

**CJ 688**  
**EMERGENT ISSUES IN CRIMINAL**  
**JUSTICE LEADERSHIP/SECURITY STUDIES**  
**(M.S. Weekend and On-Line Formats)**

**Syllabus**  
**Summer Session 2008**

Professor: Dennis R. Longmire, Ph.D.  
Office: C 107 CJ Center  
Office Hours: By arrangement (availability open to meet student's needs)  
Classroom: As designated prior to each session  
Phone: 936.294.1651 (voice mail available)  
e-mail: [longmire@shsu.edu](mailto:longmire@shsu.edu)  
web-page: [http://www.shsu.edu/~icc\\_drl](http://www.shsu.edu/~icc_drl)

**CATALOGUE DESCRIPTION OF CLASS**

This serves as a capstone course for the Master of Science in Criminal Justice Leadership and Security Studies programs, providing an opportunity for the integration of information offered in the program and its relationship to emergent issues. Addresses the effect of emergent perspectives in organization theory on public administration in general, and more specifically upon criminal justice management and leadership. Examines the impact of emergent technology upon criminal justice operations. Studies the integration of organization theory, principles of public administration, and community expectations of criminal justice leaders.

**SPECIFIC GOALS AND OBJECTIVES OF THE CLASS**

Each student will complete a Portfolio Project designed to address emergent issues/problems facing criminal justice/private security leaders. The goal of the project is to demonstrate a comprehensive understanding of one or more "emergent issue" facing the criminal/juvenile justice or private security systems and how the classes that have been completed as part of the formal requirements for the M.S. degree in Criminal Justice Leadership or Security Studies can be applied to assist in efforts to anticipate and respond to the issue(s).

The specific objectives of the class are twofold:

- 1) All students are required to prepare a formal paper identifying an emergent issue (or issues) facing the criminal/juvenile justice/private security system at large or a particular component of the criminal/juvenile justice/private

security system and demonstrate how the issue(s) has/have been approached in the past. Students must select one of the following options for this project:

Option A: Select a single emergent issue and prepare a Portfolio Project focusing on how the issue impacts the criminal/juvenile justice/private security system at large (for Criminal Justice Leadership students this will include its impact on the police, courts and corrections components of the system/for Security Studies students this will include three distinct dimensions to be determined by you).

Option B: Select three different emergent issues and prepare a Portfolio Project focusing on how the issues impact one specific component of the criminal/juvenile justice/private security system (for Criminal Justice Leadership students this will include focus on police, courts, OR corrections components of the system/for security Studies students this will include focus on one distinct dimension identified by you).

2) All students must also prepare a "Demonstration Project" designed to show how the M.S. in Criminal Justice Leadership or Security Studies curriculum contributes to the development of an enhanced ability to manage anticipated changes in the criminal/juvenile justice/private security system's components that are likely to be necessary. Included in this "Demonstration Project" will be:

- the development of a list of salient "Web-Sources" related to the issue(s) you have decided upon; and
- a collection of reflections and/or examples of how the curriculum you have completed helps prepare you to deal with the issue(s) more effectively than you would have been able to had you not completed this program of study.

## **CLASS MEETINGS**

Since the projects for this class are relatively "individualized," we will not be meeting as a full class during any of the assigned sessions throughout the summer. During the first class meeting for the weekend section, a specific meeting schedule will be developed for each student registered for the class and posted to the Class Calendar in the Blackboard area for this class. Individual consultation will also be offered on an *ad hoc* basis in my office, on the telephone, or via an on-line office visit using the Blackboard's Virtual Classroom for our section. The most important thing we need to insure is that everyone

meets the final deadlines for the projects; accordingly, the professor will remain flexible and responsive to individual student needs.

## **REQUIRED READINGS**

Smith, Christopher E., Madhavi Michael McCall, and Cynthia Perez McCluskey (2005). *Law & Criminal Justice: Emerging Issues in the Twenty-first Century*. New York: Peter Lange Publishers.

## **CLASS REQUIREMENTS AND GRADING**

There will be two different "graded requirements" expected of all students enrolled in this class:

- 1) Preparation of a formal paper identifying the "issue of interest" and the analytical strategy to be employed in pursuit of the directed management project.

This paper is worth 50 points toward the final grade for the project and is to be completed with an initial draft submitted to the professor by no later than **June 27<sup>th</sup>**. These drafts will be reviewed and graded by your professor and students will be given the option of "revising and resubmitting" to increase points received for this project,

- 2) Preparation of a final "Emergent Issues Portfolio Project" (EIPP) that exemplifies how your M.S. education helps prepare you to deal with "the issue(s)/problem(s)." This portfolio will include a final draft of your "issue of interest" paper as well as a "Demonstration Project" that will include your list of "Salient Web-Sources" and a collection of reflections on how different classes and/or specific assignments in different classes helps prepare you to deal with the issue(s). Where possible, specific examples of salient assignments and/or completed projects can be included.

