



CJ520-01W: CJ Administration and Management

This class begins on **MONDAY, June 1, 2020 and ends on **Thursday, July 2, 2020!****

INSTRUCTOR INFORMATION

Instructor: Danny Pirtle, PhD

Office Location: Virtual Office (I do not have a physical office) **Office**

Hours: I respond to all email with 24-48 hours.

Office Phone: 215-681-7893 **Office Fax:** n/a **University Email Address:** danny.pirtle@tamuc.edu

Preferred Form of Communication: I can be reached immediately by phone call/text @ 215-681-7893.

Communication Response Time: I will attempt to return all calls/texts on the day of delivery.

COURSE INFORMATION

Textbook(s) Required

Peak, K. and Giacomazzi, A. (2019). Justice Administration: Police, Courts, and Corrections Management. Ninth Edition. Pearson Publishers. **ISBN 13- 9780134871608**

Additional Readings- As a graduate student, you should develop the skill of locating required readings. You will have the task of locating additional readings for this course. I would advise you to contact the University for assistance, if you have problems or need assistance locating any of the required additional readings.

Course Description

This course will provide students with a conceptual and theoretical foundation upon which to study criminal justice administration and management through critical evaluation and application of the research literature to present-day criminal justice challenges and concerns.

Prerequisites

Please note that prerequisites for this course include 501, 568, and 530. Students who are registered for this class and who do not meet the prerequisites should contact the Director and Advisor of the MS in Applied Criminology program.

Student Learning Outcomes

At the end of the course the student will be able to:

The syllabus/schedule are subject to change.

1. Identify the fundamental concepts used to understand criminal justice organizations;
2. Identify organizational issues in criminal justice;
3. Explain organizational issues in criminal justice;
4. Critically evaluate organizational issues in criminal justice;

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

This course is 100% ONLINE

Student Responsibilities or Tips for Success in the Course

Students are expected to read all assigned material. It is also expected that students will submit all assignments on time. If students have trouble with the course content and/or face unexpected situations, PLEASE CONTACT ME AS QUICKLY AS POSSIBLE (215) 681-7893.

Grades will be available in the grade book so that students can track their progress in the course on an ongoing basis.

This syllabus represents an agreement between you, as the student, and me, as the professor for this course so that you know exactly what is expected of you. The syllabus will be altered only in the event of circumstances that necessitate a change. In such situations, I will notify you.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week, you will work toward achieving these outcomes through discussions/comments, readings, and papers. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work toward achieving these outcomes through discussions/comments, papers, and a final presentation. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

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Course Goals and Academic Biography= 50 points:

Each student will be required to complete a Course Goals/Academic Biography within the first 2 days of class. The course goals and academic biography assignment must be submitted before you can submit your first assignment (Discussion #1). Failure to submit this assignment as outlined will lead to an OVERALL drop of one letter grade in the final grading. This assignment (Course Goals and Academic Biography) is due on **Tuesday** of Week #1 of the course by 11:59PM.

This assignment will include the following:

- Summarize your goals for this course?
- Discuss your career goals?
- What grade are you seeking in this course?
 - What steps or processes will you take to earn the grade you seek?
 - What would you identify as your academic strengths/weaknesses?
 - What can I do to maximize your effort in this course?
- Describe your most challenging academic course (DO NOT NAME INSTRUCTOR) and explain the challenges you faced.
- Describe your most beneficial course (DO NOT NAME INSTRUCTOR) and explain what made this course so beneficial to you?
- Assess yourself? How would you characterize yourself as a student? Be very specific. Academically, who are you?

Assessment Method: Course Goals Rubric (100 points)

