FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

DEPARTMENT: CRIMINOLOGY AND CRIMINAL JUSTICE	COLLEGE: DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: CCJ 6456	CURRENT COURSE TITLE: LEADERSHIP AND FUTURE ISSUES IN CRIMINAL JUSTICE AGENCIES
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2013	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):

CHANGE TITLE TO: LEADERSHIP IN CRIMINAL JUSTICE AGENCIES	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
CHANGE PREFIX FROM: TO:	
CHANGE COURSE NO. FROM: TO:	
CHANGE CREDITS FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE GRADING FROM: TO:	
CHANGE DESCRIPTION TO: RELEVANT ORGANIZATIONAL THEORIES, LEADERSHIP STRATEGIES, AND POLICY PARADIGMS ARE APPLIED TO THE LEADERSHIP CHALLENGES AND INNOVATION IN CRIMINAL JUSTICE AGENCIES.	CHANGE REGISTRATION CONTROLS TO:
	*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.

Faculty contact, email and complete phone number: Dr. Rachel Santos, rboba@fau.edu, 561-297-3240

Approved by:	Date:	ATTACHMENT CHECKLIST
Department Chair: _~~~~~~~	9/24/2012	♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php)
College Curriculum Chair: _~~~~~~~	9/28/201	
College Dean: _~~~~~~~	9/27/12	
UGPC Chair: _____		♦Written consent from all departments affected by changes
Graduate College Dean: _____		

Instructor

Jeanne B. Stinchcomb, Ph.D., Professor, Criminology and Criminal Justice Department, (954) 762-5138; e-mail: stinchco@fau.edu; address: Room 1009, HEC Bldg., 111 E. Las Olas Blvd., Ft. Lauderdale. generally one hour before my classes in Davie, (where I do not have an office), two hours before my classes in Boca, or at your convenience any other day in my downtown Ft. Lauderdale office (by appointment). You can also reach me virtually any time of the day or night via email with questions that are not too lengthy or complex to answer in that format.

Course Description

Designed to explore long-range visionary leadership by applying relevant leadership strategies, public policy paradigms, and organizational theories to criminal justice agencies. Primary focus is on executive development—i.e., replacing efficiency-oriented management perspectives with a leadership-related emphasis on effectiveness. The leader's role in aligning vision/mission with organizational policies and procedures is explored through the process of organizational change. Class discussions, group work, and action planning projects are used to analyze and respond to the leadership challenges facing today's police and correctional agencies, including such issues as establishing a receptive climate for organizational change, leading the 21st century workforce, proactive planning in a traditionally reactive environment, engaging stakeholders and establishing external partnerships, constructively managing conflict, addressing organizational culture, reducing administratively-induced stress, maintaining an ethical workplace, and assessing organizational outcomes.

Objectives

This is a competency-based graduate course that emphasizes the development of relevant knowledge, skills, and abilities. Readings and class discussions are therefore designed to achieve specific objectives (competencies), which are provided to the student prior to mid-term and final exams. Tests will directly measure these competencies, with both examinations and assignments emphasizing upper-level analytical skills that extend beyond the mere accumulation of knowledge.

Required Reading

1. Thomas A. Kayser, "The Command-and-Control Bureaucracy: Old Structures, Processes, and Attitudes that Won't Work," in *Team Power: How to Unleash the Collaborative Genius of work Teams* (New York: Irwin/McGraw-Hill, 1994): 7-16.
2. Lee G. Bolman and Terrence E. Deal, "Reframing Leadership," Chapter 4 in Joan V. Gallos, ed., *Business Leadership* (New York: John Wiley & Sons, 2008): 35-49.
3. Joan V. Gallos, "Making Sense of Organizations: Leadership, Frames, and Everyday Theories of the Situation," Chapter 13 in Joan V. Gallos, ed., *Business Leadership* (New York: John Wiley & Sons, 2008): 161-179.
4. Warren Bennis, "Understanding the Basics," (p. 39-47), and "Forging the Future," (pp. 189-202) in *On Becoming a Leader* (Reading, MA: Addison-Wesley, 1989).

