

University of Texas at El Paso
Instructor's Course Requirements
Fall 2023

I. Course Number and Instructor Information

Course: CRIJ 5300 Criminal Justice Administration, Management and Organization
CRN: 13659
Meets: Tuesday – 6 p.m to 8:50 p.m
Semester: August 28, 2023 – December 5, 2023
Instructor: Juan F. Campos
Email: jfcampos3@utep.edu
Office Hours: Mon/Wed 1:30 – 3 p.m & Tue/Thur 1p.m to 3 p.m., or by appointment.
Prospect Hall, office number 207

Communication

Should you have any questions or concerns throughout the course, please do not hesitate to call, visit or email me.

II. Purpose of the Course

- This course examines structures, functions, and processes of criminal justice organizations (including law enforcement, courts, and corrections) giving emphasis to management and administrative issues of organizational actors.
- The goal of this course is three-fold: Students will: 1) understand their own epistemological basis used to view organizations; 2) familiarize with the major traditions of organizational theory; and 3) understand management and administrative issues in criminal justice organizations. Thus, the course focuses on linking the broader multi-disciplinary literature on organizations and management to criminal justice organizations across the spectrum. Issues examined are particularly relevant to the administration of police, courts, and corrections.

Learning Management System:

- This course will be taught as a face-to-face course, but I will utilize Blackboard extensively for class announcements, discussion boards,

assignments, midterm and final exam. All materials related to this course can be viewed via blackboard.

Educational Philosophy

- My philosophy of teaching is based on a belief that learning needs to be student centered and that students need to be equal partners in the learning process. The goal of my teaching is active and cooperative learning. I find that when I can convey my own enthusiasm for the criminal justice profession, it is often contagious enough that students become engaged in the learning process. Through academic research, I encourage students to tackle problems creatively, which helps them to learn to think outside conventional boundaries and to seek the deeper meaning of a concept or finding. These efforts foster personal and intellectual fulfillment. My emphasis is on helping the student to learn, rather than just dispensing knowledge to them. My role involves using my expertise to put the necessary information in the hands of students so they are well equipped to find and answer their own questions.

III. Course Objectives

After completion of the course, students will be able to:

Text and Materials

CO-1: Describe organizational structures and management practices commonly found in criminal justice agencies;

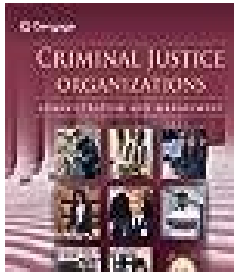
CO-2: Describe and apply methods of evaluating and improving organizational performance;

CO-3: Describe and apply methods of identifying and solving management and organizational performance problems;

CO-4: Demonstrate a working knowledge of operational and administrative organizational aspects of criminal justice agencies including, conflict, job design, communications, personnel evaluation/supervision, decision making, and organizational effectiveness; and

CO-5: Problem solve solutions to practical issues and concerns related to criminal justice agency management.

Required text:



Stojkovic, S., Kalinich, D. & Klofas, J. (2012). Criminal Justice Organizations: Administration and Management. (6th ed.). ISBN: 13: 978-1-285-45901-1. Available at UTEP bookstores.

IV. Academic Requirements (Course requirements conform with UTEP Policies):

Course Requirements

Point Value Summary:

Activity or Assignment	Point Value
Exam #1(Mid-Term)	100
Exam #2 (Final)	100
Discussion Questions	100
Leadership Compare and Contrast Essay	130
Article Review 1	50
Individual Article Review Presentation	30
Group Case Study Analysis	100
Course Summary	20
Participation	30
Total Points	660

Evaluation Methods

- **Exams (200 points)**
 - Students will be given a total of two (2) written examinations to measure their understanding of the course content. Examinations will consist of short answer questions. Written exams are valued at 100 points each. Exams must be taken on the date of the scheduled exam.

