Course Change Proposal
Form A

Academic Group (College): Heath and Human Services
Academic Organization (Department): CRIMINAL JUSTICE
Date: 07/18/2011

Type of Course Proposal:
New ___ Change _X_ Deletion ___

Department Chair: Hugh Wilson
Submitted by: Hugh Wilson

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No _X_

For Catalog Copy: Yes _X_ No ___
CCE: Yes _X_ No ___
Semester Effective: Fall ___ Spring _X_ 2012

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number): CR J 196-O Personnel Administration in Criminal Justice and Public Safety Organizations

This Catalog Number (course number) is being replaced: N/A

Change from:
Subject Area (prefix) & Catalog No. (course no.): CR J 196-O
Title: Personnel Administration in Criminal Justice and Public Safety Organizations
Units: 3

Change to:
Subject Area (prefix) & Catalog No. (course no.): CR J 166
Title: Personnel Administration in Criminal Justice and Public Safety Organizations
Units: 3

JUSTIFICATION:
Currently, there is no personnel or human resources administration course within the CR J undergraduate curriculum. With decreasing budgets and increasing demands on human resources, it is critical to understand the importance of achieving organizational mission and effectiveness through the informed application of knowledge that is unique to managing personnel in public safety organizations. The mission of these organizations and their corresponding organizational structures differ from other public agencies at the local, state, and federal levels. Laws, legislation, judicial, and other forms of regulatory oversight and mandates all serve to place unique requirements, pressures, and liabilities in terms of effectively utilizing and managing personnel. Changing public safety personnel administration practices are imparting new and unique requirements for agencies in terms of hiring processes, working environments, supervision, training, performance appraisal, standards of conduct, and career development. Similarly, there exists an evolving and complicated structure of federal, state, and local, laws and legislation related to contractual and bargaining agreements which influence and govern workers’ rights, work schedules, safety issues, training, discipline, and leave. Lastly, post-9/11 organizational shifts, such as multi-agency collaboration and deployment strategies require that future criminal justice professionals possess sophisticated skills to effectively manage human resources in rapidly changing organizational environments.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/sacaf/univmanual/crspsl.htm - Guidelines for Catalog Course Description

This course provides an understanding of history, theories, laws, and practices related to contemporary as well as future criminal justice/public safety personnel administration and practice. Prerequisite CRJ 160. Units: 3.
**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaft/example.htm

1. Identify and describe the evolution of historical forces that define current criminal justice-related and public safety-related human resource management systems.
2. Describe, evaluate, and recommend processes required to recruit and select a quality workforce in environments where financial shortages and competitive markets are common.
3. Identify and evaluate the impacts of workplace legislation that address: Fair Labor Standards Act, equal opportunity, affirmative action, employees with disabilities, sexual harassment, discipline, and employee rights such as privacy and leave, and veterans’ status.
4. Explain, evaluate, and apply an understanding of contemporary theories of performance appraisal to resolve performance issues discussed in criminal justice case studies.
5. Identify and describe the impacts of employee drug abuse upon the criminal justice workplace and recommend appropriate consideration for policy making.
6. Recognize and describe ethnocentric biases pertinent to administering personnel in culturally diverse work environments and recommend appropriate considerations for analysis and policy making.
7. Describe considerations and processes for successfully orienting new employees to service and for providing guidance that new employees will need to achieve satisfactory performance during the probationary period.
8. Explain the considerations and differences in planning for career development vs. position development.
9. Identify the trends and impacts of working family issues that significantly affect the criminal justice workplace and recommend appropriate considerations for analysis and policy making.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

**Weekly papers and presentations, examinations, case study reviews, and role playing that involve workplace problem solving scenarios such as those related to the administration of performance appraisals.**
For whom is this course being developed?
Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No ___
If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No ___
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any).

The Department Chair’s signature below indicates that affected programs have been sent a copy of this proposal form.

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>18 July 2011</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>9/31/2011</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<td>Associate Vice President and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.
COURSE DESCRIPTION:

This course is designed to provide the criminal justice student with an understanding of history, theories, laws, and processes related to contemporary as well as future criminal justice personnel administration and practice.

COURSE OBJECTIVES:

The primary purpose of this seminar is to further develop the student's working knowledge of issues and processes relative to developing and managing human resources in criminal justice agencies. Course objectives will be achieved through a sustained examination of public personnel administration history and theory, and of such issues as the Fair Labor Standards Act, equal employment opportunity and affirmative action, the Americans With Disabilities Act, recruitment and retention, performance appraisal and training, employee discipline, employee rights, sexual harassment, motivational theory, employee substance abuse, work/family issues, comparative personnel practices, and emerging trends and future practices.

At the completion of the seminar it is intended that the seminar participant will be able to:

1. Identify and describe the evolution of historical forces that define current criminal justice-related and public safety-related human resource management systems.
2. Describe, evaluate, and recommend processes required to recruit and select a quality workforce in environments where financial shortages and competitive markets are common.
3. Identify and evaluate the impacts of workplace legislation that address: Fair Labor Standards Act, equal opportunity, affirmative action, employees with disabilities, sexual harassment, discipline, and employee rights such as privacy and leave, and veterans' status.
4. Explain, evaluate, and apply an understanding of contemporary theories of performance appraisal to resolve performance issues discussed in criminal justice case studies.
5. Identify and describe the impacts of employee drug abuse upon the criminal justice workplace and recommend appropriate consideration for policy making.
6. Recognize and describe ethnocentric biases pertinent to administering personnel in culturally diverse work environments and recommend appropriate considerations for analysis and policy making.
7. Describe considerations and processes for successfully orienting new employees to service and for providing guidance that new employees will need to achieve satisfactory performance during the probationary period.
8. Explain the considerations and differences in planning for career development vs. position development.
9. Identify the trends and impacts of working family issues that significantly affect the criminal justice workplace and recommend appropriate considerations for analysis and policy making.

