

**CJ 270-090-2: Supervision and Management**  
**Course Syllabus**  
**Winter 2020**

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**Office Hours:** By appointment  
**Class Times:** Online  
**Class Location:** Virtual

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**Course Description:**

Students will be introduced to the contemporary theories of management, organization and structure of police agencies. Concepts pertaining to the management, leadership, and decision-making as applied to police organizations will be examined in detail. This course provides the student a broad knowledge base as detailed in the below listed student learning outcomes. Students will glean an understanding of contemporary police management theories, issues and practices. The focus of this course will be on the most contemporary and most challenging issues police leaders must address to ensure police and the community work together to foster a safe, peaceful, and vibrant living environment.

**Student Learning Outcomes:**

Students completing this course will demonstrate an understanding of:

1. Developing a unique theoretical perspective explaining criminality
2. Analyzing a current problem in LE leadership
3. Critiquing the major policing strategies and their effectiveness
4. Creating a police department command staff
5. Analyzing communication problems across police generations

**Reading Materials:**

Swanson, C. R., Territo, L., and Taylor, R. W. (2017). *Police Administration: Structures, Processes, and Behavior* (9<sup>th</sup> ed.). New Jersey: Pearson.

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

## **Course Approach:**

Teaching strategies will emphasize the development of student learning objectives mentioned above based upon application of knowledge and skills which will include; lecture, active class participation/discussions, written examinations, research assignments, videos for assessment and discussions, and learning activities in the classroom.

## **Course Requirements:**

Students are expected to be present and be prepared for each class session via completion of reading assignments for each class session. Students are expected to be prepared to critically discuss assigned material and participate in all aspects of classroom learning activities.

*Participation* in class discussions and projects are essential for understanding and passing this course. The following student activities are required:

- **Two (2) exams.** You will have two non-cumulative examinations for this course. 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 20% of your final grade. The syllabus outlines the dates of the two major exams. Due to the format of the exams, and in the spirit of teamwork required in the professional field of criminal justice, **there will be no make-up exams given** unless you are able to **document** a medical emergency.
- **Assignments:** You will be assigned a variety of papers to write on topics chosen by the professor. Your papers must adhere to APA standards including font, spacing, title page, references (both in text and in a bibliography), and formatting. While there is no length requirement, please ensure that your paper is long enough to completely cover the topic assigned. Assignments are worth 20% of your final grade.
  - **\*\* The rubric applies to assignments. Modified versions are used for your discussions and presentations. Please be aware: the rubric only applies to the assignment given. If you choose to do an alternate assignment you will not receive points for simply turning in a paper. For example: if the assignment was to write a paper about ethics in criminal justice and you turned in a paper on how to change the oil in your car you do not receive points for grammar, APA, etc. You would simply receive a zero. These criteria pertain ONLY to the assignment given.**
  - **YOU WILL FIND A COPY OF THE RUBRIC IN THE ANNOUNCEMENT SECTION OF YOUR CANVAS COURSE**
- **Discussion Questions/response:** On various weeks a discussion question will be posted. You are required to answer the discussion question in full. This includes supporting your assertions with references if applicable. Additionally, you are required to respond to a

minimum of two classmates in each discussion post. All original discussion posts are due on Wednesday's with responses due on Sunday's. Discussion and responses are worth 20% of your final grade.

- **Presentation:** The presentation is a research topic on the approved subject matter from your problem statement. Rather than completing a paper, you will conduct the research and present it to the class. The format (i.e., powerpoint/prezi) will be based on your discretion and available resources. You will turn in the PPT or Prezi via Canvas. You will record yourself giving the presentation using zoom and upload the file(s). Your grade will reflect: the content, organization, and time management. The presentation is worth 20% of your final grade. You will also be automatically assigned to respond to two of your classmate's presentations. You are required to respond in a manner that contributes to the research. This may include insight, questions, what they did well, what they need to work on in the future, etc. A simple "great job" is not sufficient. There must be substance in your response. \*\* Responses are included in the final overall grade of this assignment.

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

### **Grading System:**

#### **Point Distribution & Scoring System:**

#### **% of Final Grade**

Assignments	20%
Presentation	20%
Discussions/Responses	20%
Midterm	20%
Final	20%
	<b>100%</b>

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

### **Late Policy:**

No late work will be accepted in this class without a documented emergency. Generally, a valid excuse is personal medical emergency. I reserve the right to not accept any late work.

### **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.

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

- Plagiarism includes, but is not limited to:
  1. Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
  2. Copying of someone else's exam or paper.
  3. Allowing someone to turn in your work as his or her own.
  4. Not providing adequate references for cited work.
  5. Copying and pasting large quotes or passages without properly citing them.

### **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.**

### **Student Expectations Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

\*\* If you have ADA provisions and intend to turn in an assignment past the due date, you **MUST** discuss this with me ahead of time. We need to communicate and determine when an acceptable time frame will be for the both of us.

\*\*\* Presentations **MUST** be turned in by the due date. Your classmates are going to be assigned peer reviews, therefore, timeliness is essential. You have the entire term to work on the presentation so time should not be an issue. If you do not feel as though you can make the due date, you must discuss this with me ASAP.

### **Incomplete Grades:**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

### **Title IX Statement:**

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**Religious Observances:** Students are expected to notify their instructor one week in advance if they intend to miss class to observe a holy day of their religious faith.

### **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.*

<b>Course Schedule</b>			
<b>Week</b>	<b>Date (Week Of)</b>	<b>General Topic</b>	<b>Module</b>
1	1/6-12	<ul style="list-style-type: none"> <li>• The Evolution of Policing</li> <li>• <b>Introduction Assignment</b></li> <li>• <b>Sir Robert Peel</b></li> <li>• <b>Most significant?</b></li> </ul>	1
2	1/13-19	<ul style="list-style-type: none"> <li>• Policing today</li> <li>• Politics and Police Administration</li> <li>• <b>Policing strategies</b></li> <li>• <b>Citizen oversight</b></li> </ul>	2
3	1/20-26	<ul style="list-style-type: none"> <li>• Organizational Theory</li> <li>• <b>Develop your own theory</b></li> <li>• <b>Reflecting</b></li> </ul>	3
4	1/27-2/2	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Planning and Decision Making</li> <li>• <b>You decide...</b></li> <li>• <b>You're the Chief!</b></li> <li>• <b>Research Topic Choice</b></li> </ul>	4
5	2/3-9	<ul style="list-style-type: none"> <li>• <b>Midterm</b></li> </ul>	5
6	2/10-16	<ul style="list-style-type: none"> <li>• Organizational and Interpersonal Communication</li> <li>• <b>Communication...</b></li> <li>• <b>How do we communicate?</b></li> </ul>	6
7	2/17-23	<ul style="list-style-type: none"> <li>• Labor Relations</li> <li>• Financial Management</li> <li>• <b>Mandatory body armor</b></li> </ul>	7
8	2/24-3/1	<ul style="list-style-type: none"> <li>• Stress and Policing Personnel</li> <li>• Movie</li> <li>• <b>To drink or not to drink....</b></li> <li>• <b>Police psychologists</b></li> </ul>	8
9	3/2-8	<ul style="list-style-type: none"> <li>• Legal Aspects of Police Admin</li> <li>• Organizational Change</li> <li>• <b>Social media</b></li> <li>• <b>What does the future hold?</b></li> </ul>	9

10	3/9-14	<ul style="list-style-type: none"><li>• <b>Presentation of Findings</b></li><li>• <b>Final</b></li></ul>	10

## 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.ht](http://allpsych.com/researchmethods/replication.htm)

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