



CJ 470 – Management & Public Administration
October 2 – December 4, 2012

SYLLABUS

Instructor: Jeffrey J. Ahn, MS

Email: jeffrey.ahn@adjunct.chaminade.edu (primary) / theahn2003@gmail.com (secondary, use only when you have problems with CUH e-mail with prior telephonic approval from the instructor). (Please check my e-mail address spelling. A few of my former students claimed they sent their assignments to my CUH e-mail address, but I found out later they misspelled my e-mail address, especially my first name).

Phone: 808-230-4691 (cell) (Please leave a message if I do not answer your call right away. I will call you back). I am available from 4 p.m.- 9 p.m. (Hawaii Standard Time or HST) on most days, but I attempt to reserve Sunday for my family. I provide you with these times to make it easier to communicate with me, and not to limit our contact. I want you to know that, should you need to contact me outside these periods, you should not hesitate to do so.

Classroom: Pearl Harbor (specific classroom TBD)

Class Time: 17:30 (promptly) – 21:30, Tuesdays

Meeting Dates: See course schedule for detailed information (page 4 of this syllabus)

Required textbook: Whisenand, P. (2009). *Managing Police Organization*, (7th ed.). Upper Saddle River, New Jersey: Pearson Education

Required software: You are required to submit writing assignments following the American Psychology Association (APA) format using various applications, such as, Microsoft Word®; and present your research using presentation software, such as Microsoft PowerPoint®. You are not required to purchase these programs and use other applications; however, I will not grade your work(s) if I cannot open or view them. Please ensure you can access to an Adobe reader as well. You will need the Adobe reader to review my feedback and other correspondences.

Highly recommended materials:

- APA Format - APA format is required for all written assignments. Please refer to the APA Publications Manual, 5th Edition. ISBN: 1-55798-791-2
- Grammar Manual - The Gregg Reference Manual, 10th Edition, is the standard writing manual for this course. ISBN: 0-07-293653-3

- Dictionary - Merriam-Webster Collegiate, 11th Edition, as identified as the standard spelling reference for APA journals and books. ISBN: 0-87779-809-5. Your assignments should not have any spelling errors. Review and check your works using the aforementioned dictionaries; and do not trust a dictionary in Microsoft Word ® or other applications alone.

Student Learning Outcomes:

Upon completion of the course, the student will:

- understand how certain decisions are made
- understand how an individual perceive values from others
- understand the main reasons for communication
- understand how employee behaviors affect an organization
- understand what is involved in a budget.
- understand the different approaches in dealing with ethical choices
- understand how several components of management skills are needed for managing an organization

Course description: Theories of administrative organization, management, and leadership. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of a model of criminal justice management theory and practice, stressing conceptual, methodological and contextual knowledge development and application. Prerequisites: CJ 151 and CJ 270.

Grading System:

GRADING SCALE	
Score	Grade
91-100% of converted scores	A
81-90% of converted scores	B
71-80% of converted scores	C
61-70% of converted scores	D
51-60% of converted scores	F

Letter grades are given as your final grade for this course. Grades are calculated from the student's attendance, class participation, weekly article reviews, presentations, case study, and research papers. The grades are interpreted as follows:

- A - Outstanding scholarship and an unusual degree of intellectual initiative.
- B - Superior work done in a consistent and intellectual manner.
- C - Average grade indicating a competent grasp of subject matter.
- D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F - Failure to grasp the minimum subject matter; no credit given.
- W - Withdrawal before published deadline (see your counselor or academic calendar for details).

- I* - Did not complete a small portion of the work or final examination due to circumstances beyond the student's control. This grade will not be given except under circumstances of extreme hardship (see CUH Student Handbook for details).

Course Requirements/Point Breakdown:

Graded Areas	Possible Maximum Points
Quizzes – Week 1 through Week 9	180
Article Review – Week 2 through Week 9	80
Research <ul style="list-style-type: none"> - Plan Paper (on October 23) - Presentation (on December 4) 	100
Final Exam (on December 4)	100
Aggregation	460

Nine (9) quizzes (20 points each): These quizzes are not cumulative and will include only materials covered in the specified sections. Items on the exam will come from the textbook. Quizzes may consist of questions in multiple choice, short answer, and essay formats. A quiz will be given at the beginning of each scheduled class meeting.