TEXTS:

COURSE STRUCTURE: INSTRUCTION

The seminar will be structured as a cooperative learning process in which the seminar participants will assume significant responsibility for learning content and learning outcomes. The professor's role will involve 1) helping the seminar participant to identify and achieve his/her desired learning outcomes, 2) helping him/her to locate and identify the appropriate learning material and methods, 3) providing guidance and support relative to the problematic aspects of the subject matter, 4) facilitating the cooperative interaction of all participants involved in the seminar meetings, 5) provide information from outside the context of weekly class meetings and 6) evaluate the learning progress of seminar participants.

The weekly format of the seminar will entail the following:

1. Collaborative discussion of the assigned reading (articles & book chapters) as assigned by the professor;
2. Brief presentations by the seminar participants that are based upon their own research relative to weekly reading—these will be used to facilitate group discussion;
3. Engage in a collaborative process that synthesizes what has been learned and identifies unanswered questions that require further investigation and analysis.

COURSE REQUIREMENTS AND GRADING CRITERIA

Seminar participants are expected to complete the following:

1. Punctual attendance at all seminar meetings.
2. Carefully read the assigned readings for each meeting, come to class prepared to discuss these readings, and participate by speaking from an informed perspective relative to the discussion topics.
3. Prepare a two page, single-spaced memorandum for each seminar meeting on what has been learned from the readings. This report may also identify unanswered questions suggested by the readings. These memoranda will be evaluated by the professor and returned to the participants.
4. Undertake a self-directed investigation of one important component of the public personnel administrative process (topic to be arranged with the professor) and submit a 15 page report on the findings of this investigation. Paper due at the last class meeting. Instructions to follow.
5. As assigned, make periodic oral presentations on weekly discussion topics, and final research project.
6. At the end of the seminar provide a brief written and oral self-evaluation of what the participant has learned relative to personnel administration.

GRADING:

Grading will be based upon the following criteria:

1. Participation and adequacy of preparation for seminar discussions (having read the assigned Readings, prepared the weekly memorandum on time, and speaking from and informed perspective relative to the subject matter) 25% of final grade
2. Quality of the weekly reports 25% of final grade
3. Quality of assigned oral presentations 25% of final grade
4. Quality of final research paper 25% of final grade
5. Attendance – each absence will result in a 5% deduction from final semester score The final research project will be penalized 10% per day for each day it is late.

No 'incomplete' grades will be given.

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% and below, fail
Please ensure that all cell phones, pages, and any other devices disruptive to class discussion are turned off. If, on the first day of class, you missed my remarks regarding appropriate classroom demeanor,
learning environment, and academic honesty, please see me or speak with a classmate. Student rudeness and/or academic dishonesty will result in disenrollment or failure and referral for further sanctions. No more warnings given.

If you are a student with a disability, and registered with the University's office of Services to Students with Disability, you may be entitled to certain accommodations relative to your particular situation. If you have a disability needing accommodation but you are not registered with the University's program, please see me for advice if you wish.

**Topic Schedule**

**Week 1.** Introductions, syllabus review, class overview, learning philosophy and outcomes. Research topic assignment
Reading: Chapters 1 & 2 in Nigro

**Week 2.** Discussion and memorandum presentation: American public service today, public personnel administration- an overview. **Research paper instructions**
Reading: Chapter 3 Nigro and locate one article on organizational effectiveness

**Week 3** Discussion and memorandum presentation: Personnel and organizational effectiveness. – Meet individually with Professor re paper topic-group 1.
Reading: Chapter 4 Nigro and locate one article that address issues pertaining to recruitment/selection of personnel

**Week 4** Discussion and memorandum presentation: Recruiting and selecting a quality work force. Meet individually with Professor re research paper-group 2.
Reading: Chapter 6 Nigro and locate one article that addresses performance appraisal of criminal justice employees.

**Week 5** Discussion and memorandum presentation: Performance appraisal.
Reading: Chapters 8 and 9

**Week 6** Discussion and memorandum presentation: Employee rights, equal opportunity affirmative action, ADA, sexual harassment
Reading: Locate one article on the ADA and one article on sexual harassment

**Week 7** Discussion topic – The American’s with Disabilities Act – sexual harassment
Reading: Prepare research paper progress reports presentations

**Week 8** Discussion Topic – Research paper progress reports
Reading: Chapter 10 Nigro

**Week 9** Discussion Topics – the changing American workforce – work/family issues, Reading: Locate two article on emerging trends that relate to the administering of specific to managing the post-9/11 criminal justice workplace (veterans rights issues, technology/privacy issues, managing diversity, fostering employee relations)

**Week 10** Reading: Locate one article on Employee Discipline and one article on Leadership
Week 11  Discussion and memorandum presentation: Employee Discipline –
   Leadership
   Chapters 11 & 12 Nigro

Week 12  Discussion and memorandum presentation: Public personnel and
   family and work issues – Domestic Partnerships - The future of public
   personnel administration

Reading:  Prepare and copy your abstract to distribute and discuss in
   class next week

Week 13  Abstract presentation and discussion:
   Complete abstracts and research papers

Week 14  Abstract presentation and discussion: presentation of research topics
   Complete evaluation and submit research papers

Week 15  Complete presentation of research topics
   Evaluation