



CJ 470-01-01: Management and Public Administration Course Syllabus Fall 2015

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Office Hours: By appointment
Class Dates: August 25 – December 3, 2015
Class Times: TTH 10:00 - 11:20 a.m.
Class Location: Brogan, room #102

Biography:

After joining the Honolulu Police Department in 1980, I was fortunate to have had various patrol (i.e., Waikiki, central Honolulu, Pearl City, Kalihi, Wahiawa districts) and non-patrol assignments (i.e., Receiving Desk, Criminal Investigations, Community Relations, Records and Identification, Communications, Traffic) throughout my career. I held the rank of captain at my last regular assignment with the Pearl City patrol district (as the executive officer) and retired in December 2012. In January 2012 I, joined the Honolulu Police Department's Reserve Officer program and I currently serve as a reserve police officer assigned to the Pearl City patrol district.

I have a Bachelor of Science degree (Occupational Education specializing in Criminal Justice) and a Master of Arts degree in Management (specializing in Human Resource Management). I also completed additional graduate course work from the University of Phoenix, the University of Hawaii – Manoa, and Northcentral University.

Besides being a recent part-time lecturer at Chaminade University, for the last ten years I taught and still teach criminal justice administration courses at other institutions of higher education.

Course Description:

Theories of administration organization, management, and leadership. This course provides competencies to meet the program outcome to allow students to demonstrate and 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.

Student Learning Outcomes:

Students completing this course will demonstrate an understanding as to:

1. how certain decisions are made
2. how individuals perceive values from others
3. the main reasons for communication
4. how employee behaviors affect an organization
5. the different approaches in dealing with ethical choices
6. how several components of management skills are needed for managing an organization

Reading Materials:

Supervising Police Personnel Strengths - Based Leadership; Paul M. Whisenand and E. Doug McCain; 8th edition; 2015. ISBN: 978-0-13-348355-0

Additional reading/viewing materials will be used in supplement to the text.

Course Approach:

The class will primarily be a lecture format. The material for most classes will be delivered via in-class discussion, video, and PowerPoint presentations. Students are expected to be active participants during the class period. I will regularly call on students for input on issues discussed during class, thus it is important to come to class prepared.

Course Requirements:

- **Two (2) exams.** You will have two non-cumulative examinations for this course, a midterm and a final. These exams will include only material covered in the specified sections. Items on each exam may come from the text, supplemental reading/viewing materials, classroom lecture and discussions, or other media used throughout the class. Exams may consist of true/false, multiple choice, fill in the blank, and short answer/essay questions. Each exam will be worth 25% of your final grade or a total of 50% of your final grade. **No make-up** exams will be given unless you are able to document a medical emergency. Specific exam dates are listed in the Course Schedule (below).
- **Course Paper:** You will have a research paper due in this course. Your paper is expected to be roughly five pages (1 inch margins, 12 point font, double-spaced) of text. You should also include a separate title and references page that do not count toward the overall five page length; **do not** include an abstract for this writing assignment. This paper is due on Thursday, November 19, 2015 [see Course Schedule (below)]. Note that late papers will be penalized 10% per day and will not be accepted after five days (November 24, 2015).

The paper should be a biographical research of an individual, living or dead, who has “**significantly**” contributed to our country’s criminal justice system. See Biographical Research Paper handout for further details. Please send me a message (via CUH email system) of the name of the individual you’ve chosen and once I confirm your choice you may begin your research. Each student will do research on their chosen “individual”; there will be no duplicates so it will behoove you to submit the name of your individual as early as possible.

The research paper is expected to be written at a college level. An “A” paper, for example, is one in which there are few if any grammatical errors, is well-written and thoughtful, well-researched, and clearly communicates the scope of the problem, solution, and intended benefits. You are expected to write your own paper. Plagiarism is a serious offense (and I do check for plagiarism in my courses). If I find evidence of plagiarism, in part or in full, you will receive 0 points for this paper. This paper is worth 20% of your final course grade. Please be sure to submit both an “electronic” and paper version of your research paper by the due date; this is a requirement!

- **Quizzes:** You will have five quizzes over the course of the semester (worth five points each) – the subject matter will primarily come from the lectures, your text, supplementary readings, and videos. The quizzes will be short – including anywhere from one to five questions and are intended to ensure that you are attentive during lectures/discussions, and reading or watching required material. These will be timed quizzes and I will ask that you put pens or pencils down when the time has passed, failure to do so will result in zero points for the quiz. Make sure to bring blank paper for these quizzes. Questions may not be repeated once the quiz has begun. Quizzes will be worth 25% of your final grade. There are no make-up quizzes in this class unless you are able to document a medical emergency.

- **Participation:** While attendance will not count against or toward your grade in this class (save the effect of missed classes on your participation grade), it is important to note that I will not teach this class twice. If you miss class it is up to you to meet with a classmate to obtain notes or other information you missed. Missing class will not be an excuse (with the exception of documented medical emergencies) for missing class material or announcements. Participation will be worth 5% of your final grade.