This portfolio is worth 50 points toward your final grade and is to be completed and submitted to the professor by no later than **August 1<sup>st</sup>**. Examples of completed Portfolio Projects can be viewed by going to the following sites:

[http://www.shsu.edu/~icc\\_drl/CJ688/EIPP-A.htm](http://www.shsu.edu/~icc_drl/CJ688/EIPP-A.htm)

[http://www.shsu.edu/~icc\\_drl/CJ688/EIPP-B.htm](http://www.shsu.edu/~icc_drl/CJ688/EIPP-B.htm)

All students are also expected to participate in an on-line Asynchronous Discussion Board that will be held through a program available through Sam Houston State University's Computer Center's Blackboard program. If you are using an e-mail address other than your SHSU student address, you will need to take the necessary steps to

“forward” your *SamMail* to your active address. Procedures for taking this action can be found at *SamInfo* on the University’s main web-page.

The Blackboard program can be accessed by students enrolled in the class by going to <http://blackboard.shsu.edu/> where you will be able to login using the appropriate security password. Upon entering the Blackboard area, you will find a series of links and other class tools that will be used throughout the semester. Additional assistance will also be offered to students needing more specific assistance.

## **ACADEMIC HONESTY**

The Faculty of the College of Criminal Justice expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University.

Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion – the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.

The University’s policy on academic honesty and appeal procedures can be found in the manual entitled *Student Guidelines*, distributed by Division of Student Services” (available in the Office of Student Life or online at <http://www.shsu.edu/students/guide/studlife.html#conduct>) for a description of possible sanctions in cases involving academic dishonesty.

Any student in this class who is involved in any form of dishonesty (including the presentation of someone else's work as your own, etc.) will receive an "F" for this class. Depending upon the severity of the violation, further action may be taken to have the student dismissed from the University.

## **USE OF ELECTRONIC DEVICES IN THE CLASSROOM**

Students are welcome to record any material presented during class lectures and/or discussions. This recorded material may not be transcribed or copied for distribution without first securing my written permission. Lap-top computers may be used in class for note-taking purposes and can be accessible during exam sessions. Students without their own computers must notify the Professor in advance if they require access the University's computers. Any electronic telecommunications devices (cell phones, personal pagers, etc.) should be set to “silent” mode or turned off prior to the beginning of each class session. If you require the use of one of these devices, please leave the classroom prior to initiating use.

## **STUDENTS WITH SPECIAL NEEDS OR REQUESTS**

Any student in this class may request special learning assistance by submitting a written statement describing your particular need. If it is necessary, you will be directed to the University's Counseling Center for additional assistance, however, most needs should be able to be accommodated directly through your professor. Please feel free to talk to you professor about any particular need you may have. Students with special needs may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (ext. 1720). The University Policy governing special learning needs is available at the attached link:

<http://www.shsu.edu/students/guide/studlife.html#disabilities> .

## **STUDENT ABSENCES ON RELIGIOUS HOLY DAY POLICY**

<http://www.shsu.edu/catalog/scholasticrequirements.html#holyday>

Section 51.91 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe a religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a semester session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignment and/or examinations are to be completed.

## **MAKE UP EXAM POLICY**

Although there is no exam for this class, I am required to articulate a statement concerning class policy regarding this matter. If anyone wants to take an exam, contact me at any time and I will work with you on the development of a specialized examination procedure. Otherwise, you can "make-up" any of the points associated with the class requirements at your own convenience within the time parameters established by University policy and your particular program of study.

Final semester grades will be awarded based on the following scale:

Points	Grade
100 - 90	A
89 - 80	B
79 - 80	C
<79	F

## ANNOTATED OUTLINE

### Section 1:

Statement of Issue(s) to be addressed in your project **Recommended Due Date: June 6<sup>th</sup>**.

In this section you need to include a specific description of the project's focus making sure to clearly define the key variables of interest. Also, this section should include a description of the key stakeholders interested in your problem/issue making sure to identify any particular interests each might have in the results.

### Section 2:

Review of Salient Literature **Recommended Due Date: June 27<sup>th</sup>**

Here, you will provide an in-depth discussion of previous studies that have examined issues similar to those being focused upon in your project. This section should include a discussion of what you consider to be the "classic" sources in the area as well as the most current studies. The purpose of this section of the paper is to first place your study in a broader context than your specific project as well as to discuss the most salient studies available that are of specific salience to the key "stakeholders" of interest. In your "literature review" you will need to discuss prior studies that deal with the "general area of your focus" as well as "specific issue" you are focusing on. You should rely on the information included in the "literature" to help develop the design and measures to be included in your study.

Since the general purpose of the project is to apply principles you've learned in your MS studies to some specific issue facing your agency, make sure to include a discussion of the organizational and management theories related to your issue.

The length of the literature review section will vary from project to project but my best guess is that it should be somewhere between 10 and 15 pages long (double-spaced, 12 point font). Some will be longer. Few should be shorter!

### Section 3:

Demonstration Project: Salient Web-Sources: **Recommended Due Date: July 11<sup>h</sup>**

Depending upon which Option you have selected, your Portfolio Project should include the development of a "web-based resource guide" that people interested in your issue(s) can access to help enhance their awareness and/or understanding of how the issue(s) relate(s) to the administration of justice.

### Section 4:

Demonstration Project: Reflections on the M.S. Curriculum: **Due Date: August 1<sup>st</sup>**.

Include reflections and/or examples showing how your M.S. curriculum contributes to your ability to deal with the emergent issue(s) of your choice. This section of your Portfolio can include reflections about particular classes and/or the curriculum in general and should include reference to specific assignments completed where appropriate. If possible, copies of particularly useful assignments should be included.