Level A 40-50	Responds to all of following prompts below in excellent detail: <ul style="list-style-type: none">• Summarize your goals for this course?• Discuss your career goals?• What grade are you seeking in this course?<ul style="list-style-type: none">○ What steps or processes will you take to earn the grade you seek?○ What would you identify as your academic strengths/weaknesses?<ul style="list-style-type: none">○ What can I do to maximize your effort in this course?• Describe your most challenging academic course (DO NOT NAME INSTRUCTOR) and explain the challenges you faced.• Describe your most beneficial course (DO NOT NAME INSTRUCTOR) and explain what made this course so beneficial to you?• Assess yourself? How would you characterize yourself as a student? Be very specific. Academically, who are you?
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<p>Level B 35-39</p>	<p>Responds to most (4-5) of the following prompts below and does so with great detail, elaborates:</p> <ul style="list-style-type: none"> • Summarize your goals for this course? • Discuss your career goals? • What grade are you seeking in this course? ○ What steps or processes will you take to earn the grade you seek?
	<ul style="list-style-type: none"> ○ What would you identify as your academic strengths/weaknesses? ○ What can I do to maximize your effort in this course? • Describe your most challenging academic course (DO NOT NAME INSTRUCTOR) and explain the challenges you faced. • Describe your most beneficial course (DO NOT NAME INSTRUCTOR) and explain what made this course so beneficial to you? • Assess yourself? How would you characterize yourself as a student? Be very specific. Academically, who are you?
<p>Level C 30-34</p>	<p>Responds to some (2-3) of the following prompts below, but with little detail and fails to elaborate:</p> <ul style="list-style-type: none"> • Summarize your goals for this course? • Discuss your career goals? • What grade are you seeking in this course? ○ What steps or processes will you take to earn the grade you seek? ○ What would you identify as your academic strengths/weaknesses? <ul style="list-style-type: none"> ○ What can I do to maximize your effort in this course? • Describe your most challenging academic course (DO NOT NAME INSTRUCTOR) and explain the challenges you faced. • Describe your most beneficial course (DO NOT NAME INSTRUCTOR) and explain what made this course so beneficial to you? • Assess yourself? How would you characterize yourself as a student? Be very specific. Academically, who are you?

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<p>Level D 25-29</p>	<p>Fails to adequately respond to most of the prompts below:</p> <ul style="list-style-type: none"> • Summarize your goals for this course? • Discuss your career goals? • What grade are you seeking in this course? <ul style="list-style-type: none"> ○ What steps or processes will you take to earn the grade you seek? ○ What would you identify as your academic strengths/weaknesses? <ul style="list-style-type: none"> ○ What can I do to maximize your effort in this course? • Describe your most challenging academic course (DO NOT NAME INSTRUCTOR) and explain the challenges you faced. • Describe your most beneficial course (DO NOT NAME INSTRUCTOR) and explain what made this course so beneficial to you? • Assess yourself? How would you characterize yourself as a student? Be very specific. Academically, who are you?
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Discussion(s) = 400 course points total: four Discussion Posts (125 points each)

The Discussions are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to address a discussion question or prompt. Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. The introduction of outside materials is highly recommended. In all cases, students **MUST** cite in-text and provide a full bibliography/works cited at the end of their post all citations mentioned for in the post. ***Failure to provide citations and bibliography in the discussion will result in a 25-point deduction.***

Posts should be the equivalent of one page and no more than two pages in length or a minimum of 250 words. Discussions are due by 11:00PM CST of Weeks #1, 2, 4, and 5 of the course. Specific due days can be found below.

Assessment Method: Discussion Rubric (125 points)

- Assignment instructions: Student follows the assignment directions /5 ○ Each error is a 1 point deduction
- Analysis: Student evaluates the issue/situation sufficiently to demonstrate an understanding of the material /50 ○ Consistently does all or almost all of the following: (50 points)
 - Identifies the salient arguments (reasons and claims) pro and con.
 - Thoughtfully analyzes and evaluates major alternative points of view.

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- Does most of the above: (40 points) ○
Does some of the above: (35 points) ○ Fails to
address most of the above: (30 points)
- Critical thinking: Student employs critical thinking skills **/50** ○ Consistently
does all of the following:
 - Draws warranted judicious, non-fallacious conclusions.
 - Justifies key results and procedures, explains assumptions and reasons.
 - Fair-mindedly follows where evidence and reasons lead.
- Does most of the above: (40 points) ○
Does some of the above: (35 points) ○ Fails to
address most of the above: (30 points)
- APA format: Student provides citations in proper APA citation format **/10** ○
Each error is a 1 point deduction
- Grammar/Word usage: student uses proper grammar and word usage **/10**
○ Each error is a 1 point deduction

Response Posts=150 course points total: three Response Posts (50 points each)

Response posts are responses you make to the response prompt. Although you may not agree with the statement/prompt, it is your responsibility to provide support. Your opinion is valuable, but you need to find “factual” evidence to support your position. Response posts must be a minimum of 250 words each. You must provide research literature, data, charts, graphs, etc. to support your answer. **Failure to cite will lead to an automatic 25-point deduction.** Response posts should be meaningful. Merely agreeing or disagreeing will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way. Your response comments will be graded for quality, and relevance. Your response will also be graded based on your ability to engage in critical thinking. Students must provide one outside source for at least one comment they make.