PLEASE NOTE THAT THERE IS NO PLANNED EXTRA CREDIT FOR THIS CLASS.

Grading System:

Point Distribution & Scoring System:	Point Distribution	Percent of Final Grade
Mid-term Exam	25	25%
Final Exam	25	25%
Quizzes / News Articles (five@5 points each)	25	25%
Research Paper	20	20%
Participation	5	5%
	100 points	100%

A = 90-100 points	(90-100%)
B = 80-89 points	(80-90%)
C = 70-79 points	(70-79%)
D = 60-69 points	(60-69%)
F = 59 points and below	(<59%)

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, essay plagiarism, using unapproved notes/material during quizzes/exams, and assisting others with quizzes/exams.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an "F" grade for the work in question to an "F" for the course to suspension or dismissal from the University.

A General Note on Professionalism.

Students are expected to handle themselves professionally during class. Professionalism includes attending and being prepared for class (e.g., reading the required material), arriving to class on time, and being engaged, active participants in the classroom experience. In addition, please refrain from using profane language; I will verbally warn those using vulgarity and, should it continue, it along with other disruptive behavior may ultimately affect participation points. It is my intent to treat each student as an adult, and as such, require standards of professionalism that are highly consistent with the "real world."

I intend to discuss controversial criminal justice/social issues in a frank and forthright manner because I believe it is important to do so. As professionals, each student must direct comments or responses to the class and to me in a professional manner. We must all respect the opinions of one another. I would also request that if you are offended by the comments of a fellow class member or myself that you come to me during office hours to discuss the problem with me personally. In many cases these instances can be used as valuable learning experiences and I will do my best to rectify any problems.

Classroom Etiquette

A general note on classroom behavior: Disrespectful, rude, and unprofessional behavior will not be permitted in this classroom. Sleeping, side conversations, text messaging, doing work or studying for another class, repeated tardiness, or other disrespectful behavior is unacceptable. If you present a pattern of problem behavior, you will be asked to leave the classroom.

- Arrive to class on time and do not plan on leaving early. Don't disappear once you sign in.
- Do not engage in side conversations during lectures or discussions. If there are continual disruptions I will ask you to leave the class.
- Don't have a personal conversation with me during class, speak to the class.
- This class is not a study hall, do not treat it as such - do not read newspapers or materials for another class during this class.
- **ALL** electronic equipment (including laptops, cell phones, MP3 players, or other media devices) should be put away during this class. **No phones also means no texting!** If I see you using any of these I will stop the lecture and ask you to put the item away. I will ask you to leave the class upon a second warning.
- Place all backpacks and bags off the tables or desks (many students have used these to camouflage their text messaging or other game usage during class).
- At times we will discuss sensitive issues in class. We will not all agree. Discussion is encouraged and welcome, but disrespect of other's opinions will not be accepted.
- I generally do not mind if you eat in class, I'd rather you eat than be distracted by hunger. However, only quiet and no strong-smelling food please. Make sure to clean up after yourself.
- No chewing tobacco in class!

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

- 1. Educate for Formation in Faith**
- 2. Provide an Excellent Education**
- 3. Educate in Family Spirit**
- 4. Educate for Service, Justice, and Peace**
- 5. Educate for Adaptation to Change**

Tentative course schedule, subject to change based on course progression.

Course Schedule			
Week	Date (Week Of)	General Topic	Read Chapters
1	W/O 8/24/15	<ul style="list-style-type: none"> Strengths-Based Leadership 	1
2	W/O 8/31/15	<ul style="list-style-type: none"> Decisions Quiz #1 	2
3	W/O 9/7/15	<ul style="list-style-type: none"> Values 	3
4	W/O 9/14/15	<ul style="list-style-type: none"> Integrity Quiz #2 	4
5	W/O 9/21/15	<ul style="list-style-type: none"> Vision 	5
6	W/O 9/28/15	<ul style="list-style-type: none"> Communications Quiz #3 	6
7	W/O 10/5/15	<ul style="list-style-type: none"> Empowerment 10/8/2015 - Midterm Exam: Chapters 1 thru 7 	7
8	W/O 10/12/15	<ul style="list-style-type: none"> Performance 	8
9	W/O 10/19/15	<ul style="list-style-type: none"> Time Quiz #4 	9
10	W/O 10/26/15	<ul style="list-style-type: none"> Happiness 	10
11	W/O 11/2/15	<ul style="list-style-type: none"> Stress Quiz #5 	11
12	W/O 11/9/15	<ul style="list-style-type: none"> Willpower 	12
13	W/O 11/16/15	<ul style="list-style-type: none"> Team Leadership 11/19/2015 – Course Paper is Due 	13
14	W/O 11/23/15	<ul style="list-style-type: none"> COPS and POP Holiday – Thanksgiving Day – No Class 	14
15	W/O 11/30/15	<ul style="list-style-type: none"> Results 12/3/2015 – Last Day of Instruction 	15
Final Exam: To Be Determined			

SCIENTIFIC METHOD DEFINITIONS

- The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.
- The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

- **SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

- A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.
- The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations

Kidder

- **THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

- In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>