5. Jay A. Conger, "Defining Leadership," in *Learning to Lead: The Art of Transforming Managers into Leaders* (San Francisco: Jossey-Bass, 1992): 18-33.

6. Russ S. Moxley, "Hardships," Chapter 6 in Cynthia D. McCauley, Russ S. Moxley, and Ellen Van Velsor, eds., *The Center for Creative Leadership Handbook of Leadership Development* (San Francisco: Jossey-Bass, 1998): 194-213.

7. Jim Collins, "Level 5 Leadership: The Triumph of Humility and Fierce Resolve," Chapter 9 in Joan V. Gallos, ed., *Business Leadership* (New York: John Wiley & Sons, 2008): 99-114.

8. John P. Kotter, "What Leaders Really Do," Chapter 1 in Joan V. Gallos, ed., *Business Leadership* (New York: John Wiley & Sons, 2008): 5-15.

9. James M. Kouzes and Barry Z. Posner, "The Five Practices of Exemplary Leadership," Chapter 3 in Joan V. Gallos, ed., *Business Leadership* (New York: John Wiley & Sons, 2008): 26-33.

10. James M. Kouzes and Barry Z. Posner, "The Heart of Leadership," "The Seven Essentials of Encouraging," and "The Encouragement Index," Chapters 1-3 in *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others* (San Francisco: Jossey-Bass, 1999): 3-41.

11. Thomas Teal, "The Human Side of Management," in *Harvard Business Review on Leadership* (Boston, MA: 1998): 147-169.

12. Jay A. Conger and Beth Benjamin, "Transformational Model, Situational Leadership, and Servant Leadership," in *Building Leaders: How Successful Companies Develop the Next Generation* (San Francisco: Jossey-Bass, 1999): 129-131.

13. Bruce J. Avolio and Bernard M. Bass, eds., *Developing Potential Across a Full Range of Leadership: Cases on Transactional and Transformational Leadership* (Mahwah, NJ: Lawrence Erlbaum Associates, 2002): 1-8.

14. David McGuire and Kate Hutchings, "Portrait of a Transformational Leader: The Legacy of Dr. Martin Luther King, Jr.," *Leadership and Organization Development Journal,* Vol. 28, No. 2 (2007): 154-166; available at:
http://www.emeraldinsight.com.ezproxy.fau.edu/journals.htm?issn=0143-7739&volume=28&issue=2&articleid=1596308&show=html

15. Larry C. Spears, "Practicing Servant-Leadership" (Fall, 2004): 7-11.; available at:
http://www.sullivanadvisorygroup.com/docs/articles/Practicing%20Servant%20Leadership.pdf

16. Daniel Goleman, Richard Boyatzis, and Annie McKee, "Primal Leadership: The Hidden Power of Emotional Intelligence," Chapter 2 in Joan V. Gallos, ed., *Business Leadership* (New York: John Wiley & Sons, 2008): 16-25.

17. Richard J. DeParis, "Situational Leadership: Problem-solving Leadership for Problem-solving Policing," *Police Chief* (October, 1997): 74-80.

18. Edwin A. Locke, "Leadership: Starting at the Top," Chapter 13 in Craig L. Pearce and Jay A. Conger, eds., *Shared Leadership: Reframing the Hows and Whys of Leadership.* (Thousand Oaks, CA: Sage, 2003): 271-284.

19. Thomas A. Kayser, "Collaboration: An Organizational Necessity for the 1990s and Beyond," (pp. 19-21), and "Dimensions of Collaborative Power," (pp. 45-54) in *Team Power: How to Unleash the Collaborative Genius of Work Teams* (New York: Irwin/McGraw-Hill, 1994).

20. Paul L. Martin, "Institutionalized Helplessness," *Corrections Compendium* (April, 1999): 4-5.

21. Michael Eric Siegel, "Reinventing Management in the Public Sector," *Federal Probation,* (March, 1996): 30-35.

22. John P. Kotter, "Leading Change: Why Transformation Efforts Fail," *What Leaders Really Do* (Boston, MA: Harvard Business Review Book, 1999): 75-91.