- **NOTE: Missed quizzes/examination cannot be made up** unless the absence is for a documented emergency, documented medical reasons, documented mandatory service to the University, documented mandatory military obligations, or other acceptable reason as deemed by the instructor. The instructor must approve any make-up examination. Delay in contacting the instructor after a missed quiz/examination is reason to deny a make-up.

Seven (9) Academic Article Reviews (10 points each): You are required to submit these assignments weekly starting Weeks 2 through 9. After I review and approve your chosen research topic from your research presentation plan paper, begin searching and selecting scholarly writings related to your approved research topic. You will not be allowed to change research topic after Week 5 (No exceptions). After you select academic articles, choose one article per week, and prepare an article review in the format that is provided in the "DocSharing". Your weekly article review should reflect scholarly writing and be completed following current APA standards (6th Edition, 5th Printing) with the following components: *(a) researcher's thesis and scope of study or research, (b) researcher's methodology and purpose, (c) researcher's conclusion or findings, and (d) your evaluation on the research and its relationships to other works or future works* (you must have a minimum of 150 words but no more than 250 words. Word count will not include anything but words from these required components). Prior to submitting your work in "DropBox," review and compare your reviews with the sample review, which is posted in "DocSharing." You should select academic articles to assist you in the research presentation.

The following criteria will be used in grading the academic article reviews:

- Format (2 points max):
- You state author's thesis and scope of study or research (2 points max):

- You state author's methodology and purpose (2 points max):
- You explain the author's conclusion or findings (2 points max):
- You evaluate work's relationships to other works or future works (2 points max):
- Scored x out of 10 points

Research (100 points each): By Week 4 (**October 23, 2012**), you are required to submit one page (about 350 words, single line) research plan explaining your reason(s) for selecting a specific topic. Your research topic must be related to this course. In this paper, you are also required to explain how and what you are going to use to support your research. Your presentation will not be accepted and subsequently graded if you are failed to submit this one page research plan by the specific due date.

Requirement: Based on your topic identified in Week 1, 10 – 15 slides in length with a separate reference slide(s). You first slide in the presentation must contain a title of your research, your name (First Last Name), and your school. The final slide(s) must be an APA formatted references list of the resources you used. Your presentation **MUST** include notes that contain 150-200 words per slide (this is your script). Be sure to include citations for quotations and paraphrases with references in APA format and style. Cover and reference slides will not be included in the required length.

The following criteria will be used in grading the research paper:

Criteria	100%	75%	50%	0%
Length -				
Contents (60% max)				
Purpose	12	8	6	0
Content	12	8	6	0
Organization	12	8	6	0
Feel	12	8	6	0
Tone	12	8	6	0
Mechanics (25% max)				
Sentence structure	5	3.8	2.5	0
Word choice	5	3.8	2.5	0
Use of APA	10	7.5	5	0
Grammar, Spelling, etc.	5	3.8	2.5	0
Research (15% max)				
Use of References	7.5	5.6	3.8	0
Quality of References	7.5	5.6	3.8	0
Use of Directed Quotation				
Scored -				

One (1) final examination (100 points each): This is cumulative and will include only materials covered in the specified sections. Items on the exam may come from the text, supplemental reading materials, classroom lectures and discussions, or other means used

throughout the period. Exams may consist of questions in multiple choice, short answer, and/or essay formats.

Projected class activities

Week	Dates	Events/Activities
1	Oct 2	Introduction / Chapter 1
2	Oct 9	Chapters 2 and 3
3	Oct 16	Chapters 4 and 5
4	Oct 23	Chapters 6 and 7
5	Oct 30	Chapters 8 and 12
6	Nov 6	Chapters 9 through 11
7	Nov 13	Chapter 13
8	Nov 20	Chapter 14
9	Nov 27	Chapters 15
10	Dec 4	Final Exam

NOTE: The instructor reserves the right to make modifications to the course syllabus and schedule. Any modifications will be made known to the student.

NOTE: I do not support any extra credits or activities. Stay in the progress of course and complete the required activities as required by the instructor.

ACADEMIC POLICIES AND PROCEDURES (CUH Student Handbook)

Note: The Policies and Procedures listed here in the syllabus are in addition to those listed in the CUH Student Handbook and is specific to this course and this faculty. Students are responsible to adhere to all Policies and Procedures outlined in the CUH Student Handbook.

