



**Dr. Stephen W. Verrill**

## **Course Syllabus**

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### ***CJ520-01W: CJ Administration and Management - Spring 2018***

**Instructor: Dr. Stephen Verrill**

**Virtual Office Hours: I am available daily during weekdays by Email.**

**University Email Address: Stephen.Verrill@tamuc.edu**

**Personal Cell Phone:**

**I may be contacted by telephone on Mondays, 1:00 pm-6:00 pm Eastern time zone at (580) 230-8981. That is my cell phone. Please do not call at other times without an appointment. I do not respond to text messages.**

# COURSE INFORMATION

## Materials – Textbooks, Readings, Supplementary Readings:

### Textbook(s) Required

Stojkovic, S., Kalinich, D., & Klofas, J. (2014). Criminal justice organizations: Administration and Management. 6<sup>th</sup> ed. Belmont, CA: Wadsworth. ISBN: 978-1285459011.

### Optional

Other materials/readings as assigned and posted in DocSharing in eCollege.

### Course Description

This course will provide students with a conceptual and theoretical foundation upon which to study criminal justice administration and management through critical evaluation and application of the research literature to present-day criminal justice challenges and concerns.

### Prerequisites

Please note that prerequisites for this course include 501, 568, 530, and 531. Students who are registered for this class and who do not meet the prerequisites should contact Dr. Melinda Schlager, the Director and Advisor of the MS in Applied Criminology program.

### Student Learning Outcomes

At the end of the course students will be able to:

1. Identify the fundamental concepts used to understand criminal justice organizations
2. Identify organizational issues in criminal justice
3. Explain organizational issues in criminal justice
4. Critically evaluate organizational issues in criminal justice

# COURSE REQUIREMENTS

### Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work toward achieving these outcomes through discussions/comments, papers, and a final presentation. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

## **Introduction/Discussion/Comments/Posts (SLOs)**

The **Introduction** is a chance for you to 'meet' your colleagues in the class and an opportunity to introduce yourself to your professor. You will also be required to answer a course-related question. Specific instructions on what to post are available when you click on Introduction in Week #1.

The Introductory post is due on **Monday** of Week #1 of the course.

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. The introduction of outside materials is not mandatory (unless otherwise noted in the discussion topic assignment), but is highly recommended. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format. Also see the 'How to Cite' FactSheet ).

These posts should be **the equivalent of 1 page in length or a minimum of 250 words**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link.

Posts are due by 11:00PM CST on **Thursdays** of Weeks #1, 2, 4, and 5 of the course.

**Assessment Method:** Discussion posts will be graded using the Discussion Post Grading Rubric. *(1 Introduction @ 50 points; 4 discussion posts @ 100 points each = 450 course points)*

The **Comment** posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **four** comments each week. I would strongly encourage you to engage your colleagues well past the four-comment minimum in order to maximize your opportunity for meaningful discussion.

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking. You should provide a minimum of 4 comments per discussion.

**NO LATE COMMENTS ARE ACCEPTED.** All comment posts are due by **11:00PM** CST on **Saturdays** of Weeks #1, 2, 4, and 5 of the course.

**Assessment Method:** Comments will be graded using the Comments Grading Rubric attached to the Discussion Post Grading Rubric. The discussion and Comments for each week will be graded together and posted as one grade (Discussion = 100 + Comments 4@ 10 points each = 140 points/week).

### **Check on Learning (SLOs)**

The check on learning is provided as a tool for students to test their understanding and knowledge of material covered in this course unit. This is an ungraded activity and students should feel free to take the quiz as many times as they like until such time as they feel they have mastered the content.

### **Assignments**

#### **Paper Assignments**

Students are required to complete one paper for this course. This paper will represent students' observations of their readings, a critical evaluation of a topic, and thoughts on how best to address problems/issues inherent in their topic. In addition to material contained in the text, students **MUST** utilize a minimum of **five outside** sources to inform their paper. These sources **MUST** be peer-reviewed publications **or** governmental reports. These papers must be a **minimum** of 8 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name on the paper, and utilize proper APA citation format. Students should organize their papers as follows:

Identify **ONE** topic we have or will discuss in this course that is of importance/meaning to you (i.e., leadership, communication, etc.). Provide an overview of the topic and a justification for why—in your mind—this topic is so important in the administration and management of criminal justice organizations.

