

CRJ 410 Criminal Justice Management Information System
Location TBD
Session/Semester TBD

Instructor Information

Instructor: Raymond E. Foster, MPA
Day/Time/Location: TBD
Office Hours: As needed
Office Telephone: (909) 599.7560
Email: raymond@hitechcj.com
Website: www.police-technology.net

Course Description

This course concentrates on the introduction and use of technology in the management of criminal justice data and systems. The learner examines the issues and impacts on criminology and the criminal justice system caused by the availability and usage of technological advancements. It will also survey the trends and uses of modern technology in police response, criminal investigations, communications, response to major incidents and the administration of management and personnel data. It will examine problematic issues, impact on current laws, jurisdiction, the potential unintended consequences of technology in criminal justice management.

Learning Outcomes & Competencies

University Outcomes

- Express and interpret ideas clearly, using a variety of written, oral and/or visual forms;
- Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives; and,
- Express ethical & social implications in one's social, professional, artistic and/or scholarly practice.

Major Outcomes

- Summarize and interpret current issues in the field of criminal justice and how these issues impact criminal justice organizations, criminal justice personnel and other stakeholders; and,
- Analyze, critique and defend criminal justice policy and service delivery from a management point of view.

Course Specific Outcomes

- Compare and contrast the difference between tactical, strategic and management information in a criminal justice organization;
- Summarize and assess the limitations, strengths and potentials of criminal justice management technologies such as data bases, geographic information systems and a myriad of communications schemes;
- Develop information, technology, research and computer literacy skills through practical exercises, and course required research and assignments;
- Express, interpret and assess the ethical and social impact of technology and information systems on criminal justice management, stakeholders and personnel through written assignments, group presentations and individual presentations.
- Describe and summarize how technology has changed crime and created new types of crimes;

- Describe and summarize the ethical considerations of information management such as employee monitoring, search and seizure, and other contemporary issues; and,
- Place the role of technology and information management in a broader context by examining the historical, theoretical and practical developments of technology in criminal justice.

Readings & Resources

Required Readings:

Foster, Raymond E. "Police Technology" Prentice Hall, July 2004

(The following required and recommended readings are hyperlinked off the course website)

Your Source for Law Enforcement IT Guidance, The Police Chief, Technology Talk, May 20

Introduction to Wireless Data, Broadbeam White Paper, 2003

When They Can't Talk, Lives Are Lost, National Institute for Justice

Recommended Readings:

800 MHz Public Safety Interference: The Consensus Plan, The Police Chief, Technology Talk, October 2003.

Your Source for Law Enforcement IT Guidance, The Police Chief, Technology Talk, May 2003

Radio Spectrum, Executive Technology Brief, National Institute for Justice

Intranets: A New Tool for Corrections Managers, Ned Benton, Corrections Managers' Report, October/November 1996

Introduction to Wireless Data, Broadbeam Corporation, Trenton, New Jersey, 2000

Improving Public Safety through Justice Information Sharing, National Governor's Association, A Center for Best Practices, February 2004

Public Safety and the Interoperability Challenge Public Safety and the Interoperability, Smith, Brenna and Tom Tolman, AGILE, April 2000

Crime Analysis in America: Findings and Recommendations, Timothy C. O'Shea, Ph.D.

DNA Testing: Foolproof? CBS News 60 Minutes

Forensic Odontology: A Global Activity, George A. Gould, DDS

A Beginner's Primer on the Investigation of Forensic Evidence, Kruglick, Kim

Can Wiretaps Remain Cost Effective? Hanson, Robin

Big Brother in the Wires Wiretapping in the Digital Age An ACLU Special Report
March 199

Videos

(Will be viewed in class)

The History of Police Technology

This course is organized into four modules of instruction. In this eight week session, each module is two weeks in length. A course calendar is attached as the last page. Each module includes specific activities and assignments. Further explanation of the various assignments and expectations follows the module outline.

Module One:

Assignments

Readings:

1. Chapters one through six of the primary text, Police Technology
2. Your Source for Law Enforcement IT Guidance, The Police Chief, Technology Talk, May 20
3. Introduction to Wireless Data, Broadbeam White Paper, 2003

Activities:

1. Course Orientation
2. Video – History of Police Technology
3. Online Forum Participation
4. Group Project Selection
5. Selection of individual Issue Papers (2)
6. Lecture
7. Individual Website Selection and Presentations
8. Practical exercise assignments
9. Exam One

Module Two:

Assignments

Readings:

1. Chapters seven through twelve of the primary text, Police Technology
2. When They Can't Talk, Lives Are Lost, National Institute for Justice

Activities:

1. Online forum participation
2. Group Project work
3. Individual Issue Paper Research and Work
4. Issue Paper One Due
5. Lecture
6. Practical exercise roundtable discussion

Module Three:

Assignments

Readings:

1. Chapters thirteen through eighteen of primary text, Police Technology.

Activities:

1. Online forum participation
2. Group Project work
3. Individual Issue Paper Research and Work
4. Issue Paper Two Due
5. Lecture
6. Exam Two

Module Four:

Readings:

1. Chapters 19-21, if they haven't been read for group panel discussion exercise, should be read for "audience participation."

