Course Description

Overviews of organizational theory and principles of administration provide studies of structure, function, and processes of criminal justice system administrations (law enforcement, courts, and corrections) as well as theoretical assessment and trends.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain the overall concept of the administration of justice and what a criminal justice organization is and why should they be studied.
2. Provide a definition of organizational theory and provide examples of closed and rational systems.
3. Explain and provide examples of open and non-rational systems.
4. Explain factors essential for measuring organizational effectiveness.
5. Explain influences individuals and groups have on the organization.
6. Explain and provide examples of organizational leadership modes and power classification schemes.
7. Explain and provide examples of communication systems within an organization.
8. Explain employee motivation, satisfaction, and morale and the affects these have on an organization.
9. Describe police and sheriff department functions from a historical perspective and explain how those organizations operate today.
10. Describe court organization and administration and explain the difference between the various state and federal court systems.
11. Describe the jail and prison organization and administration and discuss current jail and prison issues.
12. Explain community corrections and discuss the various programs associated with community corrections.
13. Describe juvenile justice organization and administration and discuss relevant issues facing the juvenile justice system today.
14. Discuss organizational effectiveness and ways organizational effectiveness may be measured.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Unit Learning Outcomes: Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Lesson: Each unit contains a Unit Lesson, which discusses lesson material.
3. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook. Supplemental Readings are provided in the unit study guides to aid students in their course of study.
4. Key Terms: Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. Discussion Boards: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
6. **Unit Assessments:** This course contains four Unit Assessments, one to be completed at the end of Units I, II, IV, and VI. Assessments are composed of written response questions.

7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units III and V. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the both Assignments. Specific information about accessing these rubrics is provided below.

8. **Course Project:** Students are required to submit for grading a Course Project in Unit VII. Specific information and instructions regarding this assignment are provided below. A grading rubric is included with this assignment. Specific information for accessing this rubric is included below.

9. **Final Exam (Proctored):** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of written response questions.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

---

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Course Project**

**Course Project Overview**

The project for this course requires students to propose a strategy for implementing a significant change within a criminal justice organization. Students may select one of the following three scenarios to use as the basis for their course project.

- **Scenario 1:** A state correctional agency is implementing a new automated offender management system.
- **Scenario 2:** A large metropolitan law enforcement agency is implementing a new automated warrant and evidence tracking system that will be linked with other state and federal law enforcement agency systems.
- **Scenario 3:** A state is implementing an automated case tracking system that will link hearing and disposition information from all courts statewide into a single system.

In each scenario the following common themes apply:

- A strategic decision has already been made that implementing the new automated system will improve overall operations for the impacted agencies by promoting the sharing of data, as well as improving overall accuracy of the data.
- The majority of the employees in the impacted agencies will be required to use some component of the automated system once it has been implemented.
- The new system will require a high percentage of the employees to switch from manual processes, with which they are very familiar, to automated processes.
- Initial feedback from employees within the agencies indicates that there may be some resistance to the changes, especially among older employees that are within five years of retirement and very comfortable with the current way of performing their tasks manually.
- Funding has been secured to implement the new automated system; however, it is contingent upon the system being fully implemented and operational in no more than three years.
- The lead agency has contracted with a system integrator company to implement the automated system and deliver training to end-users.
• Cultural resistance by employees to resist any change being implemented by outside companies has resulted in a decision by the lead agency to assume responsibility for managing all components of organizational change management.

This course project is broken down into the following three components:

1. During Unit III students will submit Part 1 where motivational theories that are relevant to implementing these types of changes will be examined.
2. During Unit V students will submit Part 2 where issues related to preparing an organization for a major change are examined.
3. During Unit VII students will submit the Final Course Project Paper. The Final Course Project Paper will include Parts 1 and 2, as well as a section that provides recommendations for successfully managing anticipated organizational barriers and resistance to the changes resulting from the automated system implementation.

More detailed descriptions of each component are provided below. Students will be expected to incorporate into the Final Course Project Paper any recommended changes to Parts 1 and 2 that were provided as part of the feedback from their instructor during the units in which those components were initially submitted and reviewed.