Provide a critical evaluation of this topic including information that supports and/or disputes current policy and practice.

Provide an analysis on how best to improve/address this topic, including providing an example of 'best practices' (if they exist). Feel free to relate personal work experiences that you may have encountered related to this topic (in-or outside of the CJ realm) and how your 'new' way of evaluating/assessing/addressing the topic might have changed the outcome.

The paper assignment is due by 11:00PM CST on **Friday** in Week #3 of the course.

**Assessment Method:** Students will be assessed using the Paper Assignment Grading Rubric. (*1 paper @ 100 points each = 100 course points*)

### **Final Exam**

Students will be expected to complete a final exam. This exam will be comprehensive and will require that students assimilate information from their text and outside sources in a logical way. This will be an essay exam and students will be allowed to use their text/reading materials for the exam.

Students will have 48-hours to access and complete their exam. Students will access the exam beginning at **6:00AM** on **Friday of Week #5** and will be required to turn their exam in by **6:00AM on Sunday of Week #5-the last day of the term**. No late exams will be accepted. Further and more specific instructions will be available at the time that the student accesses the exam.

Assessment Method: Students will be assessed using the Final Exam Grading Rubric. *(1 exam @ 140 points each = 140 course points)*

### **Course Pre/Post-test (not graded)**

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post-test is comprised of no more than 10 questions that will assess your knowledge. You will be asked to complete the pre-test by **Friday** of Week #1 and your post-test by **Friday** of Week #5. These tests will not be graded (they are used for assessment purposes only).

## **GRADING**

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

<b>Assignment Type</b>	<b># of Assignments</b>	<b>Point Value</b>	<b>Total Points</b>
<b>Introduction</b>	1	50	50
<b>Discussions</b>	4	100	400
<b>Comments</b>	16	10	160
<b>Paper Assignments</b>	1	100	100
<b>Final Exam</b>	1	100	140
<b>Pre/Post-test</b>	1	0	0
		<b>TOTAL</b>	<b>850</b>

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course.

Total points possible for the term = 850.

850 -765 = A
764 - 680 = B
679 - 595 = C
594 - 510 = D
509 and below = F

Grades will be available in the gradebook so that students can track their progress in the course in 'real time'.

## **TECHNOLOGY REQUIREMENTS**

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
  - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
  - A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2003, XP, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

### **eCollege Access and Log in Information**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to the following link:

<https://tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or

[helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to ECollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

### **Course Navigation**

This course like the others in the program is divided up into weekly units. Each unit will have an Overview, Outcomes, Activities/Assignments and Resources. The Activities/Assignments will provide you with a list of everything you need to do to be successful in the course.

You should begin by reading the course syllabus, paying particular attention to the assignments and course calendar, and then complete the Start Here unit.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement**

My primary form of communication with the class will be through Virtual Office Announcements or your official University Email. Any changes to the syllabus or other important information critical to the class will be disseminated in this way. It will be your responsibility to check the Virtual Office and your University Email regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect that window to start on the next business day.

### **Virtual Office**

Welcome to my office. This space is set aside for students to ask me course related questions. Place any questions or concerns about the course here and they will be answered within 24 hours on weekdays. Please do not ask questions of each other there. I have opened up the Student Lounge for that purpose.

## eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, and how to post to discussions, etc.)

**For assistance with the library:** To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link: <http://www.tamuc.edu/library> not from within eCollege.

## Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

## myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

## Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

## Learner Support

Go to the following link to access the [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link to access the [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## Course Specific Procedures

### Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link [Criminal Justice web site](#) for more information.

