:00 pm. Otherwise classes begin at 8:30am and end at 4:30pm with lunch provided at the MSP Training Academy.

Participants are required to commit 40 hours of course work during the weeks of distance learning. The hours are 8:30am – 4:30 pm, unless otherwise agreed upon by the facilitators – much of the distance learning work will be team work with all members of the team expected to participate.

Text:
Police PBL Blueprint for the 21st Century (Gerard Cleveland and Gregory Saville, COPS 2007). This is provided at no additional cost.

Chapter One, “Primal Leadership”, from the book Realizing the Power of Emotional Intelligence by Daniel P. Goleman. This is provided at no additional cost.

The Freedom Writer’s Diary – the movie. Learners are required to view the video. (Learners may also read the book by the same name but familiarity with the video and its characters is required.)

Participants must have access to a laptop (LAN connectivity is required and wireless LAN connectivity is highly recommended). You will need Internet access for the pre-course work. The laptop will be used during the first week of class.

Participants will also need a microphone and webcam by Tuesday, February 4, 2014.

Recommended software includes Adobe Acrobat Reader (8.0) and Microsoft Office 2007 including Excel, Word and PowerPoint.

Recommended browsers and computers supported by MSU’s online learning management software, A New Global Environment for Learning (ANGEL) include the following Internet Explorer 7.x, Firefox 3.x (highly recommended) for Windows; Firefox 3.x for Macintosh; Firefox 3.x Unix/Linux. Software can be tested by going to [http://www.staffandcommand.msu.edu/techreq.htm](http://www.staffandcommand.msu.edu/techreq.htm).

Upon acceptance to the School of Staff and Command you will be given an MSU user name (VPID) and password that will give you access to MSU’s ANGEL system as well as other MSU distance learning resources.

The final paper is a 20-page maximum written mini-strategic plan or plan of action (with objectives, timelines, assigned responsibility for completion, outputs and performance measures) for meeting one organizational goal (i.e. a state or condition your agency seeks to achieve) identified by the learner. The organizational goal must address a historical problem in your agency and relate to furthering your agency’s mission.

A fifteen-minute oral presentation summarizing the plan of action for meeting that goal is also required.

If the Pre-Course work is not completed by the Sunday before the first day of class, the learner will be dropped from the course and will have to re-apply for admittance at a future school.

This course is PASS/FAIL with evaluation rubrics used to evaluate the learner’s level of achievement re: the identified behavior-based learning objectives. Thirteen rubrics will be utilized with 100 points per rubric. To continue beyond the third week of class, learners must have earned a minimum of 320 (80%) of the possible 400 points. To successfully complete the course learners must have earned a minimum of 1,040 (80%) of the possible 1,300 points.

Upon successful completion of the 400-hour course, those who enrolled with Michigan State University prior to taking the course for either 3 or 6 academic credits will have earned a 3.0 grade at either the graduate or undergraduate level. Additional course work may be required as per the off-campus course instructor to raise the grade point beyond the 3.0.
Course Schedule:  

**January 13-26, 2014 - Pre-Course Work.** Prior to attending the first day of class students are required to complete a four-hour self-paced distance learning course of instruction. This pre-course work insures that all students arrive for classroom instruction with a minimum baseline understanding of his/her responsibility for and accountability to learning.

- Introduction to Bloom’s Taxonomy and Critical Thinking Skills
- Introduction to Emotional Intelligence
- An analysis of the Problem Based Learning process

**January 27-31, 2014** – Mandatory attendance from 10 a.m. Monday morning through 3pm Friday afternoon at the MSU Kellogg Biological Station Conference Center. Meals and lodging are provided. Lodging is single room within a doubles suite that shares one bath.

- Engage in reflective learning via blogs, personal goal setting and one-on-one meetings with team facilitators throughout the course.
- Examine participant’s behavioral style based on feedback from DiSC Personality Profile survey,
- Examine different behavioral styles and the environment that is required for maximum productivity and harmony in the work organization,
- Discuss how law enforcement is part of a larger criminal justice system and how changes to one part impacts the other parts,
- Create a blog,
- Practice using various features of Microsoft Word,
- Create a PowerPoint presentation,
- Examine participant’s learning style and the learning styles of others,
- Assess participant’s emotional intelligence and how those skills impact participant’s productivity and harmony in the workplace as well as personally,
- Identify the participant’s conflict behavior style using the Thomas-Kilmann conflict mode instrument,
- Create a successful, well functioning learning team,
- Discuss the pros and cons of evaluation rubrics – as they will be used throughout this course,
- Discuss shifting paradigms within the field of law enforcement,
- Examine via case study the pitfalls of and how to avoid “Group Think”,
- Practice using the problem-based learning 5-step process – this will continue throughout the course,
- Practice incorporating multiple learning styles into oral presentations,
- Practice oral presentation skills,
- Identify and examine current and emerging technologies - this will continue throughout the course,
- Practice peer teaching – this will continue throughout the course,
- Create professional and personal growth goals for this course and track progress throughout the course.
February 3-7, 2014 – Distance learning with a one-day field trip (lunch provided) to Michigan State Police Training Academy for instruction re: various technology aspects of this course – including access to MSU’s Distance Learning Library and Adobe Connect.