Exams

Module 1 (Chapters 1-7)	Exam 1 = 100 points
Module 2 (Chapters 13-21)	Exam 2 = <u>100 points</u>
	Total = 200 points

- **Discussion Questions (100 points)**
 - During this course, you will have 10 *discussion questions* (between weeks 2 - 14) to answer in the Blackboard Discussion Board. You will be required to respond *substantively* to the question, and respond *substantively* to two others within the discussion forum as well. This will require a minimum of three substantive posts for each unit discussion (one original post and two response posts per week). You will not see other student posts until you have responded first to the discussion question. I encourage you to post your original response early, and more than just the bare minimum. The instructor will remain active in discussion board. ***Look out for follow-up questions to posts from instructor.***
 - Each weekly discussion will be worth up to **10** points. Your collaborative group discussions are theoretical in nature and mostly related to the issues to be covered in the textbook and/or article reading assignments. Please note that both quantity and quality are important considerations when it comes to participation, and substantive posts need to move the discussion forward. For example, a message that restates the post to which you respond, or that essentially says, "I agree," does not constitute participation because it does not add anything new of substance to the discussion. Likewise, off-topic posts do not constitute participation because they do not relate to the original discussion. Discussion posts need to have a 'meaty' combination of your insights on the topics and objectives, specific examples from your experience, and support from the course readings or other scholarly sources. Think of substantive like a formula: **Your Insight + Example from your Experience + Support = Substantive.**

- Students must provide in-text citations in your ORIGINAL POST to support their views/perspectives and provide a full reference at the end of the original post. In-text citations or reference are not required but encouraged in PEER RESPONSES.
- Discussion Board Rules: All of your discussion posts must be substantive. Substantive posts provide your educated opinion based on what you have read and when appropriate, personal experiences combined. Non-substantive posts are passing comments, or a repeat of what another student said. Substantive posts bring new information into the discussion allowing for others to respond to you as well. Discussions are to be collaborative where all of you are educating each other on the topic.
- All discussions will be open for one week (SUN-SAT midnight).

Leadership Theory Compare and Contrast Essay (130 points)

- Students are required to complete a leadership theory compare and contrast essay. Assignment is worth **130** points.
- Your essay is due by November 28th, 11:59 p.m. (See syllabus calendar). You will submit the essay via blackboard by attaching it as a Microsoft Word file. I will not accept any late papers. After the due date, the submission link will close. I encourage you to turn it in early. Do not email it to me, or submit it in any other manner as required.
- In your essay, ***compare and contrast*** at least two leadership theories related to criminal justice administration. Provide recommendations, solutions, and which theory you believe would better serve a specific criminal justice field, such as policing, corrections, courts, etc.
- ***Leadership in Criminal Justice Agency Reality***: Current research has underscored the importance of leadership to criminal justice agencies; however, as an investment strategy, endorsing leadership development is critical to maintaining quality personnel in criminal justice organizations. Leadership theories may be a starting point for respective agency emphasis on organizational leadership implementation or change.

Mechanics of Paper

- Papers should be typed and double-spaced, use Times New Roman, twelve-inch font with one-inch margins, be between 10 to 15 pages in length and have a minimum of 6 academic quality references. **APA (6th edition)** format will be used. I highly recommend that you review the APA style information the instructor will provide in class. Please read UTEP's plagiarism policy, and research/essay papers must be original and not previously used for a previous course. Use quotes and paraphrasing appropriately. The grading rubric for this assignment may be viewed in the Theory Compare and Contrast Essay submission link in Blackboard. Websites such as Wikipedia, blogs, and social networking forums (e.g., Facebook) are not to be used. Depending on your selected theories, they may be good places to start. However, there is nothing authoritative about these websites and therefore should not be cited in an academic paper. Information obtained from official websites, such as state/federal governments or government agencies, is acceptable and may be used as sources sparingly. I have provided you with an APA formatted paper shell and a presentation on citing and references in your compare and contrast paper assignment link.
- Instructor will provide and discuss grading rubrics in class.

Format Guidelines

- **Introduction:** where you explain your thesis or what your essay will discuss. Should include a thesis statement to show the reader what to expect for the rest of your essay.
- **Body:** where you actually list the similarities and differences of your subjects; the largest section.
- **Conclusion:** where you wrap up and summarize your points; provide recommendations, solutions, and which theory would better serve a criminal justice field.

Article Review (50 points)

- Students are required to conduct (1) article review. Article review is **worth 50 points**. Article review topics should be selected as follows: You are only required to locate and use one scholarly article for this assignment. ***Students shall only select an article from any articles located in the syllabus Classroom Calendar's assigned readings.*** See calendar for due date!

