

Seminar in Criminal Justice Administration I

CRJU – C718-081 Syllabus

Spring 2006

I. INSTRUCTOR: Craig Webre, Lafourche Parish Sheriff

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II. COURSE LOCATION, DATES & TIMES:

A. Location: Monroe Library, Multi-Media Room II (ML 133)

B. Dates & Times:

Friday, February 17, 2006 6:00 PM 10:00 PM

Saturday, February 18, 2006 9:00 AM 5:00 PM

Friday, March 10, 2006 6:00 PM 10:00 PM

Saturday, March 11, 2006 9:00 AM 5:00 PM

Friday, April 7, 2006 6:00 PM 10:00 PM

Saturday, April 8, 2006 9:00 AM 5:00 PM

III. COURSE DESCRIPTION: This course will provide a comprehensive overview of the essential and necessary components of a contemporary criminal justice agency. Initially, students will identify specific categories, positions, goods, services, equipment, facilities and other “essentials” required to operate and manage a law enforcement agency. This, in turn, will form the

framework from which the specific course content and assignments shall be derived. Acquisition methods and processes; specific funding sources and mechanisms; as well as the complete budgeting process will be examined, studied and discussed in detail. The emphasis will be from a practical perspective which looks at the decision making process as it relates to internal and external forces; competing interests and priorities; and political, legal and financial considerations.

IV. COURSE OBJECTIVES: The objective of this course is for the students to acquire an understanding of the basic needs and operations of a criminal justice agency as they relate to the administrative function. Key differences between public sector and private sector agencies will be highlighted and examined. This will be accomplished through a combination of lectures, classroom discussions, assigned readings and written assignments.

V. TEXT (OPTIONAL):

Mikesell, J.L. (1997). Fiscal Administration: Analysis and Applications for the Public Sector, 5th Edition. The Dorsey Press: Chicago, IL.

The instructor will provide all other reading materials and samples/examples used in this class.

VI. COURSE REQUIREMENTS & GRADING SCALE:

A. Course Requirements: To successfully complete this course, students will be graded on the following:

<u>Assignment</u>	<u>Percentage of Final Grade</u>	<u>Due Date</u>
Bid Specification Assignment	15%	March 11, 2006
Grant Application Assignment	15%	April 8, 2006
Budget Preparation Assignment	30%	April 24, 2006
Final Examination	30%	April 8, 2006
Class Participation	10%	Throughout Semester

B. Grading Scale:

- A** (4.0) = 95%-100%;
- B+** (3.5) = 90%-94%;
- B** (3.0) = 85%-89%;
- C+** (2.5) = 80%-84%;
- C** (2.0) = 75%-79%;

VII. ASSIGNMENTS:

A. Bid Specification Assignment. A public law enforcement agency, by its very nature, does not exist in the abstract and must have specific personnel, as well as materials, and equipment to effectively fulfill its legislatively mandated obligation to provide public safety services to the constituency it was created to serve. The methods and processes by which an agency acquires the necessary components in fulfilling its mission will be thoroughly reviewed and studied. Several examples of sample “Bid Specification” documents will be provided to the students to aid in their understanding of the process. Thereafter, each student will be required to prepare a simple set of “Bid Specifications” for a particular item or service. The students will be required to identify the various steps in the process, establish a timeline for each step, and prepare all of the necessary documents required to receive a legal bid from a responsive vendor. This assignment will be graded on accuracy, neatness, clarity and comprehensiveness.

B. Grant Application Assignment. Once the students have a working knowledge of the process by which an agency acquires what is needed to operate, the focus of the course will shift to the subject of funding. The bulk of the classroom time for the second weekend will be spent discussing the various types of funding sources available; the pros and cons commonly associated with each type; the terms, conditions, and limitations attached in the awarding/utilization of public funds; and the processes involved in determining how funds are allocated. While the sources of revenue and methods in acquiring funding may vary greatly from agency to agency, the application process and the basic components needed to successfully develop a request for funding are relatively standardized. Hence, sufficient time will be devoted to providing the students a general overview of the process involved in developing a funding request which meets the overall goals and objectives of funding agency, as well as the specific needs of the law enforcement agency. Several sample copies of actual grant applications will be provided to the students. Thereafter, each student will be required to complete a general grant application similar in style and content to one of the samples provided. This assignment will be graded on accuracy, neatness, clarity, ability to follow instructions, and consistency with the stated goals and objectives of the grant program.

C. Budget Preparation Assignment. In its most basic form, an agency's budget is nothing more than an estimate of its income and expenses over a specified time period -- usually a year. Legal mandates aside, an agency's budget is both a necessary and essential tool of management, without which, proper agency operation would be impossible. This assignment will require the students to apply much of what is covered throughout the semester as they create a budget for a fictitious agency.

Compilation of the budget will be based upon the various operational components of the fictitious agency, as previously identified and discussed. Each student will have to prioritize spending needs to ensure that their agency is properly staffed and equipped to fulfill its mission. As you would expect in the real world, the needs of the agency will exceed available funding. The instructor expects the students to be creative and innovative in preparing a realistic budget, while at the same time, ensuring that the mission and functions of the agency are met. The final budget must be prepared and presented in a format prescribed by the instructor. All budget worksheets and calculations supporting the actual budget will be required as part of the assignment. The final submission will be in a format that allows the instructor to readily determine if the student understands the budgetary process, as well as the mathematical calculations used to support the outcome.

D. Final Examination. It is expected that the course will engage the students in discussing a variety of topics and issues suitable for discussion type exam questions. In particular, a topic or issue that invites debate and multiple points of view; each of which can be supported by facts, opinions and argument; will be selected by the instructor as exam questions. Students will be required to select and respond to three (3) discussion questions from a minimum of five (5). Each question will be worth ten (10) points, with each question being weighted equally. This will ensure that the student does not overemphasize any one or two questions at the expense of the other(s). Students will not be given credit for answering more than three (3) questions. The instructor is interested in the students' grasp of the particular topic or issue and their ability to articulate and defend a position or point of view -- not just a regurgitation of facts and figures.

E. Class Participation and Conduct. Classroom interaction between the instructor and the students, as well as among the students, is crucial to the learning process. The scheduling arrangement of this class limits student contact hours. It is, therefore, essential that students make every effort to attend all scheduled classes. Moreover, students are encouraged to review and become familiar with the City College Attendance Policy as it will be strictly observed. Roll will be taken on Friday evening, Saturday morning and again on Saturday afternoon. Tardiness and disruptive behavior will not be tolerated. Proper class participation will require more than merely showing up and sitting in class. Students are expected to have completed assigned readings before class and be prepared to engage in meaningful discussion and dialogue during class. Students are also expected to augment the learning experience by sharing relevant expertise with the class. Proper classroom decorum and protocol consistent with Loyola University rules and policies will be enforced. Audio taping of lectures is prohibited and all assignments are to be typewritten.