### **Attendance Policy**

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

### **APA Citation Format Policy**

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below:

[www.apastyle.org](http://www.apastyle.org)

<http://owl.english.purdue.edu/owl/resource/560/02/>

[www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

### **Late Work**

My position is that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. Due dates and do dates are not necessarily the same day. However, I also do understand that sometimes there are circumstances that seem outside one's control that may impact timely submission of assignments. To that end, late Assignments and Late Initial Posts will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late Assignments and Initial Posts. Assignments or Initial Posts turned in more than one day late will not be accepted or graded. Please note that this policy applies ONLY to Assignments and your Initial Posts. It does not apply to Peer Comments, nor does it otherwise extend beyond the end of the week.

I do not accept any work after the course has ended. My grading deadlines for the university are tight, and I am right out straight the moment a course ends getting everything graded. No

grade can be submitted until all grades are ready, and I do not have the opportunity to manage late requests or wait for late submissions once the course has ended..

### **Drop Course Policy**

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

## **University Specific Procedures**

### **ADA Statement**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### ***Office of Student Disability Resources and Services***

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more

information regarding how to interact with students in an online forum:  
<http://www.albion.com/netiquette/corerules.html>

## COURSE OUTLINE/CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you are sure to complete readings as assigned and turn your assignments in on time.

**Please note that all discussions/comments/papers are due by 11:00PM CST in eCollege on the day they are due as outlined in the syllabus. The exam will be due by 6:00AM on Sunday of Week #5. Please note that this course runs on a Monday-Sunday schedule.**

### WEEK #1—The Nature of Criminal Justice Organizations

<b>Monday</b>	<p>Read the syllabus carefully. Post a Week #1 Introduction where you introduce yourself, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the question I pose. Please note that this post is required for ALL students and will be graded. The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct or here: <a href="http://www.albion.com/netiquette/corerules.html">http://www.albion.com/netiquette/corerules.html</a></p> <p>This week's readings will explore fundamental concepts used to understand criminal justice organizations and how they are similar to/different from other organizations we encounter.</p> <p><b>Readings from the Text--Stojkovic, Kalinich, &amp; Klofas</b></p> <p><b>Chapter 1:</b> Basic Concepts for Understanding Criminal Justice Organizations <b>Chapter 2:</b> Structure of Criminal Justice Organizations <b>Chapter 3:</b> The Criminal Justice System in its Environment</p> <p><b>Readings from Articles Available through DocSharing in eCollege:</b></p> <p>Feeley, M. (1973). Two models of the criminal justice system: An organizational perspective. <i>Law and Society Review</i>, 407-425.</p>
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	<p>Walker, S. (2004). Science and politics in police research: Their tangled relationship. <i>Annals of the American Academy of Political and Social Science</i>, 593, 137-155.</p> <p>Wright, K.N. (1980). The desirability of goal conflict within the criminal justice system. <i>Journal of Criminal Justice</i>, 9, 209-218.</p>
<b>Thursday</b>	Complete Discussion Assignment #1
<b>Friday</b>	Complete course pre-test
<b>Saturday</b>	Complete Comments for Discussion Assignment #1

## WEEK #2—Individuals in Criminal Justice Organizations

<b>Monday</b>	<p>This week's readings will explore issues related to communication, motivation and how jobs are designed. The extent to which an individual is able to communicate, is motivated, and/or understands/carries out one's job is critical to individual and organizational success.</p> <p><b>Readings from the Text--Stojkovic, Kalinich, &amp; Klofas</b>  <b>Chapter 4:</b> Problems of Communication  <b>Chapter 5:</b> Motivation of Personnel  <b>Chapter 6:</b> Job Design</p> <p><b>Readings from Articles Available through DocSharing in eCollege:</b>  Bjork, M. (2008). Fighting cynicism: Some reflections on self-motivation in police work. <i>Police Quarterly</i>, 11, 88-101.  Engel, R.S. (2001). Supervisory styles of patrol sergeants and lieutenants. <i>Journal of Criminal Justice</i>, 29, 341-355.  Matz, A.K., Adams, J.H., &amp; Williamson, D. (2011). Understanding culture in Kentucky's courtrooms: An essential tool for management and long-range planning. <i>Juvenile &amp; Family Court Journal</i>, 62(3), 25-42.  Schlager, M.D. (2008). An assessment of parole officer and administrator attitudes on organizational culture and parole supervision in a northeastern state. (<i>Journal of Offender Rehabilitation</i>, 47(3), 271-289.</p>
<b>Thursday</b>	Complete Discussion Assignment #2
<b>Saturday</b>	Comments for Discussion #2 due

