



SACRAMENTO  
STATE

# Program Proposal Form B



<b>Academic Group (College):</b> HHS	<b>Date of Submission to College Dean:</b> 10/10/06
<b>Academic Organization (Department):</b> Criminal Justice	<b>Requested Effective:</b> Fall __, Spring <u>X</u> , 2007.
<b>Department Chair:</b> William Vizzard	<b>Contact if not Department Chair:</b>
<b>Title of the Program:</b> On Line Degree Completion	
<b>Type of Program Proposal:</b>	
<p><input type="checkbox"/> <b>Modification in Existing Program:</b></p> <p>    <input checked="" type="checkbox"/> Substantive Change</p> <p>    <input type="checkbox"/> Non-Substantive Change</p> <p>    <input type="checkbox"/> Deletion of Existing Program</p> <p><input type="checkbox"/> <b>New Programs</b></p> <p>    <input type="checkbox"/> Initiation (Projection) of New Program on to Master Plan</p> <p>    <input type="checkbox"/> New Degree Programs</p> <p>        <input type="checkbox"/> Regular Process</p> <p>        <input type="checkbox"/> Fast Track Process</p> <p>        <input type="checkbox"/> Pilot Process</p> <p>    <input type="checkbox"/> New Minor, Concentration, Option, Specialization, Emphasis</p> <p>    <input type="checkbox"/> New Certificate Program</p>	
<p><b>PLEASE NOTE:</b> Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at <a href="http://www.csus.edu/acaf/univmanual/index.htm">http://www.csus.edu/acaf/univmanual/index.htm</a></p>	

**Briefly describe the program proposal (new or change) and provide a justification.**

This proposal is to provide the upper the division course work necessary to complete the Bachelor of Science Degree in Criminal Justice by the use of web based delivery (Web CT). The courses offered are the same as those required for the "on campus" degree.

The program will be offered by the College of Continuing Education on a self supporting basis. Academic program control and requirements will be the responsibility of the Division of Criminal Justice. Faculty for the degree completion program will possess the same qualifications as faculty in the traditional program. Selection and supervision of faculty will reside in the Division of Criminal Justice.

The prospective student will complete the lower division course work at other universities or community colleges and will take the remaining courses for completion on line. The courses will be the same content and description of the traditional program described in the current CSU Sacramento Catalog. Courses will be offered on an accelerated schedule of 7 weeks per course, allowing students to complete 2 or more courses per semester.

The Criminal Justice Program at CSU Sacramento is the largest program in the system, currently enrolling approximately 1,500 undergraduate majors. Over the past several years the Division has received requests from potential students who are working in Criminal Justice and Public Safety for some means to finish their degree. Many of these potential students live at some distance from a 4 year college, or are restricted in the courses they can take due to shift work and schedules. This proposal allows in-service criminal justice and public safety employees to complete their degrees while maintaining their employment, and is a commitment to the Division's outreach efforts to serve populations that do not have access to higher education in their chosen field.

This change will require WASC approval as it is over 50% on-line delivery

**Approvals:**

Department Chair: W. J. Vayz Date: 10/10/06

College Dean: Marilyn Hopkins Date: 10/25/06

University Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Vice President and Dean  
for Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

## CRJ On-Line Degree Completion Program

This was put together for the CRJ Faculty Curriculum Committee. It is not intended to be a part of the Form B, but rather an explanation of what we propose.

We have the opportunity to use the College of Continuing Education as a platform to provide people in public safety and criminal justice with a way to complete their degrees.

As we are aware this is an ongoing problem for working professionals who are often tied by locale, schedules and other commitments that make it difficult or impossible to complete the degree they started. This will be a major step towards outreach to this underserved community.

Several articles written by CRJ faculty and discussions with Police, Corrections and Fire personnel, as well as "marketing" studies by the College of Continuing Education indicate that there is a strong desire for such a program.

Our program is designed for those who have completed the lower division course work required for a CSUS degree, including the language, and General Education requirements, and the 4 lower division CRJ core courses.

The course work for degree completion will be the same as we provide for resident students, including the core courses, and selected electives for completion. Students in this program will adhere to the Division and University academic procedures with regard to minimum grades, pre-requisites etc.