Article Review Guidelines

Article review shall contain the following content:

- Provide main point(s) of article (scope of the topic and any arguments author makes on topic).
- Identify inconsistencies in prior results and potential explanations.
- Describe research insights, existing gaps, and future research directions/recommendations.
- Article review is due on the date indicated in the calendar section of this syllabus. Late submissions will not be accepted. Early submissions are accepted and highly encouraged.
- Article review shall be typed, double-spaced, "Time New Roman" font, 12-point size, 1-inch margins all around, and page number in the upper right corner header. A title page is required; provide your name, your instructor's name, the course title, and the date in the center of the first page. Article review length shall be at least 3 pages, not including the title and reference pages. Reference citations and reference page is required.
- See rubric located in Rubric blackboard link.
- Late submissions will not be accepted.

Individual Article Review Presentation (30 points)

- Students will be expected provide an oral presentation of their respective selected article selected for the Article Review assignment. Presentation criteria will be provided by instructor in class. See calendar for due date!

Group Case Study Analysis (100 points)

- Students will be expected to participate in a group case study analysis. Case studies and groups shall be assigned by the instructor. Instructor will provide presentation guidelines in class.

Course Summary (20 points)

- Students are required to complete a one-page summary of what was learned (1.5 spacing) in the class. Title page is required. Submit course summary via blackboard.

Participation (30 points)

- Students are expected to attend class with the required textbook. They should also have note taking materials available. Students are required to read the scheduled chapters in advance in order to participate in classroom discussion.

• **Grading Scale**

The grading scale is shown below:

Points	Letter Grade
594-660	A
528-593	B
462-527	C
396-461	D
0-395	F

- **The University Writing Center:** The University Writing Center is located in Library, Room 227. The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC’s website (uwc.utep.edu). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. They are open M-Th 9:00-5:00 p.m., Fr 9:00-2:00 p.m., and Sundays 12:00 -5:00 p.m. Appointments are recommended well before the deadline, but they will take walk-ins. Visit the UWC’s website to learn more about the services

they provide, or make an appointment for an online consultation. Online consultations take place during regular business hours (see website) and must be made at least one day in advance.

- **Technical Assistance:** The University of Texas at El Paso offers complete technical information and help desk support at <http://issweb.utep.edu/techsupport/>.

V. Instructor's Policies

a. Withdrawal Procedures

- It is the student's sole responsibility to withdraw from the course. I will award an "F" for those who do not attend, nor drop the course. See the school catalog for policies and procedures.

b. Academic Honesty

- Students are expected to conduct themselves in blackboard in a manner that does not violate the UTEP Code of Conduct. Acts in violation of the Code of Conduct will not be tolerated.
- Academic dishonesty will not be tolerated. Students should beware of the UTEP Handbook of Operating Procedures. Academic dishonesty may include, but is not limited to cheating on a test, plagiarism, making false statements and collusion.
- "Plagiarism" is defined as the appropriating, buying, receiving as a gift, or obtaining by any means another work and the unacknowledged submission or incorporation of it in one's own written work. This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.
- "Collusion" is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
- "Cheating on a test" shall include:
 - a. Copying from another student's test paper.
 - b. Using test materials not authorized by the teacher.
 - c. Collaborating with or seeking aid from another student during a test.
 - d. Knowingly using, buying, selling, stealing, or soliciting, in whole in part, the contents of an unadministered test.
 - e. Bringing another person to obtain an unadministered test.

- Turning in someone else's work as your own constitutes academic dishonesty. A grade of zero (0) will be assigned on any assignment/test found to be obtained under any of the items listed above in numbers 1-5.

c. Student Accommodations Statements

- In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS) <http://sa.utep.edu/cass/>. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you may have as a UTEP student with a disability.
- Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.

d. UTEP Drop Policy

- If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.
 1. Students who drop a course *before the "official census date,"* the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
 2. Dropping a course *after the official census date, but before the "course drop date"* will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, this type of drop counts against your 6 drop limit.
 3. If the course is dropped *after the "course drop date"* or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.
 4. UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F"

will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.

- If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

VI. Classroom Calendar

Weekly Classroom Activities and Exams

Week	Reading Assignment	Activities
Week 1 AUG 29	Introduction to Course and Syllabus Review	Syllabus Review
Week 2 SEP 5	<p><i>Basic Concepts in the Study of Organizations</i> <i>Structure of Criminal Justice Organizations</i> <i>Criminal Justice System Environment</i></p> <p>Chapters 1, 2, and 3.</p> <p>Article: Claver-Cortés, E., Zaragoza-Sáez, P., & Pertusa-Ortega, E. (2007). Organizational structure features supporting knowledge management processes. <i>Journal of Knowledge management</i>, 11(4), 45-57.</p>	Group Discussion 1
Week 3 SEP 12	<p><i>Problems of Communication</i></p> <p>Chapter 4</p> <p>Article: Keyton, J. (2017). Communication in organizations. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 4, 501-526.</p>	Group Discussion 2

