



**OVERSIGHT&ADMIN CJ SYSTEM  
(2024\_FALL\_-CJ 5301-11778)**

**Type: Online**

**Start Date: 08/26/2024 End Date: 12/11/2024**

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**Office Hours:** Tuesday afternoons by  
appointment

**Campus Office:** MAB 109

### **COURSE MATERIALS**

*The following course materials are required:*

**Peak , Kenneth J., and Giacomazzi Andrew L. 2022. Justice Administration: Police, Courts, & Corrections Management, 10th edition Published by Pearson (August 31, 2022) © 2023.**

**ISBN-13: 9780137636068, 0137636067.**

American Psychological Association (October 2019), Publication Manual of the American Psychological Association, 7th Edition, <https://apastyle.apa.org/products/publicationmanual-7th-edition-spiral>

Additional material (e.g. extra readings, videos, etc.) will be posted on Blackboard throughout the semester. Also, books and articles as needed by individual students or as assigned in class.

### **SRSU LIBRARY SERVICES**

The Sul Ross Library offers FREE resources and services to the entire SRSU community.

Access and borrow books, articles, and more by visiting the library's website,

[www.library.sulross.edu](http://www.library.sulross.edu) . Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu) ), or phone (432-837-8123).

Once you logged in to your Sul Ross Account on Blackboard you should be automatically connected to the library webpage as well. Thus, you can browse the online databases of the University and reach the articles on the reading list.

*Syllabus is subject to updates and changes always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed.*

### **COURSE DESCRIPTION**

The course will provide the student with an overview of the American criminal justice system as an interdisciplinary social science involving aspects of criminology, sociology, law, and political science. This course will also examine the complexity of the American Criminal Justice System through its administrative process.

This course introduces you to the people, practices and policies of justice administration. The content flows logically, from basic justice administration, to police, courts and corrections, and finally, ethical, financial and technological influences. Learn by Doing and Case Study sections support the applied nature of the text, while bolstering your problem-solving abilities. The historical evolution of criminal justice agencies is covered along with basic criminal procedures.

The study of criminal justice administration (i.e., police, courts, and corrections) with special emphasis on applying theoretical concepts to practical planning and application, including the policy-making process, implementation of new policy, and policy assessment, modern administration theory and management principles and their application to the unique operating problems of criminal justice organizations.

### **COURSE LEARNING OBJECTIVES**

At the end of this course, students will be able to:

- a) Identify and distinguish major elements related to theories of management and related issues.
- b) Identify problematic areas in applying management-oriented theories to criminal justice agencies.
- c) Apply the theoretical elements to examples in a discussion environment. d. Apply major management elements to a theoretical criminal justice agency.
- d) The student will obtain a basic understanding of important issues in criminal justice planning, administration, and management;
- e) The student will learn to utilize critical thinking skills;
- f) The student will learn how to apply course concepts to ‘real life’ criminal justice administrative/management situations/issues;
- g) The student will be an active and engaged participant in discussion forums by analyzing and evaluating information presented within the textbook, external readings/resources, student research, and class activities.
- h) Analyze the fundamentals of the criminal justice system for analyzing how society through police, courts, and corrections responds to the problem of crime.
- i) Examine the organizational structure and the administration process of the U.S. justice system.
- j) Differentiate among the various components that influence the administration of the criminal justice system.
- k) Describe the use of force and the use of discretion in criminal investigation.
- l) Examine the administration of the courts when addressing sentencing alternatives.
- m) Analyze the American correctional system and its use of alternative programs when administering justice.
- n) Identify common ethical issues that occur within the criminal justice system.

### **MARKETABLE SKILLS:**

This course is designed also to help the students for building various marketable skills to use in their in careers Criminal Justice related professions. Specifically, in this course, the following marketable skills, which are some of the most important skills for such careers, will be emphasized during this course:

- MS 1-** Verbal and Written Communication Skills
- MS 2-** Critical Thinking and Observation
- MS 3-** Multicultural Understanding.

**MS 4-** Accessing Resources with Crime Data and the most current updates of legal codes and procedures.

**MS 5-** Teamwork and Working Collaboratively

**MS 6-** Analyzing the Factors Contributing to Crime

## **COURSE REQUIREMENTS**

### *Minimal Technical Skills Needed*

*Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, and Turnitin.*

### **Instructional Methods**

*This course is designed in a format that is delivered asynchronously 100% online. In the online environment, students will be engaged in discussion forums and weekly unit completion of materials that will lend success to completion of the course work. The weekly lessons will be released on Sunday at 5pm.*

*Each week/unit starts on Monday and ends on Saturday at 11:00pm CST and your grade for activities will be posted as soon thereafter as possible.*

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

### **Student Responsibilities or Tips for Success in the Course**

*The student must log into the course multiple times throughout the week to complete weekly assignments and post and respond on discussion boards. Weekly reading is expected as well as taking scheduled quizzes/exams and completing all other assignments.*