Admission to the program would be via the University Admissions Office with the same requirements faced by regular students. Likewise the graduation requirements would be the same and verified by the Degree Evaluation Officers.

The big difference in this program element is the asynchronous nature of the program as the courses are delivered entirely through Web CT. Many of us have experience in Web CT course delivery and our experiences are that it can work, and work well for motivated and interested students. While entire courses and programs using this modality have been the subject of some criticism, motivated students who recognize the liabilities of web delivered courses also see the advantages for their specific set of circumstances.

We have also designed in some safeguards to more "personalize" the process. At the beginning, the admissions process will be advising intensive, the purpose of which is the creation of a "road map" to the degree completion process. This will hopefully establish a link between the admissions officers, the student and the academic advisors for the program that provides a connection the student can access throughout the program. As those of you who have used Web CT know the communications tools

in the new Web CT 6 program make the advising and counseling of students enrolled in courses much easier than previous versions.

There are several advantages to the program for the Division. Firstly there will be some funds from CCE that flow back to the CRJ Division to enhance development activities, travel funding etc. Further individual faculty members who teach in the On-line degree completion program will be able to receive overload pay for their activities. Finally, this provides the program a statewide reach to areas and people we have never served, but who seek to attain their educational goals

Safeguarding the program integrity is an important issue. Given the admissions and graduation requirements and procedures noted above, we maintain current standards. Further the selection and retention of instructors for the program will meet the same standards as we currently use for full time and adjunct faculty in the division. This is not a watered down program, but the same program we currently offer in a more modern and convenient package for older and working adults in the Criminal Justice and Public Safety fields.

Meetings have been held between Division personnel, CCE personnel and the Admissions, Evaluation and Financial Aid Offices as well as the General Education Program and the University Writing Program to ensure a smooth relationship and to maintain the University standards and adherence to policy.

The process: This program will require review by the Division Curriculum Committee (Done October 3), the College Academic Council the Curriculum Committee of the Senate and the VP for Academic Affairs. It will also require WASC approval, given the on-line nature of the program. We anticipate rollout of the program during the Spring of 2007.

Questions?

Bruce Bikle  
Division of Criminal Justice  
278 5706  
bikleb@csus.edu

**CRJ On-Line Degree Completion Program 10/12/06**

**To the HHS Academic Council**

**This was put together for the CRJ Faculty Curriculum Committee. It is not intended to be a part of the Form B, but rather an explanation of what we propose.**

**We have to opportunity to use the College of Continuing Education as a platform to provide people in public safety and criminal justice with a way to complete their degrees.**

**As we in Criminal Justice are aware degree completion is an ongoing problem for working professionals who are often tied by locale, schedules and other commitments that make it difficult or impossible to complete the degree they started. This program will be a major step towards our outreach to this underserved community.**

**Responses to several articles written by CRJ faculty and discussions with Police, Corrections and Fire personnel, as well as "marketing" studies by the College of Continuing Education indicate that there is a strong desire for such a program.**

**Our program is designed for those who have completed the lower division course work required for a CSUS degree, including the language, and General Education requirements, and the 4 lower division CRJ core courses.**

**The course work for degree completion will be the same as we provide for resident students, including the upper division core courses, and selected electives for completion. Students in this program will adhere to the Division and University academic procedures with regard to minimum grades, pre-requisites etc.**

**Admission to the program would be via the University Admissions Office with the same requirements faced by regular students. Likewise the graduation requirements would be the same and verified by the Degree Evaluation Officers.**

The big difference in this program element is the asynchronous nature of the program as the courses are delivered entirely through Web CT. Many of us have experience in Web CT course delivery and our experiences are that it can work, and work well for motivated and interested students. While entire courses and programs using this modality have been the subject of some criticism; motivated students see the advantages of distance education for their specific set of circumstances

Web CT and our campus facilities allow us to tape lectures and have them placed on the Web CT course pages for video streaming, or to provide written lectures, or to provide audio lectures, or combinations of all three. The video lectures allow for the use of charts, diagrams, and power point presentations to be shown to students via the web. Further the discussion boards allow for thoughtful discussions and comments on issues from the readings and the lectures.

