Administration of Organizations in the Criminal Justice System
CCJ 5200   (3 credit hours)

Instructor Information

Review "Profiles" section of Virtual Campus for Facilitator contact information and virtual office hours

Textbook(s)

Cronkhite, C. L. (2013). *Law enforcement and justice administration: Strategies for the 21st century* (2nd ed.). Burlington, MA: Jones & Bartlett Learning.

Course Description

This course will provide students with the knowledge to conduct general systems based analysis of criminal justice organizations and to develop programs to improve the efficiency of such organizations.

Assignment Schedule

Student Print & Add Dates

Unit	Initial Discuss Post Due Wed.11:59 pm CST	Reply Discuss Post Due Sun.11:59 pm CST	Complete Assignment Due Sun.11:59 pm CST
1			
2			
3			
4			
5			
6			
7			

Course Objectives & Goals

1. Students will explore issues pertaining to the administration of criminal justice organizations.
2. Students will demonstrate an understanding of the differences between leadership, management, and administration.
3. Students will identify and articulate the problems with administering organizations tasked with leading large groups of professionals according to rules, regulations, and law.
4. Students will assess and distinguish the issues surrounding the need for proper employee relations in the justice system.
5. Students will demonstrate an understanding of the various methods of budget administration.
6. Students will demonstrate an understanding of the historical development of justice system administration, including being able to recognize and understand the application of historical contributions to the field by multiple authors.

Course Policies:

1. **Attendance**
   Completing online assignments on a timely basis, as well as quality discussion postings and frequency of participation, are essential components of successfully completing this course.

2. **Late Assignments**
   Complete sections submitted late are penalized 10 points per day up to 4 days. Discussion assignments cannot be submitted after the discussion week has ended.

3. **Expectations on Writing**
   Learners will be graded on the quality, as well as the content, of their writing. Although content is most important, grammar, spelling, and the use of APA citation and references are also important. Learners will lose points for multiple errors, typos, ineffective or confusing substandard writing, and failure to properly cite your sources.

4. **Academic Integrity & Citation**
   All submitted assignments/postings are expected to be completed by the learner. All learners are expected to adhere to all rules associated with academic and personal integrity. **Plagiarism in any form will result in failure.**

   Perhaps the most common form of academic dishonesty is plagiarism. Let me clarify so that you do not unwittingly go astray. Plagiarism is the appropriation of the ideas, words, comments, or other intellectual property of a third party without giving credit to that party. **Plagiarism does not have to be a word-for-word "copying"** of someone else's writing or "cut and paste" of electronic material; **most cases, in fact, involve paraphrasing** a third party's idea in the writer's own words.

   There are two important rules to remember in order to avoid plagiarism:

   1. Only "common knowledge" statements need not be cited in your work [e.g., Washington was the first president, the Civil War ended in 1865, the FBI is in the Justice Department, etc.],
   2. If in doubt as to whether to cite a source, cite it—better safe than sorry!

   Consequently, when you are writing answers for the "Complete" section or the "Discuss" posts, *always* be sure to *cite* (reference) your source material, including any material you reference from your course text. Bethel University uses the APA (American Psychological Association, 6th ed.) style guide for citation.

Evaluation

Course Activity: Read, Attend, Discuss, and Complete sections should be completed in the week that they are assigned. The initial discussion post is due on Wednesday; the additional 2 replies are due by Sunday night.
There are a total of 700 points available (100 point per unit).

- **Participation (Discuss) = 175 possible points (25 per unit)**
  Log in and post your response to the initial question on the Discussion Board. Check the board at least twice a week and post at least TWO quality responses to other learners' comments for each unit by no later than Sunday 11:59pm CST. It is possible to earn a maximum of 25 points per unit for active, critical, meaningful participation. The first rubric at the end of this syllabus defines the evaluation method for the Discuss section.

- **Homework (Complete) = 525 possible points (75 per unit)**
  You can earn a maximum of 75 points for the entire "Complete" section in each of the 8 units. Responses should meet or exceed the required word count specified in the assignment. Graduate students should strive to write more than the minimum. The last rubric at the end of this syllabus defines the evaluation method for the Complete section.

Points Required for Final Grade

A - 630 - 700 points

B - 560 - 629 points

C - 490 - 559 points

D - 420 - 489 points

F = below 420 points

University Policies:

1. **Instructional Time**
   Instructional time includes a per week average of 5.50 hours of in-class equivalent activities (video sessions, discussions, interaction with Facilitators, etc.) or 38.50 hours of in-class equivalent activities during the 7-week, 3 credit hour course. Instructional time also includes a per week average of 11.00 hours of out-of-class equivalent activities (textbook reading, library research and reading, written assignments, etc.) or 77.00 hours of out-of-class equivalent activities during the 7-week, 3 credit hour course. Therefore, total instruction time includes a per week average of 16.50 hours (5.50 hours of in-class equivalent activities + 11.00 hours of out-of-class equivalent activities) or a total of 115.50 hours (38.50 hours of in-class equivalent activities + 77.00 hours of out-of-class equivalent activities) during the 7-week, 3 credit hour course.

2. **Disability Services**
   Bethel University College of Professional Studies (CPS) is committed to providing equal access to its academic activities to all qualified students. While upholding this commitment, CPS will also maintain the high standards of achievement, which are essential to the integrity of the College's programs and services. In advancing these aims, CPS will ensure that its policies, practices, and procedures conform to Federal and state statutes and regulations. Please refer to catalog pages 24-25 for a thorough review of policies and procedures related to Bethel's disability services.