NO LATE RESPONSES ARE ACCEPTED. All response posts are due by Saturday, 11:00PM CST on Weeks #1, 2, and 4.

Assessment Method: Response Rubric (50 points)

- Analysis: Student evaluates the issue/situation sufficiently to demonstrate
an understanding of the material **/20** ○ Consistently does all or almost all
of the following: (25 points)
 - Identifies the salient arguments (reasons and claims) pro and con.
 - Thoughtfully analyzes and evaluates major alternative points of view.
- Does most of the above: (20 points) ○
Does some of the above: (15 points) ○ Fails to
address most of the above: (10 points)
- Critical thinking: Student employs critical thinking skills **/20** ○ Consistently
does all of the following: (25 points)
 - Draws warranted judicious, non-fallacious conclusions.
 - Justifies key results and procedures, explains assumptions and reasons.
 - Fair-mindedly follows where evidence and reasons lead.

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- Does most of the above: (20 points)
- Does some of the above: (15 points)
- Fails to address most of the above: (10 points)
- APA format: Student provides citations in proper APA citation format /5
 - Each error is a 1 point deduction
- Grammar/Word usage: student uses proper grammar and word usage /5
 - Each error is a 1 point deduction

Essay= 200 course points total: two essays (100 points each)

Students are required to complete two (2) essays for this course. These papers will represent students' observations of their readings, a critical evaluation of a topic, and thoughts on how best to address problems/issues inherent in their topic. In addition to material contained in the text, students MUST utilize a minimum of three (3) outside sources to prepare their paper.

Although some of the question/prompts appear to ask for your opinion, please be advised you are to ALWAYS provide evidence to support your position. Never respond to an essay question in first person. A proper response (e.g. based on a study conducted by Smith and Childress (2019), social media can have a positive impact on.....). Students in master's level courses should to contribute to course material through independent research using suitable sources that may include peer-reviewed journal articles, recognized text, professional publications, and limited news sources. In all instances, the student should provide a clearly defined and listed source, using the APA style. For this course, the use of Wikipedia or other common forums (e.g. online sources that are not government agency or peer reviewed) are not acceptable as acceptable sources. The minimally edited nature of these sources makes them prime candidates for misrepresentations or outright false material. As such, a student who uses such a source will fail the assignment. This is not an English course, however, the use of proper format, spelling, punctuation, and appropriate levels of academic presentation are expected.

Papers must be submitted electronically and MUST must be in Microsoft Word format. Margins must be no less than 1 inch on all sides and no larger than 1.5 inches on each side. A sans serif font such as Times New Roman is REQUIRED. Page numbers are Required. Bibliography, citations, footnotes, etc. are REQUIRED at the end of the document and do not count toward total page number. These papers must be a minimum of three pages and should be no longer than five pages in length.

The paper assignment is due by 11:00PM CST on Friday of Weeks #1 and 3. **Assessment Method: Essay Rubric 100 points**

Score	Completion	Accuracy	Comprehension	Organization	Conventions
A	The answer is complete.	All information provided is accurate.	Content demonstrates a deep understanding of, and engagement with, the text(s).	Content is wellorganized and easy to read. Points follow a logical progression.	No major grammatical or spelling errors. No more than two minor errors.