We have also designed in some safeguards to more "personalize" the process. At the beginning, the admissions process will be advising intensive, the purpose of which is the creation of a "road map" to the degree completion process. This will hopefully establish a link between the admissions officers, the student and the academic advisors for the program that provides a connection the student can access throughout the program. As those of you who have used Web CT 6 know the communications tools in the new Web CT 6 program make the advising and counseling of students enrolled in courses much easier than previous versions. We are also developing an orientation that can be delivered on line to familiarize new students with the program and the Web CT platform.

There are several advantages to the program for the Division. First, there will be some funds from CCE that flow back to the CRJ Division to enhance development activities, travel funding etc. Further individual faculty members who teach in the On-line degree completion program will be able to receive overload pay for their activities. Finally, this provides the program a statewide reach to areas and people we have never served, but who seek to attain their educational goals.

Safeguarding the program integrity is an important issue. Given the admissions and graduation requirements and procedures noted above, we maintain current standards. Further the selection and retention of instructors for the program will meet the same standards as we currently use for full time and adjunct faculty in the division. This is not a watered down program, but the same program we currently offer in a more modern and convenient package for older and working adults in the Criminal Justice and Public Safety fields.

Meetings have been held between Division personnel, CCE personnel and the Admissions, Evaluation and Financial Aid Offices as well as the General Education Program and the University Writing Program to ensure a smooth relationship and to maintain the University standards and adherence to policy.

The process: This program will require review by the Division Curriculum Committee (Done October 3), the College Academic Council the Curriculum Committee of the Senate and the VP for Academic Affairs. It will also require WASC approval, given the on-line nature of the program. We anticipate rollout of the program during the Spring of 2007.

Two questions often come up:

How can you deliver the same material in 7 weeks that you would do in a regular semester?

This program anticipates that most students will take one or two (maximum) courses per session. If we look at a traditional semester we have approximately 15 weeks of instruction at 2.5 hours per week for 37.5 hours of contact time. In the on-line courses, the pace is accelerated. Students are expected to get the lecture materials (view videos, read printed materials, watch films etc) on Web CT. They also are expected to keep up with an accelerated reading schedule. Students in the Web CT course also will be required to log into the discussion board weekly to discuss issues from the readings and lectures. Discussions are

graded, and significantly impact the grade. The time allocation for a course would be between 6 and 7 hours per week. There are two syllabi for CRJ 164 appended to this document that show how a 15 week course and a 7 week course work. Both use the Web CT platform.

How can you expect to have the contact and interactions with students on the web that you would have in the traditional classroom?

You can't. What you can have is something somewhat different where students can and will interact more with each other in discussions, moderated by the instructor. Instructors will keep "office hours" and can make arrangements for either online emails or telephone calls (where practical) to discuss issues. The trade off is that this program is designed for older learners who are working in the field who want to finish a degree. Motivation and desire, plus a little age and experience have been shown in much of the distance education literature to provide a good substitute for a traditional education, which in the case of many of our potential students is not available.

Questions?

Bruce Bikle  
Division of Criminal Justice  
278 5706  
bikleb@csus.edu

CRJ 164 Order of March

subject to change

**Reading Assignments:**

*Bureaucracy*, completed by: 2/27

*In the Cross Fire*, completed by: 4/24

Your writing and discussion assignments will ask you to read other articles and analyze them in the context of the course materials.

**Lecture Schedule CRJ 164: (subject to change)** Lectures will be available on the video streaming feature of Web CT. The lectures will remain on the system for the duration of the class. You will note that the class material is divided into 4 sections. I am assuming that you will have done the reading and viewed the lectures by the end date of each section.