ACADEMIC HONESTY: Students are responsible for promoting academic honesty at this university by not participating in or facilitating others' participation in any act of academic dishonesty, and by reporting incidences of academic dishonesty (such as theft of tests, records, and other confidential materials, altering grades, and/or plagiarism) to their instructors. Questions of academic dishonesty are reviewed first by the instructor, followed by the Director, who supervises the faculty teaching the courses.

PLAGIARISM: Chaminade University policies regarding academic honesty are explicit. The standards as clearly stated in the Academic Catalog will be strictly enforced. There is no excuse for using others work and turning it in as your own, and absolutely no value in irreparably damaging your reputation and your class grade.

ATTENDANCE: Students are expected to attend all scheduled classes for which they are registered, and the University assumes they are mature enough to be responsible for their own behavior. During the first week of classes, instructors will explain their attendance policies as outlined in the course syllabus. These policies involve grade penalties. Faculty members are responsible for monitoring and enforcing their established attendance policies. The instructor must report any absence of two weeks or more to Retention and Academic Advising and the Registrar. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's mobile phone first, and by leaving word at the Faculty Services Office (735-4739). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

READING ASSIGNMENTS: All reading assignments must be completed prior to class or the student will not be prepared to participate meaningfully in class discussions. Classes are prepared on the assumption and expectation that the student has read the assigned materials and completed any required assignments. The required assignments in this course include a detailed questionnaire addressing the textbook chapter materials.

The following are some examples of acceptable scholarly academic journals for article reviews and for your writing assignments¹.

Justice System Journals

American Journal of Police
British Journal of Criminology
Crime and Delinquency
Crime and Justice
Criminal Justice and Behavior
Criminal Justice Review
International Review of Criminal Policy
Journal of Criminal Justice
Journal of Criminal Law (UA)
Journal of Criminal Law and Criminology
Journal of Forensic Sciences
Journal of Quantitative Criminology
Journal of Research in Crime and Delinquency
Judicature
Justice System Journal (UA)
Justice Quarterly
Juvenile and Family Court Journal (UA)
Law and Contemporary Problems
Law and Human Behavior
Law and Policy
Law and Social Inquiry: Journal of the American Bar Foundation
Law and Society Review
Violence and Victims
Wharton's Criminal Procedure (UA)

Administration, Management, and Organizational Theory Journals

Academy of Management Journal
Administrative Science Quarterly
Harvard Business Review
Industrial Relations
Journal of Human Resources
Journal of Organizational Behavior
Journal of Organizational Behavior Management
Long Range Planning
Management Science
Organizational Behavior and Human Decision Process (UA)
Organizational Behavior and Human Performance (UA)
Organizational Dynamics
Public Administration and Development (UA)
Public Administration Review
Strategic Management Journal 21

¹ Many thanks to Dr. Nani Lee, Associate Professor of Behavioral Sciences, Director of Community & External Relations, CUH, for sharing a majority of this list with us.

Technology Journals

Association of Computing Machinery

Institute of Electrical and Electronics Engineers

International Journal of Technology Management

Journal of Information Technology for Teacher Education

Journal of Technology Education

Lecture Notes in Computer Science

*NOTE: Make friends with Sullivan Library librarians, who can assist you in finding academic journals for your research. Academic journals for technology are extremely broad; and sometime searches can and will make you feel disoriented and frustrated, this is where our librarians can help you. You need to focus on specific subject/title(s) and stay focused.

The following are not acceptable as scholarly academic journals for purposes of article reviews:

Newspapers

News Magazines (Newsweek, Time, People)

Trade Magazines

FBI Law Enforcement Bulletin

Corrections Today

Police Chief

Prisons Today

On the Line

Law and Order

American Jails

Web sites end with pedia.com, such as, Wikipedia.com (visit www.pedia.com for a list of different names of pedia.com). Not everything you will find CUH online library will be considered as academic materials.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith - Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.
2. Provide an Excellent Education - In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.
3. Educate in Family Spirit - Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.
4. Educate for Service, Justice, and Peace - The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.
5. Educate for Adaptation to Change - In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton. Each of these characteristics is integrated, to varying degrees, in this course.