

Library Resource Form Required for New Non-Gen-Ed

Submission Deadlines: Fall - October 11, 2005 Spring - February 14, 2006

TITLE Criminal Justice Administration

Sponsor(s) Dr. Michael S. Vigorita vigorita@rowan.edu
e-mail:
e-mail:

DEPARTMENT Law and Justice Studies
College Liberal Arts and Science

If **LAS**-check: History/Humanities Social/Behavioral Sciences
 Math/Science

UNDERGRADUATE GRADUATE

New non gen-ed Major

Short-Term non gen-ed

Minor curricular changes (fewer than three) to:

Existing non gen-ed course

Non gen-ed degree requirements

Major

Minor, specialization, concentration, track, certificate program

Signatures Required: representing approval before submission to Office of the Senate

Department Chair: [Signature] Date: 10-7-05
Department CURRICULUM Chair: [Signature] Date: 10-20-05
Academic DEAN: [Signature] Date: 10-11-05

COLLEGE CURRICULUM COMMITTEE: Open Hearing Date: 11/04/05
 Approved
 Not Approved

Signature: College Curriculum Chair [Signature] 11/23/06

Signature: SENATE CURRICULUM CHAIR [Signature]
Date: 2/27/06

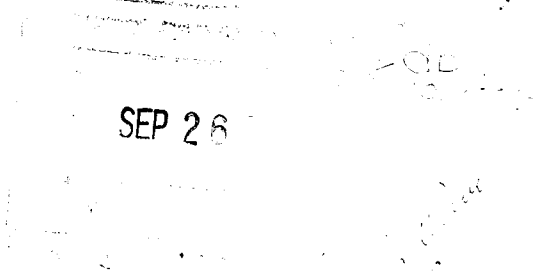
Comments: _____

Signature: Executive Vice President/Provost: [Signature] Date: 9/28/06

Approved: _____
Not Approved: _____

Signature: REGISTRAR [Signature]
Date: 10/2/06 Course Description Received & Approved
Hegis Taxonomy & Course # CJ 09.526

Notification Forward:
 SCC CHAIR Academic Dean
 IR Department Chair
 CAP VP/Student Affairs
 Registrar Other-



Course Proposal

- a. Title: Management of Criminal Justice Organizations
- b. Sponsor: Dr. Michael S. Vigorita
- c. Credit Hours: 3 s.h.
- d. Level: Graduate
- e. Prerequisites: *Contemporary Issues in Criminal Justice* 2209.510
- f. Time Scale: Course will be offered once every three semesters.

Curricular Effect

The course is a needed addition to our Master's program which will starting in Fall 2007. It will complement our other courses and will not lead to a decrease in other offerings.

Present staff (with expected two additional full-lines in 2006 and 2007) will be sufficient.

Library resources are adequate at this time.

Rationale

A graduate-level class in administration is highly valuable for those students who will be, or who are currently working in the field of criminal justice. The course exposes the students to a variety of explanations of personnel motivation, organizational theory, theories of cooperation and communication, goal planning and implementation within the criminal justice environment.

Management of Criminal Justice Organizations is a staple among both undergraduate and graduate programs and we would be remiss not to include it in our curriculum. The course is not an overlap with traditional business-based administration courses as the criminal justice system is quite different from private-based and for-profit institutions. Policies and procedures within the criminal justice field affect structure, leadership, decision-making, rewards and how goals and objectives are set. These policies and procedures differ significantly from other organizations and thus a course particular to criminal justice administration is necessary for students to gain an understanding of how the criminal justice system operates within its unique, political environment.

Essence of the Course

a. Objectives

1. Students will understand the practical and theoretical implications of organizational structures and how these affect employee motivation, satisfaction and performance within the criminal justice organization.

2. Students will understand how criminal justice organizations interact with the outside task environment and how these interactions affecting policy, planning and program implementation.

3. Students will understand the various literature on criminal justice leadership styles and how these affect policy and program outcomes and processes.

4. Students will understand the importance of, and how to establish, time-bound goals and objectives for criminal justice organizations.

5. Students will understand the importance of, and various theories relating to, group and individual communication and subcultures within criminal justice organizations.

6. Students will understand the nature of the decision making process for supervisors, policy-makers and line staff within criminal justice organizations.

7. Students will undertake a “diagnosis” of an organization of their choosing and assess this organization on the basis of: structure, decision making, leadership type, goals and objectives and the interactions of the organization with its environments.

b. Topical Outline

1. Introduction to Organizations and Terminology
 - Introducing the six-box model for organizational diagnosis
 - How Criminal Justice Organizations differ from traditional private-sector organizations in goals, objectives, relationships, interactions with environments and leadership.
2. Diagnosing Purpose of Organizations
 - Goals and Objectives – how to set and importance of
3. Diagnosing Structure of Organizations
 - Vertical v. Horizontal
 - Flat v. Tall
 - Interaction of structure with organizational purpose
 - How and why police, courts, corrections differ in their structures

4. Organizational Interactions with Immediate and Outside Task Environments
 - Effect of environments on decision making and goal setting
5. Diagnosing Relationships
 - Group Level Dynamics
 - Supervisor/Employee Relationships
 - Line-Staff/Client Relationships
 - Using game-theory to explain cooperative relationships
6. Diagnosing Rewards and Motivation of Personnel
 - Motivational theory in civil-service organizations
 - How motivation and rewards differ compared to private organizations
 - Merit-based v. Process Rewards and Motivations in Criminal Justice
7. Diagnosing Leadership Styles
 - Assessing which leadership styles are most effective within police, courts, corrections and private justice-based organizations
8. Decision Making Processes
 - Assessing how decisions are made
 - Rational decision making processes and information within the criminal justice environment
 - Theories of decision-making
 - Game theory and how it relates to decisions
9. Planning and Implementation for Improving Organizational Effectiveness
 - How to plan and implement “planned change” to meet future goals

c. Student Evaluation

1. Students will be evaluated principally on their organizational diagnosis as well as case studies and an essay exam. The following is an example of some of the key aspects of student evaluation.
 - A. Organizational diagnosis
 - B. Demonstrated proficiency in applying the concepts of the material to a case study of an organization
 - C. Final exam, in essay format, on the semester’s topics

d. Course Evaluation

1. The course will be evaluated using standardized student questionnaires as well as qualitative (e.g., open-ended questionnaires) assessments of the students.