## **GRADING**

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

<b>Assignment Type</b>	<b># of Assignments</b>	<b>Point Value</b>	<b>Total Points</b>
<b>Writing Assignment</b>	1	100	240
<b>Quizzes</b>	10	30	300
<b>Participation/Discussions</b>	13	20	260
<b>Exams</b>	2	100	200
		<b>TOTAL</b>	1000

*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 semester = 1000.*

1000-900 = A
899-800 = B
799-700 = C
699-600 = D
599 and below = F

### *Assessments*

*Writing Assignment: (100 points) **Due 12/07/24 by 11pm***

*The purpose of this assignment is to look in depth at one specific criminal justice agency's administration and management functions. Essay Format: 12 font, Times New Roman, 5 pages minimum, reference sheet required, APA format and APA citations required. Minimum of 4 peer reviewed journal articles or academic books outside of your textbook to support your findings and compare/contrast with information learned about the agency. See grading rubric – Appendix B.*

*Choose a specific criminal justice agency of your choice (For example – Dallas PD, Collin County District Court, USP Beaumont). Your introduction should include an outline of the agency (i.e., how is it organized, who runs it, etc.) and an explanation of the function and important role of this agency within the criminal justice system both broadly and locally.*

*Describe the agency's basic policies and procedures and also a mission statement if they have one. Interview at least one person of leadership/management and also at least one staff/line officer at this agency. Interview questions should center around management/leadership style and also how staff view management at the organization. Compare/contrast information gained from the interviews with information from text/readings. Report on the how individuals working at the chosen agency view the policies and procedures. How does the work get accomplished and how are roles defined? How do line staff view superiors and vice-versa? How does management interact with stakeholders?*

*Discuss one recent change to a policy or procedure that the agency has had to implement. How did staff/management handle this task? What events precipitated the policy/procedural change? How did line staff react to the change? Research to see if other agencies have made similar changes and what the reaction/outcome was.*

*Lastly, identify and explain how you would perfect this agency's function and operation by identifying at least one specific issue they could focus on looking forward. Be sure to include why you think this change is needed and back up your reasonings with academic support.*

*Exams: (10 exams at 30 each = 300 points)*

*Assessment Method: Multiple choice/true false and/or short answer/essay questions.  
See course schedule for dates.*

***Participation/Discussions: (13 posts/comments at 20 points each = 260 points)*** There will be 5 discussions posted throughout the semester worth 100 points each total (70 points for the initial post and 30 points for your comments). Discussion on topics must be done during the week(s) we are discussing the course material.

*Introduction (1 Introduction post not graded)* Every student must introduce him- or herself by the third day of class (Wednesday) during Week One. This information will be entered as a threaded discussion. You will receive 5 extra credit points for completing this task by the deadline.

*Each student's presentation should cover the following information:*

- Name
- Occupation/career and length of time
- How this course is expected to help or aid your career, separate from the entire degree
- Describe how you expect this degree to enhance your career

#### Discussion Posts

*The Discussions in this class will focus on the specific assignments connected to each week. Each student is expected to participate in the weekly discussion by responding to ideas(s) presented by the professor. A minimum of one initial discussion per week is required and five peer responses. This must not be all on one day. Students may post earlier than the absolute due date if desired, but no later than the identified date. You are required to post one week and reply by the end of the next week. You will have two weeks total to complete post/comments, but posts must be completed by the end of week one or points will be deducted for lateness.*

*The **Discussions** are directly related to the assigned lecture material. Upon completion of the assigned lecture material, you are expected to engage in an **ongoing** discussion/debate with your classmates. 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. You must integrate course material (textbook) and outside academic material into your post and cite it properly. In all cases, students must have **two in-text citations from academic sources, and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post in APA format** (See information later in the syllabus for more information on citing utilizing APA citation format).*

*These posts should be **the equivalent of 1 page in length or a minimum of 250 words**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link. 5 discussion posts @ 70 points each = 350 course points  
Posts are due by 11:00PM CST during the week assigned*

### **Comment Posts**

*Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **five** comments for each discussion. I would strongly encourage you to engage your colleagues well past the five-comment minimum in order to maximize your opportunity for meaningful discussion and learning.*

*Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate 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 through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking. Students **must** provide one cited academic source for **at least** one comment that they make.*

**NO LATE COMMENTS ARE ACCEPTED.** All comment posts are due by 11:00PM of the week assigned.

***Assessment Method:** Comments and the Discussion Post will be graded using the Discussion/Comments Grading Rubric (Appendix A). The discussion and comments for each week will be graded together and posted as one grade (Discussion = 70+ Comments 5@ 6 points each (30) = 100 points/week). (25 comments @ 6 points each = 150 course points)*

### **General Classroom Policies**

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Students are encouraged to attend the class, ask questions and express opinions; however, talking among students and disruptive behavior will not be tolerated. You may bring beverages to class with you, but not food. Reading outside materials such as newspapers or other course work is not permitted during class time. Students should be prepared to engage in discussion over the assigned readings, and for possible pop quizzes. Electronic devices are never allowed to use in class in a way to distract the instructor and other students. Keep your mobile phone in silent mode, otherwise switch it off. There will be one general rule in class which applies to all situations. This is also called "golden rule". **TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED.**

### **SRSU Distance Education Statement**

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Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and

requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

## **Academic Integrity**

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Sul Ross State University students are responsible for reading, understanding, and abiding by the “[Sul Ross Student Handbook](#)”. Sul Ross State University and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- turning in work as original that was used in whole or part for another course and/or professor;
- turning in another person’s work as one’s own;
- copying from professional works or internet sites without citation;
- collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

## **APA Style**

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This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

## **Student Support Services**

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Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services at



<https://www.sulross.edu/section/311/student-support-services>. For more information, students are encouraged to contact SSS at (432) 8379118 or visit Ferguson Hall Room 105.