## WEEK #3—Individuals in Criminal Justice Organizations, Part II

<p><b>Monday</b></p>	<p>This week’s readings will continue with a discussion about the role of leadership and what we should think about when we evaluate and supervise employees.</p> <p><b>Readings from the Text--Stojkovic, Kalinich, &amp; Klofas</b></p> <p><b>Chapter 7:</b> Leadership  <b>Chapter 8:</b> Personnel Evaluation and Supervision</p> <p><b>Readings from Articles Available through DocSharing in eCollege:</b>            No additional reading this week</p>
<p><b>Friday</b></p>	<p>Assignment #1 Due</p>

## WEEK #4—Group Behavior in Criminal Justice Organizations, Part I

<p><b>Monday</b></p>	<p>This week’s readings will cover topics related to how groups behavior in organizational settings.</p> <p><b>Readings from the Text--Stojkovic, Kalinich, &amp; Klofas</b></p> <p><b>Chapter 9:</b> Occupational Socialization  <b>Chapter 10:</b> Power and Political Behavior  <b>Chapter 11:</b> Organizational Conflict</p> <p><b>Readings from Articles Available through DocSharing in eCollege:</b></p> <p>Boba, R. &amp; Crank, J.P. (2008). Institutionalizing problem-oriented policing: Rethinking problem solving, analysis, and accountability. <i>Police Practice and Research</i>, 19, 1-15.</p> <p>Gilbert, M.J. (1997). The illusion of structure: A critique of the classical model of organization and the discretionary power of correctional officers. <i>Criminal Justice Review</i>, 22(1), 49-44.</p> <p>Schlager, M.D. (2009). The organizational politics of implementing risk assessment instruments in community corrections. <i>The Journal of</i></p>
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	<p><i>Contemporary Criminal Justice</i>, 25 (4), 412-423.</p> <p>Waegel, W.B. (1981). Case routinization in investigative police work. <i>Social Problems</i>, 28(3), 263-275.</p>
<b>Thursday</b>	Discussion Assignment #3 Due
<b>Friday</b>	Post-test due
<b>Saturday</b>	Comments on Discussion #3 Due

## WEEK #5—Processes in Criminal Justice Organizations

<b>Monday</b>	<p>This week’s readings will cover issues related to the way in which organizations make decisions, the degree to which they are effective, how they change (or don’t), and the role that research plays in criminal justice organizations.</p> <p><b>Readings from the Text--Stojkovic, Kalinich, &amp; Klofas</b>  <b>Chapter 12:</b> Decision-Making  <b>Chapter 13:</b> Organizational Effectiveness  <b>Chapter 14:</b> Change and Innovation  <b>Chapter 15:</b> Research in Criminal Justice Organizations</p> <p><b>Readings from Articles Available through DocSharing in eCollege:</b>  Allen, R.Y.W. (2002). Assessing the impediments to organizational change: A view of community policing. <i>Journal of Criminal Justice</i>, 30, 511-517.</p> <p>Ferguson, J.L. (2002). Putting the ‘what works’ research into practice: An organizational perspective. <i>Criminal Justice and Behavior</i>, 29(4), 472-492.</p> <p>Rudes, D.S. (2012). Framing organizational reform: Misalignments and disputes among parole and union middle managers. <i>Law &amp; Policy</i>, 34(1), 1-31.</p>
<b>Thursday</b>	Discussion Assignment #4 Due
<b>Friday</b>	Final Exam opens-6:00AM

<b>Saturday</b>	Comments on Discussion #4 Due
<b>Sunday</b>	Final Exam closes-6:00 AM