Important dates:

Plagiarism Assignment Due by February 17, 2006

Mid Term Examination: Week of March 6, 2006

Paper 1 due on February 28, 2006

Paper 2 due March 28, 2006

Final Examination: Week of May 14, 2006

Part One: Understanding Bureaucracies 1/23-2/27

Introduction (What this course is all about)

The US Constitution, a background

Marx, Weber Wilson

The Study of the American Bureaucracy Building the American Bureaucracy

The Forces Shaping Bureaucracy

Policy

*Brave New World* as an "Model" Bureaucracy

Part Two: The Internal Organization 3/1- 3/29

Mid Term Review

The Physiology of Bureaucratic Organizations (note: this is a rather long lecture in several parts)

Decision Making

Communications

Inside Public Bureaucracies

Part Three: The External Organization 4/3- 4/19

The Ecology of Public Organizations  
Effective Public Organizations  
Public Accountability in Criminal Justice

Part Four: Case Studies 4/24- 5/10

Presumed Guilty (film)  
*In The Cross Fire*  
9-11 Report  
Review for Final Exam

Evaluation of written work:

I am assuming that papers will be submitted by the assigned date. Late papers will receive a lower grade than those submitted on time.

Essays and papers (whether they be reaction papers or research papers) will be evaluated on 2 criteria; technical skill, and content. This semester's written work is mostly take home assignments, and I will stress both the technical and content elements. I realize that work created in class or under the pressure of a timed examination sometimes makes the technical portion a bit harder. Content gets full attention in either in-class, exams, or in take home assignments.

Technical: 25% of the mark

I expect papers to be typed or word processed in 12 point type (this is 12 point type). Papers will be double-spaced throughout and will carry 1-inch margins left, right, top and bottom. Do not double space twice between paragraphs. Simply indent new paragraphs. Do not use headers or footers, bolding or larger type unless there is editorial reason to do so. Number the pages in the body of the text. DO NOT use folders or plastic covers for your work. A simple title sheet that gives me the title of the assignment, the date, the course number and section, your name and student number will be more than adequate. Staple all work in the upper left hand corner.

I expect you to organize your paper with at a minimum an introduction, a body and conclusions, followed by a reference sheet. Writing in standard English is one of the marks of a successful academic product, and I will expect the same. Pay

attention to spelling and grammar. I will remind you that papers you produce must cite the source of information you use. Not to do so is plagiarism and will result in a failure in this class and/or referral to the university conduct system. Basically plagiarism is academic theft. We will discuss this more in class. You may use whatever citation method you chose, providing it provides me with the name of the author, the date and title of the work and where it was published.

### Content: 75% of the mark

Develop your argument, (what are you trying to say?), introduce it, explain it in the body and finish up with your conclusions and reference pages. Organization is one of the stumbling blocks to new academic writers. You are making a case here, so think about what you are saying.

Back to references and materials from a content perspective: Aside from proper citing, make sure your materials are on point, do they support your paper? Are they current? (This is a fast moving business, old citations may be valuable, but I will be looking to see if you are using contemporary materials as well). Get information and data from several sources when possible. I am a great fan of the Internet, but there is also a library full of materials as well. In all honesty there is little need to go fishing on the internet if you have been paying attention to lectures and reading your texts. Each semester I receive a pile of papers where students have tried to short cut the reading by looking for assistance on the web. I should warn you that I look with some skepticism at an assignment full of web sites with few if any citations from the reading.

I provide you with this advice, which some of you will take: Read the assignment or question carefully; outline what you want to say, assemble your data or information, put together a draft of what you want to write and read it over (out loud if possible). Make corrections and type up the final draft. It takes time, but like good cheese and wine, writing improves a bit with age. Writing is a skill, which you will develop. I will look to see improvement in your work when I determine the final grade for the course

I hope this helps, please see me if you have any questions.

**Criminal Justice 164 Criminal Justice and Public Safety Administration  
On Line Degree Completion Section**

Instructor: Bruce Bikle, Ph.D.

Office Alpine 215 ph. 916. 278 5706: Email: bikleb@csus.edu

Office Hours: I will be available on line on Mondays from 9-1030am Pacific Time and Wednesdays from 6-730 pm Pacific Time to use the Chat Room function of Web CT. I can also be available at other times for one on one chats, or to speak with you on the telephone. You are encouraged to send me regular emails via Web CT to get answers to questions you may have.

Texts: *Bureaucracy*. James Q. Wilson

*In The Cross Fire*. William Vizzard

*9-11 Report (Executive Summary)* Available on web

There will be several electronic articles from the Library. These will be posted on the Locus link on the library web page or on Web CT.