<p>Week 4 SEP 19</p>	<p><i>Motivation of Personnel</i></p> <p>Chapter 5</p> <p>Article: Alpert and Walker (2000). Policing Accountability and Early Warning Systems: Developing Policies and Programs.</p> <p>Article: Lucas and Kline (2008). Understanding the Influence of Organizational Culture and Group Dynamics on Organizational Change and Learning.</p>	<p>Group Discussion 3</p>
<p>Week 5 SEP 26</p>		<p>Group Case Study Analysis (IN CLASS)</p>
<p>Week 6 OCT 3</p>	<p><i>Job Design Leadership</i></p> <p>Chapter 6 and 7</p> <p>Article: Zaleznick (1997). Managers and Leaders: Are they Different?</p> <p>Article: Kotter (1990). What Leaders Really Do?</p> <p>Article: Goleman (1998). What Makes a Leader? Discussion Board</p>	<p>Group Discussion 4</p>
<p>Week 7 OCT 10</p>	<p>Mid-Term Examination</p>	<p>Exam 1 (Module 1) (Due SAT OCT 10th-11:59 p.m)</p>
<p>Week 8 OCT 17</p>	<p><i>Personnel Evaluation and Supervision Occupational Socialization</i></p> <p>Chapter 8 and 9</p> <p>Article: Haarr, R. N. (2001). The making of a community policing officer: The impact of basic training and occupational socialization on police recruits. <i>Police quarterly</i>, 4(4), 402-433.</p>	<p>Group Discussion 5</p>

Week 9 OCT 24	<p><i>Power and Political Behavior</i></p> <p>Chapter 10</p> <p>Article: Dean Jr, J. W., & Sharfman, M. P. (1993). The relationship between procedural rationality and political behavior in strategic decision making. <i>Decision sciences</i>, 24(6), 1069-1083.</p>	Group Discussion 6
Week 10 OCT 31	<p><i>Organizational Conflict</i></p> <p>Chapter 11</p> <p>Article: Chaudhry, A. M., & Asif, R. (2015). Organizational Conflict and Conflict Management: a synthesis of literature. <i>Journal of Business and Management Research</i>, 9(2015), 238-244.</p>	Group Discussion 7
Week 11 NOV 7	<p><i>Decision Making</i></p> <p>Chapter 12</p> <p>Article: March (1991). How Decisions Happen in Organizations.</p> <p>Article: Klein (1997). The Recognition-Primed Decision Model.</p> <p>Article: Weick and Roberts (1993): Collective Mind in Organizations: Heedful Interrelating on Flight Decks.</p> <p>Article: Weick, Sutcliffe and Obstfeld (2005). Organizing and the Process of Sensemaking.</p>	Group Discussion 8
Week 12 NOV 14	<p><i>Organizational Effectiveness</i></p> <p>Chapter 13</p> <p>Article: Weick (1993). The Collapse of Sensemaking in Organizations: The Mann Gulch Disaster.</p>	<p>Group Discussion 9</p> <p>Article Review due</p> <p>Nov 14 via</p> <p>blackboard by 11:59</p> <p>p.m</p>

	<p>Article: Gillham and Marx (2000). Complexity and Irony in Policing and Protesting: The World Trade Organization in Seattle.</p> <p>Article: Bigley and Roberts (2001). The Incident Command System: High-Reliability Organizing for Complex and Volatile Task Environments</p>	
<p>Week 13 NOV 21</p>		<p>Individual Article Review Presentation (IN CLASS)</p>
<p>Week 14 NOV 28</p>	<p><i>Organizational Change and Innovation Adoption</i></p> <p>Chapter 14</p> <p>Article: Williams (2003). Structure in Community Policing: Institutionalizing Innovative Change.</p> <p>Article: Brennan (1999). Implementing Organizational Change in Criminal Justice: Some Lessons from Jail Classification Systems.</p>	<p>Group Discussion 10</p> <p>Leadership Theory Compare and Contrast Essay</p> <p>Due Nov 28th via blackboard by 11:59 p.m</p>
<p>Week 15 DEC 5</p>	<p>Course Review</p>	
<p>Week 16 DEC 12</p>		<p>Exam 2 (Module 2)</p> <p>Due by 11:59 p.m via blackboard</p>