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## **CJ 270-10-02: Supervision and Management Course Syllabus Fall (PACE) 2016**

**Instructor:** Keith Lima  
**Email:** keith.lima@chaminade.edu  
**Alternate email:** klima454@yahoo.com  
**Phone:** 386-9334  
**Office Hours:** By appointment  
**Class Times:** Monday / 5:30 - 9:40 p.m.  
**Class Dates:** October 3 to December 14, 2016  
**Class Location:** Schofield Barracks, Room SB

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### **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 assignment with the Pearl City patrol district (as the executive officer) and retired in December 2012. Presently, I still serve with the Honolulu Police Department as a reserve police officer.

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 part-time lecturer at Chaminade University, I taught criminal justice administration courses at the higher education level for the past eleven years.

### **Course Description:**

Study of the major theories of management, organizing, motivation and leadership, and decision-making as applied to criminal justice personnel. 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.

### **Student Learning Outcomes:**

Students completing this course will demonstrate an understanding of:

1. the evolution of police administration and policing today
2. politics and police administration, and police leadership
3. organizational theory, design, and change; and planning and decision making
4. human resource management
5. organizational and interpersonal communication
6. financial management
7. stress and police personnel
8. legal aspects of police administration

## **Reading Materials:**

Swanson, C. R., Territo, L., and Taylor, R. W. (2012). *Police Administration: Structures, Processes, and Behavior* (8<sup>th</sup> ed.). New Jersey: Pearson.

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. These exams will include only material already covered. 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 20% of your final grade or a total of 40% 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).
- **PowerPoint Presentation:** You will have to prepare, present, and submit a PowerPoint presentation (the topic will be pre-approved). The PowerPoint presentation is expected to be about 10 minutes in length and also between 10 to 15 slides with speaker notes and include a title, “references,” and “questions” slides. The PowerPoint presentation will be presented in week 9. Late submittals will be penalized 10% per day and will not be accepted after five days.
- **Video Review / Study of Contemporary Issue:** For this class there will also be one (1) Video Review and one (1) Study of Contemporary Issue assignment, each worth 5 points. The topics will be disclosed one week prior to its deadline. A minimum 200-word summary/analysis (hard-copy) will be required for submittal. Late submittals will be penalized 10% per day and will not be accepted after five days.
- **Participation:** Participation in class discussions is expected in every class. Students should be prepared to discuss the topic for the week (mostly based on the assigned chapter of the textbook). Participation will be worth 3 points per class for a total of 30 points or 30% of your final grade.

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

## **Grading System:**

Point Distribution & Scoring System:	% of Final Grade	Point distribution
Mid-term Exam	20%	20
Final Exam	20%	20
Video Review	5%	5
Study of Contemporary Issue	5%	5
PowerPoint presentation	10%	10
Class presentation	10%	10
Participation	30%	30
	<b>100%</b>	<b>100 points</b>

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

### **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.

### **Student's Responsibility**

The student is responsible for knowing the information presented in the Chaminade University Catalog, course schedules, and Student Handbook, and for observing all regulations and procedures relating to the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of or contends that he/she was not informed of the regulations or procedures.

A student must satisfy the requirements of the catalog in force at the time that he or she is admitted to and begins course work in a degree program, or the student may, with the consent of the program advisor, graduate under a subsequent catalog provided the student complies with all the requirements of the later catalog.

Responsibility for following all policies and meeting all requirements and deadlines for graduation rests with the student.

### **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. 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 non-smelly 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	General Topic	Read Chapters
1	10/3/16	<ul style="list-style-type: none"> <li>The Evolution of Police Administration</li> </ul>	1
2	10/17/16	<ul style="list-style-type: none"> <li>Policing Today</li> </ul>	2
3	10/24/16	<ul style="list-style-type: none"> <li>Politics and Police Administration</li> <li><b>Video Review assignment</b></li> </ul>	4
4	10/31/16	<ul style="list-style-type: none"> <li>Organizational Theory</li> <li>Organizational Design</li> </ul>	5 and 6
5	11/7/16	<ul style="list-style-type: none"> <li>Leadership</li> <li><b>Mid-term Exam:</b> Chapters 1 to 7</li> </ul>	7
6	11/14/16	<ul style="list-style-type: none"> <li>Planning and Decision Making</li> <li>Human Resource Management</li> </ul>	8 and 9
7	11/21/16	<ul style="list-style-type: none"> <li>Organizational and Interpersonal Communication</li> <li>Labor Relations</li> </ul>	10 and 11
8	11/28/16	<ul style="list-style-type: none"> <li>Stress and Police Personnel</li> <li><b>Contemporary Issue assignment</b></li> </ul>	13
9	12/5/16	<ul style="list-style-type: none"> <li>Legal Aspects of Police Administration</li> <li><b>PowerPoint presentations</b></li> </ul>	14
10	12/12/16	<ul style="list-style-type: none"> <li>Organizational Change</li> <li><b>Final Exam:</b> Chapters 8 to 15</li> </ul>	15

## 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>