This is a basic course in the understanding of how government and public administration work. Criminal Justice and Public Safety as major players in the governmental process is in some ways best studied in the context of the wider field of government. To that end, some of the materials we will be covering in this class will not be directly related to criminal justice or public safety in topic and subject, but will none the less provide you with examples of the kinds of problems and issues faced by all government agencies.

Your enrollment in this course gives you Web CT access. You log into Web CT using your sac link account name, much as you do for CASPER. All content, tests, and assignments etc. are on Web CT.

Catalog description: The history, evolution, and development of criminal justice and public safety organizations. Their influence upon the interrelationships existing among management, work groups and individuals within the context of criminal justice and public safety organizations. An exploration of the major social changes influencing public safety organizations and their response to changing social, political, and economic conditions in American society. 3 units.

Learning Objectives:

Students completing CrJ164 will be able to:

1. Describe the major historical events forged the concept of "criminal justice system".
2. Demonstrate academic honesty and the concept of intellectual property through writing assignments
3. Compare how criminal justice agencies function now and in the foreseeable future.
4. Demonstrate an understanding of the basic organization, structure and functions of the police, courts, and corrections segments of the criminal justice system and how these individual segments are integrated in the overall operation of the criminal justice system.
5. Describe the historical development of organization and management theories and demonstrate how these theories are integrated into criminal justice institutions.
6. Compare the fundamental differences between public and private sector organizations with an emphasis on the difficulty bridging private sector organizational and managerial values to the public organizational structures.
7. Analyze how major social and economic historical events, which have altered the management of criminal justice organizations (e.g. the Civil Rights Movement, fiscal austerity, and the like).
8. Compare and contrast how major theorists and practitioners contributed to organization theory and behavior and their assimilation into the administration of criminal justice organizations.
9. Explain the moral and ethical issues inherent in administration of justice programs and services.

Conduct of the course: This course is taught entirely on Web CT. Lectures will be presented as written material, audio, or via video streaming. Tests and other assignments will be submitted on Web CT. There will be discussion topics that you will be asked to respond to from time to time.

There is a plagiarism assignment worth 5 points. The plagiarism assignment is given the full five points, and is your opportunity to familiarize yourself with the mechanics of Web CT examination and submission of materials. This will be useful when you do the "heavier" assignments such as papers, exams etc.

There will be a mid term examination that will count for 25 % of your grade. This test will be administered on Web CT. Web CT examinations will include both objective and short essay questions.

The writing projects will involve your submission of two short reaction papers (each approx. 5 pages) worth 10 points each. Writing assignments will be posted on Web CT. They will be submitted on Web CT via the Assignment Drop Box.

You will be asked to contribute to the weekly discussion board on Web CT. These postings will count for 20% of the grade. Each week I will assign your group a topic with questions or to comment on the discussion board. The discussions will be on topics raised in the course lectures and the readings.

And, there will be a final examination on Web CT (30%) that will be administered at the end of the course. The final is cumulative

Grades: A (100-95) A-(94-90) B+(89-87) B(86-83) B-(82-80) C+(79-77) C(76-73) C-(72-70) D+(69-67) D(66-63) D-(62-60).

This may all look like a very daunting task. I think not. It will not be easy, but with a modicum of effort in keeping up with the readings and attention to the course, there is no reason most of you cannot do quite well in this course and learn something at the same time. That, at least, is my intention. I do not see students as consumers of a product but rather as active agents in their education. To do less is demeaning, and insults both your intelligence and my efforts.

The activities for the course are included in this syllabus as *Order of March*.

I will try to accommodate learning and other disabilities you may have. If you need special consideration, or assistance, I urge you to inform me and register with the Student Assistance Office.

I have also included a short piece on my writing expectations and standards for course work

I encourage you to contact me if you are having any difficulties with the course.

CRJ 164 Order of March

**Reading Assignments:**

*Bureaucracy*, completed by: End of Week 2

*In the Cross Fire*, completed by: End of Week 5

Your writing and discussion assignments will ask you to read other articles and analyze them in the context of the course materials.