The following guidelines must be adhered to for the projects that are components of this course:

• A 12-point Times New Roman font must be used in the paper.
• Double-spacing must be used throughout the paper.
• Page margins must be 1” on each side of the paper (top, bottom, left and right sides).
• A cover and reference page must be included. The cover and reference pages must appear on separate pages from the rest of the paper and do not count towards any minimum page length requirements.
• All sources utilized to create the paper must be cited and included in the reference list. APA (6th edition) guidelines for citations and reference listings must be followed.
• Unless otherwise specified, all papers must be submitted as a Microsoft Word document saved as either a .doc or .docx file. No other formats will be accepted.
• Only scholarly resources should be used. Sites such as Wikipedia, blogs, or other resources where information has not been peer-reviewed must not be used. If you have questions regarding whether a resource is acceptable, please ask your instructor before using that resource.
• Abstracts are only appropriate for papers that will be published. For this reason, Abstracts should not be included with course papers.
• Direct quotes should be used sparingly, if at all. The intent of scholarly writing is to demonstrate the ability to comprehend, interpret, and analyze information. Direct quotes do not demonstrate these skills, therefore they should only be used when the true meaning of the original author cannot be appropriately expressed otherwise.

Unit III Project

Course Project Part 1: Motivational Theories

Part 1 of the course project requires students to select two motivational theories from those identified in the Stojkovic, Kalinich, and Klofas (2012) textbook that might be used as strategies for gaining employee buy-in for the upcoming change. Students will compare and contrast the selected motivational theories with regard to how effective they might be in promoting employee acceptance of the upcoming changes.

Students are not required to identify which motivational theory will be selected for implementing the change in this section of the course project. Rather, this section consists of an evaluation of the two theories.

In addition to the textbook, students must incorporate at least four other scholarly resources as part of their examination of the selected motivational theories. Students should begin by identifying the scenario that has been selected for the course project.

Part 1 of the Course Project should be four to six pages in length, not counting the cover and reference pages. Please review the general guidelines for papers to obtain a description of other formatting requirements.

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed.
Unit V Project

Course Project Part 2: Preparing for Organizational Change

Part 2 of the course project requires students to identify potential organizational barriers and resistance that might be encountered as a result of the upcoming changes. This section of the course project should focus upon the impacts the planned changes will have on employees within the organization, types of barriers that might result from employee resistance to the upcoming changes, and strategies that might be used to overcome those barriers.

Students are not required to identify which strategies will be selected to deal with anticipated employee resistance to change. Rather, this section should identify possible strategies for overcoming the barriers and evaluate their potential effectiveness in the selected scenario.

In addition to the textbook, students must incorporate at least four other scholarly resources as part of their examination of potential strategies for overcoming anticipated barriers to change. Students should begin by identifying the scenario that has been selected for the course project. Part 2 of the Course Project should be four to six pages in length, not counting the cover and reference pages. Please review the general guidelines for papers to obtain a description of other formatting requirements. Students must only submit Part 2 of the paper during Unit V. Part 1 which was created during Unit III must not be included with this submission.

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed.

Unit VII Project

Final Course Project

During Unit VII students will submit the Final Course Project paper. The Final Course Project paper will consist of the following components:

1. Brief introduction that identifies the scenario that was selected for this project;
2. Part 1: Motivational Theories;
3. Part 2: Preparing for Organizational Change; and

Parts 1 and 2 of the Final Course Project must include any updates that were recommended by the course instructor as part of feedback given during previous reviews of these sections. In Part 3 students will present recommended actions aimed at overcoming any potential employee resistance to the upcoming organizational changes. These recommendations must include:

- Identification of the motivational theory that has been selected based upon the evaluations in Part 1;
- Strategies that will be used to overcome potential resistance to upcoming organizational changes based upon those discussed in Part 2; and
- Justification for the actions being recommended.

Students may choose to utilize scholarly resources already identified in Parts 1 and 2 of the Course Project or incorporate new resources as justification for the recommended actions presented in Part 3 of the final paper. The Course Project Paper must include a consolidated Reference List at the end that identifies all of the resources used to write each section of the paper.

While the level of detail required for each component of the plan may vary, it is anticipated that Part 3 of the Course Project Paper should be four to six pages in length. This should result in a Final Course Project Paper (Parts 1, 2, and 3, as well as Introduction) that is 12–18 pages in length, not counting the cover and reference pages. Please review the general guidelines for papers to obtain a description of other formatting requirements.