Counseling: Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer inperson counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### **Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)**

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Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). The office is located on the first floor of Ferguson Hall # 112, and the mailing address is P.O. Box C-122, SRSU, Alpine, Texas, 79832.

### **Late Assignment Submission Policy**

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Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments and take their exams in a timely manner. If an assignment/exam is missed or late the students are expected to show an appropriate cause for this issue. Late assignments will not be accepted unless there is an excuse that is recognized by the university. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments and exams.

### **Departmental Bachelor's Degree Program Marketable Skills**

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The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals in 60x30TX: Educated Population, Completion, Marketable skills, and Student debt. The [60x30TX](#) plan was designed to tie together all four student-centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34-year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.



By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called “employability skills” in other countries, or “transferable skills” here in the states. They include both technical and soft skills.

The marketable skills of Homeland Security and Criminal Justice BS Programs are listed as follows:

1. Students Develop Verbal and Written Communication Skills.
2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.
3. Students Use Critical Thinking and Observation.
4. Students Use Teamwork and Work Collaboratively.
5. Students Develop Multicultural Understanding.
6. Students Analyze the Factors Contributing to Crime.
7. Students Know Legal Codes & Procedures and Safety.

### **Classroom Climate of Respect**

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Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Supportive Statement**

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I am to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of SRSU to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

**Other Course Expectations**

- Remember that this is a college course, therefore, college level work will be expected which includes proper APA format, proper grammar, sentence structure, and organizational structure.
- Review the syllabus so that you may be aware of assignments and papers; contact me for any clarifications.

WEEK	DATES	TOPIC(S)	READING
1	Aug 26-Sep. 1	Welcome and introduction. The Study and Scope of Justice Administration <b>Due: Discussion Posts # 1</b>	Course Syllabus (Blackboard) Chapter 1
2	Sept 2- 8	Organization and Administration <b>Labor Day</b> <b>Due: Discussion Posts # 2</b> <b>Due: Quiz # 2</b>	Chapter 2
3	Sept 9-15	Rights of Criminal Justice Employees <b>Due: Discussion Posts # 3</b> <b>Due: Quiz # 3</b>	Chapter 3
4	Sept 16-22	Police Organization and Operation Police Personnel: Roles and Functions <b>Due: Discussion Posts # 4</b> <b>Due: Quiz # 4</b>	Chapter 4, 5
5	Sept 23-Sept 29	Police Issues and Practices <b>Due: Discussion Posts # 5</b> <b>Due: Quiz # 5</b>	Chapter 6
6	Sept 30-Oct 6	Court Organization and Operation <b>Due: Discussion Posts # 6</b> <b>Due: Quiz # 6</b>	Chapter 7
7	Oct 7—13	Court Personnel Roles and Functions <b>Due: Discussion Posts # 7</b> <b>Due: Quiz # 7</b>	Chapter 8

8	Oct 14-20	Court Issues and Practices <b>Due: Discussion Posts # 8</b> <b>Due: Quiz # 8</b>	Chapter 9
9	Oct 21-Oct 27	Corrections Organization and Operation <b>MIDTERM EXAM 1 (Wednesday) @ 4:00 pm</b> <b>Covers Chapters 1, 2, 3,4,5,6,7,8 &amp; 9)</b>	Chapter 10
10	Oct 28-Nov 3	Corrections Personnel Roles and Functions <b>Due: Discussion Posts # 9</b>	Chapter 11
11	Nov 4-10	Corrections Issues and Practices <b>MIDTERM 2 (Wednesday) Covers Chapters 5, 7, 8, 9, &amp; 11.</b>	Chapter 12
12	Nov 11-17	Ethical Considerations Special Challenges <b>Due: Discussion Posts # 10</b>	Chapter 13,14
13	Nov 18-Nov 24	Financial Administration <b>Due: Discussion Posts # 11</b> <b>Due: Quiz # 9</b>	Chapters 15
14	Nov 25- Dec 1	<b>THANKSGIVING HOLIDAY</b> Selected Challenges: Mass Murder, Immigration, and the Cyber Threat <b>Due: Discussion Posts # 12</b>	Chapter 16
15	Dec 2-8	Technologies and Tools: Toward <b>Due: Discussion Posts # 13</b> <b>Due: Quiz # 10</b>	Chapter 17
16	Dec 10	<b>FINAL EXAM (Wednesday) @ 4:00 pm, Covers All Chapters</b>	

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