**Important dates:**

Plagiarism Assignment Due by End of Week 1

Mid Term Examination: Week 4

Paper 1 due: Week 3

Paper 2 due: Week 6

Final Examination: Week 7

**Lecture Schedule CRJ 164: (subject to change)** Lectures will be available on the video streaming feature of Web CT. The lectures will remain on the system for the duration of the class. You will note that the class material is divided into 4 sections. I am assuming that you will have done the reading and viewed the lectures by the end date of each section.

Part One: Understanding Bureaucracies Week 1&2

Introduction (What this course is all about)

The US Constitution, a background

Marx, Weber Wilson

The Study of the American Bureaucracy Building the American Bureaucracy

The Forces Shaping Bureaucracy

Policy

*Brave New World* as an "Model" Bureaucracy

Part Two: The Internal Organization Week 3-4

Mid Term Review

The Physiology of Bureaucratic Organizations (note: this is a rather long lecture in several parts)

Decision Making

Communications

Inside Public Bureaucracies

Part Three: The External Organization Week 5

The Ecology of Public Organizations

Effective Public Organizations

Public Accountability in Criminal Justice

#### Part Four: Case Studies Week 6 and 7

Presumed Guilty (film)

*In The Cross Fire*

9-11 Report

Review for Final Exam

#### Evaluation of written work:

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Essays and papers (whether they be reaction papers or research papers) will be evaluated on 2 criteria; technical skill, and content. This semester's written work is mostly take home assignments, and I will stress both the technical and content elements. I realize that work created in class or under the pressure of a timed examination sometimes makes the technical portion a bit harder. Content gets full attention in either in-class, exams, or in take home assignments.

#### Technical: 25% of the mark

I expect papers to be in 12 point type (this is 12 point type). Papers will be double-spaced throughout and will carry 1-inch margins left, right, top and bottom. Do not double space twice between paragraphs. Simply indent new paragraphs. Do not use headers or footers, bolding or larger type unless there is editorial reason to do so. Page one of your papers should include your name and the title of the paper. Number the pages in the body of the text.

I expect you to organize your paper with at a minimum an introduction, a body and conclusions, followed by a reference sheet. Writing in standard English is one of the marks of a successful academic product, and I will expect the same. Pay attention to spelling and grammar. I will remind you that papers you produce must cite the source of information you use. Not to do so is plagiarism and will result in a failure in this class and/or referral to the university conduct system. Basically plagiarism is academic theft. We will discuss this more in class. You may use whatever citation method you chose, providing it provides me with the name of the author, the date and title of the work and where it was published.

Content: 75% of the mark

Develop your argument, (what are you trying to say?), introduce it, explain it in the body and finish up with your conclusions and reference pages. Organization is one of the stumbling blocks to new academic writers. You are making a case here, so think about what you are saying.

Back to references and materials from a content perspective: Aside from proper citing, make sure your materials are on point, do they support your paper? Are they current? (This is a fast moving business, old citations may be valuable, but I will be looking to see if you are using contemporary materials as well). Get information and data from several sources when possible. I am a great fan of the Internet, but there is also a library full of materials as well. In all honesty there is little need to go fishing on the internet if you have been paying attention to lectures and reading your texts. Each semester I receive a pile of papers where students have tried to short cut the reading by looking for assistance on the web. I should warn you that I look with some skepticism at an assignment full of web sites with few if any citations from the reading.

I provide you with this advice, which some of you will take: Read the assignment or question carefully; outline what you want to say, assemble your data or information, put together a draft of what you want to write and read it over (out loud if possible). Make corrections and type up the final draft. It takes time, but like good cheese and wine, writing improves a bit with age. Writing is a skill, which you will develop. I will look to see improvement in your work when I determine the final grade for the course

I hope this helps, please contact me if you have any questions.

Criminal Justice 164 Criminal Justice and Public Safety Administration  
Spring Semester 2006 Section Distance

Instructor: Bruce Bikle, Ph.D.

Office Alpine 215 ph. 278 5706: Email: bikleb@csus.edu

Office Hours: M&W 11-1230 and by arrangement. I strongly suggest you make an appointment at the Student Assistance Office. Web CT also allows us to communicate quite easily in the communication tools.