- Practice using PBL,
- Examine Calls for Service,
- Access and use distance learning technologies and resources of the MSU Distance Learning Library,
- Examine various strategies for marketing a police agency’s value to its community,
- Practice use of on-line meeting technology, Adobe Connect,
- Examine participant’s multiple intelligences.
- Understanding social media utilization for the police organization

March 3-7, 2014 – Distance Learning

- Explore organizational vision, mission, and core values,
- Compare what an agency says it is doing with what it is actually doing,
- Develop organizational goals and objectives,
- Trend analysis: personnel and resources research and data collection,
- Practice written presentation skill building.

March 10-14, 2014 – Classroom

- Practice oral presentation skill building,
- Assess team effectiveness,
- Analyze differences between the various generations at work; what do they need to be successful at work; how can organizations engage and inspire them to maximize productivity,
- Recognize the “evidence” based distinction in best practices models found in various police related fields and its importance to requesting federal funds (grants, etc.),
- Examine various evidence-based data driven approaches to crime and traffic safety,
- Practice identifying a match between employee needs and the appropriate leadership style via case scenario,
- Practice combining a performance problem solution with the appropriate leadership style via a case scenario,
- Design and lead a book dialogue on the reading *It’s Your Ship: Management Techniques from the Best Damn Ship in the Navy*,
- Discuss the distinction between “management” and “leadership”,
- Recognize crime and data analysis tools and resources available to police agencies throughout Michigan,
- Examine police organizational values versus the personal values of individual employees and related ethics issues,
- Practice conducting meetings, creating an agenda, keeping time and recording business conducted.
April 7-11, 2014 – Distance Learning
- Write a federal grant requesting funds for use by participant’s agency, including budget, budget narrative, workplan, SF 424, and assurances,
- Practice writing clearly and concisely.

April 14-18, 2014 – Classroom
- Practice oral presentation skill building,
- Discuss importance of strategic planning to the budget process,
- Compare and contrast traditional budget process with zero-based budgeting process,
- Discuss government financing and the municipal budget process,
- Analyze and lead group discussion on five leadership practices common to successful leaders (Kouzes and Posner),
- Examine excerpts from Gettysburg and discuss re: EI and leadership,
- Practice a table top exercise on managing a multi-jurisdictional, high profile case,
- Practice participation in a press conference,
- Practice writing a policy and procedure,
- Evaluate participant agency’s officer suicide prevention policies and practices,
- Using case scenarios, evaluate various FOI requests for police records or information.

May 5-9, 2014 – Distance Learning
- Develop a zero-based budget with justification for requested expenditures
- Practice written presentation skills.

May 12-16, 2014 – Classroom
- Oral presentation skill building,
- Using case scenarios and the PBL process resolve various ethical dilemmas often found within police agencies,
- Create a police resource allocation spreadsheet model for application at participant’s agency,
- Practice scheduling optimal police patrol on shifts of various length (8, 10 or 12 hours).

June 2-6, 2014 – Distance Learning
- Identify a historical problem that relates to the learner’s police agency mission,
- Develop an organization goal to address the identified learner agency’s historical problem, with objectives, timelines and assignment of responsibility,
- Create a comprehensive written mini-strategic plan or plan of action on how the identified problem will be resolved.
June 9-13, 2014 – Classroom

- Practice oral presentation skills on audiences with varying learning styles,
- Lead a class discussion re: a film or video that demonstrated one or more aspects of leadership as discussed throughout this course,
- Practice interest-based contract negotiations,
- Review High Risk model policy and procedures,
- Discuss the principles of law enforcement liability and risk management,
- Discuss the Michigan Sheriffs Association Line of Duty Death SMART teams,
- Design and lead group discussion around the video *Freedom Writers*,
- Discuss the *Future of Policing* via panel presentation by members of Michigan’s police leadership and related disciplines,
- Graduation

**Class Attendance:** Participants are paid employees while attending class and completing distance learning course work. Rules of attendance and conduct are the same in the classroom as during a regular work assignment. Attendance information will be maintained. Absences and tardiness will be reported to the learner’s agency at the time they occur.

**Conduct and Dress:** Only proper business casual (slacks and shirts with collars) attire shall be worn by participants of the School of Staff and Command program during classroom sessions. Blue jeans, tank tops, shorts, sandals, mesh shirts and jogging suits will not be worn in the classroom. Firearms – Be guided by your departmental policy.