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B	The answer is missing slight details	All information provided is accurate.	Content demonstrates understanding of, and engagement with, the text(s),	Content is wellorganized and easy to read. Points follow a logical progression.	No major grammatical or spelling errors. No more than five minor errors.
C	The answer is missing multiple details.	Most information provided is accurate.	Content demonstrates basic understanding of the text(s).	Content is organized and easy to read. Points follow a mostly logical progression.	Some major and minor errors that do not necessarily impair communication.
D	Content suggests lack of preparation or comprehension.	Some information provided is accurate.	Content demonstrates less than basic understanding of the text(s).	Content may be unorganized and difficult to read. Points do not follow a solidly logical progression.	Major and minor errors significantly weaken quality of communication, although still comprehensible.

Final Exam= 150 points total

Students will be expected to complete a final exam. This exam will be comprehensive and will require students to assimilate information from their text and outside sources in a logical way. This will be an essay exam and students will be allowed to use their text/reading materials for the exam. Students will have four options and should clearly indicate which option he/she is selecting.

The final exam will be available the entire course, but is due no later than 11:59am on Friday of Week 5.

Assessment Method: Students will be assessed using the Essay Exam Rubric above. All requirements for this exam are above, with the exception: this essay should be a minimum of six (6) pages and no more than eight (8) pages. Students need a minimum of four outside sources for this assignment.

Grading

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Course Goals	1	50	50

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Discussions	4	125	500
Response Posts	3	50	150
Essays	2	100	200
Final Essay	1	150	150
Pre/Post-test	1	0	0
		TOTAL	1050

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course.

Total points possible for the term = 1050.

1050 - 945 = A
944 - 840 = B
839 - 735 = C
732 - 630 = D
629 and below = F

Grades will be available in the gradebook so that students can track their progress in the course in 'real time'.

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TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

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Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software: ○ [Adobe Reader](https://get.adobe.com/reader/)
<https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/> ○ [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



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System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

I am available by email and cell phone. Please allow me 24-48 hours to return email communication. Please allow me at least 24 hours to respond to phone calls/text messages. When communicating by email and/or by phone, please identify yourself by name.....Hello Dr. Pirtle I am Jane Doe and I am a student in your CJ 520 Policy course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work

(LATE WORK WILL NOT BE ACCEPTED) (THERE WILL BE NO EXTRA CREDIT)

This may be an ideal time to remind the student that since this course is internet based (online), and since the student will have limited contact with the professor, I encourage each of you to take your time, class work and the deadlines or due dates very seriously. If an assignment is missed or late the professor reserves the right not to accept the assignment. No excuses will be acceptable. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments.

I want to reiterate that personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines. Again, make use of the tutorial program. You want to be familiar with any limitations you or your computer may have. If your internet access is frequently interrupted then you will want to have a backup or alternative plan so that you can make all deadlines.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html) **TAMUC**

Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE/CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University e-mail and in Announcements. I reserve the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below VERY CAREFULLY so that you are sure to complete readings as assigned and turn your assignments in on time.

WEEK #1—The Nature of Criminal Justice Organizations

Monday	<p>Read the syllabus carefully. Post a Week #1 Introduction where you introduce yourself, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the question I pose. Please note that this post is required for ALL students and will be graded. The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct or here: http://www.albion.com/netiquette/corerules.html</p> <p>This week's readings will explore fundamental concepts used to understand criminal justice organizations and how they are similar to/different from other organizations we encounter. Readings from the Text</p> <p><u>Justice Administration: An Introduction</u></p> <p>Chapter 1: The Study and Scope of Justice Administration Chapter 2: Organization and Administration: Principles and Practices Chapter 3: Rights of Criminal Justice Employees</p>
Tuesday	Complete Course Goals
Thursday	<p>Complete Discussion Assignment #1 <u>Crime Control vs. Due Process Model</u></p> <p>The text discusses two primary goals of American criminal justice: the need to enforce the law and maintain order and the need to protect people from injustice.</p> <ul style="list-style-type: none"> • Which of the two goals is currently the primary focus of American criminal justice and why? • Do you think the current situation is appropriate? Consider debating the relative importance of the two goals. • Could the two goals be met simultaneously?
Friday	<p>Essay #1</p> <ul style="list-style-type: none"> □ Discuss the pros and cons of affirmative action plans in policing and corrections.

The syllabus/schedule are subject to change.