Texts: *Bureaucracy*: James Q. Wilson

*In The Cross Fire*: Vizzard

*9-11 Report (Executive Summary)* Available on web

There will be several electronic articles from the Library. These will be posted on the Locus link on the library web page or on Web CT.

This is a basic course in the understanding of how government and public administration work. Criminal Justice and Public Safety as major players in the governmental process is in some ways best studied in the context of the wider field of government. To that end, some of the materials we will be covering in this class will not be directly related to criminal justice or public safety in topic and subject, but will none the less provide you with examples of the kinds of problems and issues faced by all government agencies.

Your enrollment in this course gives you Web CT access if you have a sac link account. You log into Web CT using your sac link account name, much as you do for CASPER. All content and test, assignments etc are on Web CT. We will have several days during the term where we can get together for non-mandatory face to face sessions for those of you who might want to connect in ways other than thru the media. More on this later

Catalog description: The history, evolution, and development of criminal justice and public safety organizations. Their influence upon the interrelationships existing among management, work groups and individuals within the context of criminal justice and public safety organizations. An exploration of the major social changes influencing public safety organizations and their response to changing social, political, and economic conditions in American society. 3 units.

Learning Objectives:

Students completing CrJ164 will be able to:

1. Describe the major historical events forged the concept of "criminal justice system".
2. Demonstrate academic honesty and the concept of intellectual property through writing assignments
3. Compare how criminal justice agencies function now and in the foreseeable future.
4. Demonstrate an understanding of the basic organization, structure and functions of the police, courts, and corrections segments of the criminal justice system and how these individual segments are integrated in the overall operation of the criminal justice system.
5. Describe the historical development of organization and management theories and demonstrate how these theories are integrated into criminal justice institutions.
6. Compare the fundamental differences between public and private sector organizations with an emphasis on the difficulty bridging private sector organizational and managerial values to the public organizational structures.
7. Analyze how major social and economic historical events, which have altered the management of criminal justice organizations (e.g. the Civil Rights Movement, fiscal austerity, and the like).
8. Compare and contrast how major theorists and practitioners contributed to organization theory and behavior and their assimilation into the administration of criminal justice organizations.
9. Explain the moral and ethical issues inherent in administration of justice programs and services.

Conduct of the course: This course is taught entirely on Web CT. Lectures will be presented via video streaming, audio or written documents . Tests and other assignments will be submitted on Web CT. There will be discussion topics that you will be asked to respond to from time to time.

There is a plagiarism assignment worth 5 points. The plagiarism assignment is given the full five points, and is your opportunity to familiarize yourself with the mechanics of Web CT examination and submission of materials. This will be useful when you do the "heavier" assignments such as papers, exams etc.

There will be a mid term examination that will count for 25 % of your grade. This test will be administered on Web CT. Web CT examinations will include both objective and short essay questions.

The writing projects will involve your submission of two short reaction papers (each approx. 5 pages) worth 10 points each. Writing assignments will be posted on Web CT. They will be submitted via the Web CT assignment drop box.

You will be asked to contribute to the weekly discussion board on Web CT. This activity will count for 20% of the grade. Each week I will assign a topic to your group to answer questions about or comment on the discussion board. The discussions will be on topics raised in the course lectures and the readings.

And, there will be a final examination on Web CT (30%) that will be administered at the end of the course. The final is cumulative.

Grades: A (100-95) A-(94-90) B+(89-87) B(86-83) B-(82-80) C+(79-77) C(76-73) C-(72-70) D+(69-67) D(66-63) D-(62-60).

This may all look like a very daunting task. I think not. It will not be easy, but with a modicum of effort in keeping up with the readings and attention to the course, there is no reason most of you cannot do quite well in this course and learn something at the same time. That, at least, is my intention. I do not see students as consumers of a product but rather as active agents in their education. To do less is demeaning, and insults both your intelligence and my efforts.

The activities for the course are included in this syllabus as *Order of March*.

I will try to accommodate learning and other disabilities you may have. If you need special consideration, or assistance, I urge you to inform me and register with the Student Assistance Office.

I have also included a short piece on my writing expectations and standards for course work

I encourage you to see me in office hours to discuss this course and the materials we are covering should you be having any difficulties.