Activities:

1. Online forum participation
2. Group Project work
3. Group Project Panel discussions.
4. Individual Issue Paper
5. Lecture

Expanded Descriptions of Assignments

Individual Website Presentations:

Each learner will be assigned to conduct a review of two specific websites. They will then provide a ten minute presentation on the websites, as well as a one-page briefing paper. The learner shall provide a copy of the briefing paper to each member of the class. In addition to being hyperlinked off the course website, a list of the websites to be assigned for presentation follows:

Institute for Criminal Justice Ethics
Justice Talking
Restorative Justice
Vera Institute of Justice
National Criminal Justice Reference Service
Criminal Justice Standards
The Center for Public Integrity
The International Association of Chiefs of Police
Police Executive Research Forum
Bureau of Justice Statistics
Bureau of Justice Assistance
Community Oriented Policing Service
Federal Judicial Center
Federal Law Enforcement Training Center
Justice Technology Information Network
National Archive of Criminal Justice Data
Office of Tribal Justice
The Corrections Connection
National Institute of Corrections
Ethics in Policing
National Sexual Offender Registry
National Police Foundation
National Guard Bureau Counterdrug Office
Hi Tech Crime Consortium

Academy of Criminal Justice Sciences
Law Enforcement Training Database
Center for Homeland Defense and Security
Memorial Institute for Prevention of Terrorism
Gang and Security Threat Group Awareness
Street Gangs in Los Angeles County
National Gang Crime Research Center
National Youth Gang Center
National Corrections and Law Enforcement Training Center
USA Jobs
Federal Trade Commission Identity Theft
Interpol
Crime Scene and Clues
Crime Scene Investigator
Handbook of Forensic Science Services
InterFire Online
National Center for Forensic Science
National Center for Missing and Exploited Children
Traffic Accident Reconstruction
Jurist: Legal News and Research
Law Enforcement Agency Resource Network

Exams

Exams one and two will consist of 50 multiple choice, true-false or short answer questions. All of the material in the exams will come from the primary text and will be cumulative.

Group Project

The final three chapters of the primary text book will be used as broad outline for the group project. The group project has two components. First, each group will produce an eight to ten page analysis of the assigned topic. Second, the group will lead a panel discussion on their topic. The three board areas of inquiry are: Personnel and Training; Implementing and Managing Technology; and, Emerging and Future Technologies. At a minimum, the group paper should be 8-10 pages in length

In addition to being in APA format, the group paper should address the following under these specific headings; Background; Impact of Technology; Non-technology Alternatives; Stakeholders; Outcomes and Consequences (intended and un-intended); Recommendations. The group as a panel will then present their research and findings to the class. Groups should be prepared to lead a 30 minute discussion.

Issue Papers

Learners are required to prepare two (2) typed, 3-5 page, papers that are a discussion and analysis of a course related issue. At a minimum, it is expected that the learners will produce an academically sound and properly formatted work (APA format is strongly encouraged); with a minimum of three sources, not including the text book. The instructor will provide more information concerning the papers during class. The papers will be graded on content as well as exposition.

Practical Exercise Roundtable Discussion

Depending on the size of the class, each learner will be assigned between one and three short, practical exercises. These exercises are to be completed outside of classroom time. As an example, the learner could: experiment with intrusion detection; experiment with state place coordinates; or, determine an IP address. The exact practical exercise will be assigned during class. The learner is to prepare a one paragraph description of the experience and then participate in a roundtable discussion with all class learners. At a minimum, the roundtable discussion will explore: the value of practical exercises; the potential for use in criminal justice; the potential for abuse in criminal justice; and, the limitations of the technology.

Participation/Attendance/Interaction

Attendance

Within the university setting, learners are expected to attend class on a regular basis, complete all readings and assignments before the stated dates and participate in topic discussions to enhance their overall learning experience. As participation is directly related to attendance, and because of the abbreviated nature of the eight week session, learners missing any class will not receive credit for participation. Attendance will be recorded by a class roster that will be passed among the learners during each class. It is the learner's responsibility to sign the roster.

Participation

Participation is ten percent of the learner’s final grade. In addition to attendance, participation will also be measured by the use of an online threaded discussion. Specific instructions regarding the online forum will be presented during the course orientation and are available on the course website.

Evaluation

Exam One	10%
Exam Two	20%
Group Project	20%
Issue Paper One	10%
Issue Paper Two	10%
Practical Exercise	10%
Website Presentation	10%
Participation	10%
Semester Total	100%

A	90-100%
B	80-89%
C	70-79%
U	69% and Under

Final Deadline for all work

All course work is due at the start of class in the week indicated on schedule. Absent prior permission, late assignments will be assessed a penalty of one letter grade per week. For information concerning the completion of course work beyond the last day of class refer to the UI&U Catalog.

Ethical Conduct

Learners should be aware that there are severe consequences for violations of academic ethical conduct. Primarily, we are concerned with cheating and plagiarism. Learners who are determined to have cheated or committed plagiarism will face disciplinary action as identified within UI&U regulations. For additional clarification of cheating and/or plagiarism, refer to the UI&U Catalog for policies regarding Academic Integrity.

American with Disabilities Act Compliance

Please refer to the *Catalog* for policies regarding American Disabilities’ Act or http://www.tui.edu/ASN/serv_learner_disab/default.asp for further assistance regarding UI&U compliance with ADA.

Week	Date	Activity	Assignment Due	Readings
Module One				
One	TBD	Course Orientation, Video, Website Assignments, Group Assignments, Lecture	None	
Two	TBD	Website Presentations, Lecture, Exam One	Forum participation, Website Presentations, Exam One	CH1-6, Supplemental readings
Module Two				
Three	TBD	tutorial (Work on practical assignments, work as a group on panel assignment)		
Four	TBD	Practical Exercise Roundtable, lecture	Exercise Roundtable, Issue Paper No. 1, forum participation	CH7-12, Supplemental Reading
Module Three				
Five	TBD	tutorial (Work as a group on panel assignment)		
Six	TBD	Lecture, Exam Two	Exam Two, forum participation	CH13-18
Module Four				
Seven	TBD	tutorial		
Eight	TBD	Group Panel Discussions, Wrap-Lecture, course evaluation.	Group paper, Issue Paper No. 2, forum participation	CH19-21

ARC approved _____
DEAN approved _____