Consultations

We do not believe that this course is in conflict with any other offerings within the University. Although the course focuses on organizational theory, decision-making and other management-based material, the unique nature of the criminal justice system with regard to these foci make the course significantly different from other offerings within the University. With that in mind, we do not believe that letters of consultation are needed at this time.

Catalog Description: Management of Criminal Justice Organizations

Prerequisites: 2209.510

3 Credits

Proposed Hegis Number: 2209.526

The course focuses on diagnosing criminal justice organizations based on their: structure, purpose, leadership styles, rewards and motivations, relationships and communication theories, decision-making processes, goals and objectives. Students learn how to assess the effectiveness of various criminal justice agencies based on the aforementioned concepts and will also learn how to integrate planned change to a criminal justice organization. Criminal justice organizations exist in different political and legal environments than private, for-profit institutions and students learn how to assess these differences and gain an understanding of how criminal justice organizations work at the organizational and individual level.

This form ***MUST BE COMPLETED FOR NEW COURSE or PROGRAM PROPOSALS, and EXTENSIVE CHANGES TO A COURSE or PROGRAM.***

The purpose of this form is to provide a channel of communication between the Campbell Librarians and faculty when submitting new course or program proposals, or making extensive changes to existing courses or programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the new courses/programs, or extensive changes to same. The information will also provide the rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian.

Note: Sponsor(s) complete parts A & B
If assistance is required to complete, please notify the librarian liaison.
Forward this form to the librarian who will complete parts C, D & E

When form is completed, attach to the original curriculum proposal before submitting to the Senate office.

A. **College:** Liberal Arts and Sciences

Department: Law and Justice

Proposed by: Dr. Michael S. Vigorita

Date: 10/7/2005

COURSE TITLE: Criminal Justice Administration

Anticipated Date for Course/Program Offering:

B. List specific resources that should be acquired to support this course.

No extra resources are needed at this time.

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

D. List key periodicals available in the library to support this course/program.

E. Librarian comments & recommendations:

LIBRARIAN LIAISON:

Cynthia Mullens

Signature:

Cynthia Mullens

C. The library's electronic resources (bibliographic indexes) for the Law/Justice department include Criminal Justice Abstracts, Criminology FT, Criminal Justice Periodicals Index, CQ Researcher, Digital Dissertations, Humanities Full-text, Humanities & Social Science Retro, J-Star (use Law & Sociology journals), LexisNexis Academic, Legal Research module. One paper index, PAIS International In Print, located in Room 219 is valuable for this department. The library maintains federal and state depositories located on the second floor of the library. Many of the federal and state publications are available electronically. The monographic and audio visual collections support this course.

D. Key Periodicals to Support this course program

1. American Journal of International Law
2. British Journal of Criminology
3. Canadian Journal of Criminology and Criminal Justice
4. Crime and Delinquency
5. Criminal Justice and Behavior
6. Criminal Justice Policy Review
7. Criminal Justice Review
8. Criminology/An Interdisciplinary Journal
9. International Criminal Justice Review
10. International Journal of Offender Therapy and Comparative Criminology
11. International Journal of the Sociology of Law
12. Journal of Contemporary Criminal Justice
13. Journal of Crime and Justice
14. Journal of Criminal Law and Criminology
15. Journal of Gang Research
16. Journal of Law and Economics
17. Journal of Legal Studies
18. Journal of Offender Rehabilitation
19. Journal of Quantitative Criminology
20. Journal of Research in Crime & Delinquency
21. Journal of Social Service Research
22. Justice System Journal: A Management Review
23. Juvenile and Family Court Journal
24. Law and Human Behavior
25. Law and Order
26. Police Chief
27. Police Practice and Research
28. Policing: an International Journal of Police strategies & management
29. Prison Journal
30. Security Management
31. Theoretical Criminology
32. Trial: The National Legal Newsmagazine
33. Violence and Victims

E. Librarian Comments:

Since the library collection is very strong in this subject area, there are no recommendations to make at this time.

Vigorita, Michael S.

From: Kuder, Sidney
Sent: Tuesday, January 24, 2006 1:34 PM
To: Vigorita, Michael S.
Subject: Re: L/J proposals

Sorry I did not respond earlier.

In your note to me you said there would be four proposals.

I believe that I only received three.

Also, I do not usually write a letter of support for new courses- just new or revised programs.

However, if you would like me to write a letter, I would be glad to do so.

I think the courses are well-conceived and will be a good addition to the program options for students in the MA program.

Something to think about.

Several programs (e.g. MBA and MS in Engineering) have developed specializations (9-12 sh) within the degree program.

If you develop additional courses you may want to think about whether a group could become a specialization within the program.

--

S. Jay Kuder, Ed.D.
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Dean of the Graduate School
Rowan University
Glassboro, NJ 08028
(856) 256-4053
kuder@rowan.edu

On 1/23/06 12:15 PM, "Vigorita, Michael S." <Vigorita@rowan.edu> wrote:

Jay,
Just wondering if you had a chance to examine the Law/Justice proposals I forwarded to you.
Thanks.
Mike