Saturday	Complete Response Prompt for Week #1 Respond. <input type="checkbox"/> The Fair Labor Standards Act is the criminal justice administrator's "worst nightmare come true?"
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WEEK #2

—The Police

Monday	<p>This week’s readings will examine the elements of contemporary police organization, how policing has changed since 9/11, and how organizations have been modified over time to adapt to the community-oriented policing and problem-solving (COPPS) strategy.</p> <p>Readings from the Text</p> <p><u>The Police</u></p> <p>Chapter 4: Police Organization and Operation Chapter 5: Police Personnel Roles and Functions Chapter 6: Police Issues and Practices Additional</p> <p>Readings:</p> <ul style="list-style-type: none">• Bjork, M. (2008). Fighting cynicism: Some reflections on selfmotivation in police work. <i>Police Quarterly</i>, 11, 88-101.• Engel, R.S. (2001). Supervisory styles of patrol sergeants and lieutenants. <i>Journal of Criminal Justice</i>, 29, 341-355• Schlager, M.D. (2008). An assessment of parole officer and administrator attitudes on organizational culture and parole supervision in a northeastern state. (<i>Journal of Offender Rehabilitation</i>, 47(3), 271-289.
Thursday	<p>Complete Discussion Assignment #2</p> <p>You are the Chief of the police department in the community described below. Develop a clear strategy to address the issues provided in this scenario. Remember your recommendations must be rooted in research! Problem: Officers assigned to your district have been responding to a number of noise complaints, reckless driving, and fight calls in the area of 7500 Commercial Row. This area contains a number of restaurants, bars, and several strip malls that attract juveniles and young adults. Within the past week, there have also been three gang related drive-by shootings and seven gas drive-offs. A majority of the under-aged adults are attracted to the area by a dance club located in one of the strip mall centers and two all-night fast food restaurants. All three locations attract large crowds that loiter and drink alcohol in their parking lots. The owners of the shopping centers and restaurants have also complained about thousands of dollars in vandalism by the loitering youths.</p>
Saturday	<p>Complete Response Prompt for Week #2</p> <p>Respond.</p> <p>Stop and Frisk is an example of good policy. “You should not be afraid to be stopped and searched by law enforcement, if you have nothing hide”.</p>

The syllabus/schedule are subject to change.

WEEK #3

—The Courts

Monday	<p>This week's opens by going inside the courts, considering their special nature in our country, as well as typical courtroom decor and decorum. Next, the chapter discusses how the courts attempt to get at the truth within the controversial adversary system of justice. The nature of our dual court system, comprising federal and state-level courts, is examined next; included are discussions of two entities (the Judicial Conference of the United States and the Administrative Office of the U.S. Courts [AO]) that administer those at the federal level. The discussion of the federal court system focuses on the U.S. Supreme Court, appeals courts (with emphasis on the District of Columbia Circuit Court of Appeals), and district courts; the overview of state courts includes their courts of last resort, appeals courts, and trial courts (including the major trial courts having general jurisdiction and limited-jurisdiction lower courts). Included in the discussion of state court systems is a look at the historical, functional, and financial advantages of statewide court unification/centralization.</p> <p>Readings from the Text <u>The Courts</u> Chapter 7: Court Organization and Operation Chapter 8: Court Personnel Roles and Functions Chapter 9: Court Issues and Practices No additional reading this week</p>
Friday	<p>Essay #2 Discuss the controversy (name at least 2 issues) surrounding the appointment of federal judges in the Trump Administration. Are these concerns valid? Explain.</p>

The syllabus/schedule are subject to change.

WEEK #4

-Corrections

The syllabus/schedule are subject to change.