3. **Library Services**
   The CPS Library Services are designed to inform, equip, and motivate students to educational success. Students may ask homework or research questions via e-mail, chat, or phone. Online reference help is available 24/7 through video tutorials and downloadable handouts on the CPS Library website (http://bethelu.libguides.com/cps/vcamp). Homework and research assistance is also offered through class presentations by the Distance Education Librarian.

4. **Tutoring Services**
   SMARTHINKING is an online tutoring service that is accessible to all Bethel University College of Professional Studies students 24/7. The service provides three convenient options for students to receive support. All SMARTHINKING e-instructors are competent in their specific disciplines with the majority holding a master's degree or terminal degree. SMARTHINKING is accessible from the Virtual Campus website.

5. **Mission Statement**
   The mission of Bethel University is to create opportunities for members of the learning community to develop to their highest potential as whole persons - intellectually, spiritually, socially, and physically - in a Christian environment through synchronous and asynchronous modes.

6. **Student Conduct**
   The University expects its students to enjoy and nurture this academic community whose purpose is to be a Christian institution of learning. They are expected to help sustain the University's values. It is the University's goal that all members of the community adhere to a set of ethical and behavioral standards that are reflected by the rules that apply to students. Students are thus expected to be honest, respectful of others, helpful to the University's pursuit of its purpose, and law abiding.

Facilitator Commitment:

1. **Availability:** Review posted office hours in virtual campus or contact me to schedule a phone call, online chat, etc.
2. **Responsiveness:** I will respond to all emails and phone calls in a timely manner, usually within 24 hours.
3. **Engagement:** I will post weekly announcements and interact in our weekly discussions.
4. **Grading and Feedback:** I will post grades and constructive feedback on Discussions by Tuesday 11:59 pm CT each week, and I will post grades and constructive feedback on Complete sections by Friday 11:59 pm CT each week.

Discuss

Rubric	"A" 25-23	"B" 22-20	"C" 19-18	"D" 17-15	"F" 14-0
Articulates Subject Matter Competency **50%**	Shows serious contemplation of Read & Attend sections Shows original thought that goes far beyond the obvious	Indicates reading was completed Addresses some of the question's implications	Relies solely on Read Section	Suggests reading assignment not carefully reviewed Repeats ideas from other posts	Gives little indication the reading assignment was completed Post irrelevant to the discussion
Source Use and APA Format **10%**	Meets or exceeds requirement for source count; includes external research Nearly flawless APA format Source integration validates writer's points	Meets requirement for source count Minimal APA format flaws Source integration very good	Meets requirement for source count Average APA format flaws Source integration average	Sources used but minimum requirements not met Inadequate adherence to APA guidelines	Sources not used Significant APA format errors
Quality of Writing **15%**	Clear & articulate with expressive and accurate vocabulary Correct grammar & punctuation	Contains minor errors that do not diminish meaning Minor mechanical/ document errors	Contains several proofing errors Contains mechanical/ document errors	Post is disorganized and hard to follow Multiple grammar and punctuation errors	Contains multiple errors Post is very difficult to read and understand
Engagement with Classmates **25%**	Shows concerted and honest effort to engage with others Responds to ideas in a way that advances discussion	Shows attention to other posts in the thread Incorporates/ acknowledges ideas of others (perhaps in predictable ways)	Offers interaction with other posts in the thread Mostly summarizes original post without contributing to discussion	Does not acknowledge other posts Misrepresents content of other posts	Ignores other posts in thread Does not engage with others
Timing	Initial post submitted on time (Wednesday night.) Replies to classmates due Sunday night.	Initial post submitted on time (Wednesday night.) Replies to classmates due Sunday night.	Initial post submitted on time (Wednesday night.) Replies to classmates due Sunday night.	Initial post submitted on time (Wednesday night.) Replies to classmates due Sunday night.	No participation **Late work not accepted on discussion posts.

Complete

Rubric	"A" 75-68	"B" 67-60	"C" 59-53	"D" 52-45	"F" 44-0
Articulates Subject Matter Competency **60%**	Shows serious contemplation of readings Contains original thought that demonstrates superior understanding	Indicates reading was completed Addresses some of the questions' implications	Relies solely on Read Section Addresses questions without discussing implications	Suggests reading assignment was scanned, but not read carefully Superficially addresses questions	Gives little indication that the reading assignment was completed Answers vaguely relevant to questions
Source Use and APA Format **15%**	Meets or exceeds requirement for source count, includes external research Nearly flawless APA format Source integration validates writer's points	Meets requirement for source count Minimal APA format flaws Very good integration of research sources	Meets requirement for source count Several APA format flaws Average integration of sources	Sources used, but minimum requirements not met Poor adherence to APA guidelines	Sources not used Significant APA format errors
Quality of Writing **25%**	Clear, articulate, and persuasive Correct grammar, punctuation, and spelling Meets or exceeds minimum word count requirements	Contains minor errors that do not diminish meaning Minor mechanical/document errors Meets or exceeds minimum word count requirements	Contains several proofing errors Contains mechanical/document errors Meets minimum word count requirements	Assignment is disorganized and hard to follow Multiple grammar and punctuation errors Fails to meet word count requirements	Contains multiple errors Answer very difficult to read and understand Fails to meet word count requirements
Timing **10 pts per day deduction**	Submitted on time	Submitted on time	Submitted on time	Submitted on time	Not submitted by the deadline.