The Final Project paper must be submitted through Turnitin. Please see Unit VII for specific details on Turnitin submissions.
CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

*Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.*

**Final Examination Guidelines**

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

A standard Proctor is an unbiased, qualified individual who is selected by the student and agrees to supervise an examination. You are responsible for selecting a qualified Proctor, and the Proctor must be pre-approved by CSU.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

[http://mycsu.columbiasouthern.edu](http://mycsu.columbiasouthern.edu)

You are permitted four (4) hours to complete this exam in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensils, and a calculator, if necessary, are allowed when taking proctored exams.
Other materials are not permitted unless specified in the examination instructions and only the sources identified in the instructions may be used as source material.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>16%</td>
</tr>
<tr>
<td>Assessments (4 @ 10%)</td>
<td>40%</td>
</tr>
<tr>
<td>Unit III Project</td>
<td>10%</td>
</tr>
<tr>
<td>Unit V Project</td>
<td>10%</td>
</tr>
<tr>
<td>Unit VII Project</td>
<td>13%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
# Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

## Unit I
### Criminal Justice Organizational Structures

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 1: Basic Concepts for Understanding Criminal Justice Organizations
- [ ] Chapter 2: Structure of Criminal Justice Organizations
- [ ] Chapter 3: The Criminal Justice System in Its Environment

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- [ ] Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, Midnight (Central Time)

Notes/Goals:

## Unit II
### Organizational Communication

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 4: Problems of Communication
- [ ] Internet Reading: See Study Guide
- [ ] Supplemental Reading: See Study Guide

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- [ ] Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, Midnight (Central Time)
- [ ] Proctor Approval Form

Notes/Goals:

## Unit III
### Employee Motivation

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 5: Motivation of Personnel
- [ ] Chapter 6: Job Design
- [ ] Supplemental Reading: See Study Guide

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- [ ] Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- [ ] Project by Tuesday, Midnight (Central Time)

Notes/Goals:
<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Leadership Versus Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read:   | ☐ Chapter 7: Leadership  
         | ☐ Chapter 8: Personnel Evaluation and Supervision  
         | ☐ Chapter 12: Decision Making  
         | ☐ Internet Reading: See Study Guide |
| Discuss:| ☐ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
       | ☐ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | ☐ Assessment by Tuesday, Midnight (Central Time) |

**Notes/Goals:**

<table>
<thead>
<tr>
<th>Unit V</th>
<th>Organizational Change Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read:  | ☐ Chapter 13: Organizational Effectiveness  
       | ☐ Chapter 14: Change and Innovation |
| Discuss:| ☐ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
       | ☐ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit:| ☐ Project by Tuesday, Midnight (Central Time) |

**Notes/Goals:**

<table>
<thead>
<tr>
<th>Unit VI</th>
<th>Organizational Conflict and Law Enforcement and Courts Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read:   | ☐ Chapter 11: Organizational Conflict  
         | ☐ Internet Reading: See Study Guide  
         | ☐ Supplemental Reading: See Study Guide |
| Discuss:| ☐ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
       | ☐ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | ☐ Assessment by Tuesday, Midnight (Central Time) |

**Notes/Goals:**
### MCJ 5390, Critical Analysis of Criminal Justice Administration  
**Course Schedule**

<table>
<thead>
<tr>
<th>Unit VII</th>
<th>Organizational Socialization and Corrections and Community Corrections Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>- Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>- <strong>Chapter 9:</strong> Occupational Socialization</td>
</tr>
<tr>
<td></td>
<td>- <strong>Chapter 10: Power and Political Behavior</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Internet Reading:</strong> See Study Guide</td>
</tr>
<tr>
<td>Discuss:</td>
<td>- <strong>Discussion Board Response:</strong> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
</tr>
<tr>
<td></td>
<td>- <strong>Discussion Board Comment:</strong> Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>- <strong>Project</strong> by Tuesday, Midnight (Central Time)</td>
</tr>
<tr>
<td></td>
<td>- <strong>Request to take Final Exam</strong></td>
</tr>
</tbody>
</table>

**Notes/Goals:**

<table>
<thead>
<tr>
<th>Unit VIII</th>
<th>Criminal Justice Administration Research and Juvenile Justice Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>- Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>- <strong>Chapter 15:</strong> Research in Criminal Justice Organizations</td>
</tr>
<tr>
<td></td>
<td>- <strong>Internet Reading:</strong> See Study Guide</td>
</tr>
<tr>
<td>Discuss:</td>
<td>- <strong>Discussion Board Response:</strong> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
</tr>
<tr>
<td></td>
<td>- <strong>Discussion Board Comment:</strong> Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>- <strong>Final Exam</strong> by Tuesday, Midnight (Central Time)</td>
</tr>
</tbody>
</table>

**Notes/Goals:**