WEEK #5

Monday	<p>The opening of this chapter demonstrates that corrections is a booming industry in terms of both expenditures and employment, although correctional populations have been declining over the past few years. We look at some reasons for the decline. Then we focus on correctional agencies as organizations, including their mission and a view of the statewide central offices overseeing prison systems and their related functions as well as individual prisons. Next is a discussion of the relatively new supermax prisons, including their unique method of operation, alleged effects on inmates, constitutionality, and implications for corrections policy. After that is a consideration of selected constitutional and civil rights that federal courts and Congress have granted to jail and prison inmates; then we review prison litigation generally, including the rationale and impact of the PLRA.</p> <p>Next, we examine local jails, including their organization, the unique structure and function of podular direct supervision jails, and, after briefly considering the accreditation of corrections facilities, we review probation and parole organizations, to include the organizational structure, arming, and peace officer status of adult and juvenile probation and parole agencies and their officers.</p> <p>Readings from the Text <u>Corrections</u> Chapter 10: Corrections Organization and Operations Chapter 11: Corrections Personnel Roles and Functions Chapter 12: Corrections Issues and Practices</p> <p>Additional Readings:</p> <ul style="list-style-type: none">• Gilbert, M.J. (1997). The illusion of structure: A critique of the classical model of organization and the discretionary power of correctional officers. <i>Criminal Justice Review</i>, 22(1), 49-44.• Schlager, M.D. (2009). The organizational politics of implementing risk assessment instruments in community corrections. <i>The Journal of Contemporary Criminal Justice</i>, 25 (4), 412-423.
Thursday	Complete Discussion Assignment #3 Review the 13 th Amendment. Should prisoners still be considered “slaves of the state?” Why or why not?
Friday	

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WEEK #6

Saturday	Complete Response Prompt for Week #4 Respond. I personally do not believe inmates should be afforded “rights” in jail/prison (e.g., due process, access to the courts, freedom of religion, mail censorship, search and seizure, medical care). “Don’t get locked up and you will not have to worry about that.”
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- Issues Spanning the Justice System: Administrative Challenges and Practices

Monday	<p>This section focuses on the role and functions of personnel who work within correctional institutions and in probation and parole agencies. Presented first is a profile of prison wardens, including means of preparing new wardens for the position, principles of good prison leadership, and the administrator’s role in carrying out death sentences. Then, we cover the roles of correctional middle managers and supervisors, and following that we examine the frontline personnel in prisons: correctional officers (COs). This section includes a typology of the types of COs in terms of their overall job performance.</p> <p>Then, we consider the “cousins” of prisons, the local jails: the functions of the jail administrator, motivating and retaining jail personnel, and some problems in selecting and keeping people who will want detention work to be their career. Next, we consider administrative functions and management styles as they relate to probation and parole.</p> <p>Readings from the Text: <u>Issues Spanning the Justice System: Administrative Challenges and Practices</u> Chapter 13: Ethical Considerations Chapter 14: Special Challenges: Labor Relations, Liability, and Discipline Chapter 15: Financial Administration Chapter 16: Protecting the Homeland Chapter 17: Technologies and Tools: Toward Addressing Crime and Disorder</p> <p>Additional Readings:</p> <ul style="list-style-type: none">• Allen, R.Y.W. (2002). Assessing the impediments to organizational change: A view of community policing. <i>Journal of Criminal Justice</i>, 30, 511-517.• Ferguson, J.L. (2002). Putting the ‘what works’ research into practice: An organizational perspective. <i>Criminal Justice and Behavior</i>, 29(4), 472-492.
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WEEK #7

Wednesday	Complete Discussion #4 Should ethics training be mandatory for members of the criminal justice system? Should criminal justice employees be required to go through continuing education in ethics on a regular basis? Explain.
Thursday	Complete Response Week #5 Respond. I knew it was wrong when he asked me, but I want him to know I'm loyal.
Friday	Final Essay: Option 1: You have been asked to serve as a technology consultant to the state Department of Corrections. The department is interested in "joining the 21 st century" by using social media in various ways. Propose three ways in which social networking sites such as Facebook and Twitter, as well as media

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websites such as YouTube, might be used by the department to meet its goals and mandates.

Option 2:

Create a discussion of how terrorism has changed since 9/11. Discuss what approaches we are taking towards terrorism that are working, what things the U.S is doing that is not working, and what would they do that is not currently being done.

Option 3:

There are some crimes so egregious that the punishment should be so severe the accused is locked away for the remainder of his/her life. Explain the Supreme Court's position on Life-Without Parole for youthful offenders. Do you agree, disagree? Explain.

Option 4:

Using information from local newspapers, research the extent of use of force in your local department. How often has there been an incident of an officer using deadly force? What has happened after such an incident (e.g., was there an internal investigation? External investigation? Lawsuit filed against the department?) How does the department react to concerns about use or misuse of deadly force?