23. Gary Zajac and Ali Al-Kazemi, "Reinventing Government and Redefining Leadership," *Public Productivity and Management Review,* Vol. 20, No. 4 (June, 1997): 372-383.

24. Donald Kirkpatrick, "A Step-by-Step Change Model," (pp. 101-111), and "Getting More Productivity from the Last Hour of Work," (pp. 217-223), in *How to Manage Change Effectively*

(San Francisco: Jossey-Bass, 1985).

25. Thomas J. Cowper, "The Myth of the 'Military Model' of Leadership in Law Enforcement," *Police Quarterly*, Vol. 3, No. 3 (September, 2000): 228-246; available at: http://pqx.sagepub.com.ezproxy.fau.edu/content/3/3/228.full.pdf

26. Vincent Bastile, "The Total Quality Leader," *Corrections Management Quarterly* (Winter, 1999): 52-55.

27. Thomas A. Kayser, "Conflict Management: Facilitating Five Steps to Collaborative Conflict Resolution," in *Team Power: How to Unleash the Collaborative Genius of work Teams* (New York: Irwin/McGraw-Hill, 1994): 135-163.

28. Thomas A. Kayser, "Decision Making: Understanding the Range of Options," in *Team Power: How to Unleash the Collaborative Genius of Work Teams* (New York: Irwin/McGraw-Hill, 1994): 89-105.

29. Kerry Kennedy Cuomo, "Courage Begins with One Voice," *Parade Magazine* (September 24, 2000): 6-7.

30. Michael Eric Siegel, "Probation and Pretrial Chiefs Can Learn from the Leadership Styles of American Presidents," *Federal Probation* (June, 2000): 27-33.

31. Janet Vinzant and Lane Corthers, "Street-level Leadership: The Role of Patrol Officers in Community Policing," *Criminal Justice Review*, Vol. 19, No. 2 (Autumn, 1994): 189-211.

32. Joshua A. Ederheimer, "How One Department Improved Deadly-force Investigations through Leadership Models and Business Theories," *The Police Chief* (October, 2000): 22-32.

33. Patrick O'Hara, Chapter 5, "Cultural Deviation in Law Enforcement: Closed Worlds that Damage Agencies," in *Why Law Enforcement Organizations Fail: Mapping the Organizational Fault Lines in Policing* (Durham, NC: Carolina Academic Press, 2005):115-145.

34. Jeanne B. Stinchcomb, Susan W. McCampbell, Elizabeth P. Layman, "Strategies for Success: Getting Started," in *FutureForce: A Guide to Building the 21st Century Community Corrections Workforce* (Washington, DC: U.S. Department of Justice, 2006): 97-110.

35. W. Edwards Deming, *Out of the Crisis* (Cambridge: Massachusetts Institute of Technology, 1986): 97-109.

36. Carl J. Jensen, "Evidence-based Policing," *Police Chief* (February, 2006): 98-101.

37. Jeanne B. Stinchcomb, "Envisioning the Future: Proactive Leadership through Data-driven Decision-making," *Corrections Today* (August, 2006): 78-80.

38. Charles H. Logan, "Criminal Justice Performance Measures for Prisons," in Timothy J. Flanagan, James W. Marquart, and Kenneth G. Adams, *Incarcerating Criminals: Prisons and Jails in Social and Organizational Context* (New York: Oxford University Press, 1998): 260-94.

39. Paul D. Epstein, "Effectiveness, Efficiency, and Other Forms of Measurement," (pp. 10-23), and "Using Measurement to Improve Decision-making," (pp. 30-35) in *Using Performance Measurement in Local Government: A Guide to Improving Decisions, Performance, and Accountability* (New York: Van Nostrand Reinhold, 1984).

40. William D. Burrell, "Probation and Public Safety: Using Performance Measures to Demonstrate Public Value," *Corrections Management Quarterly*, Vol. 2, No. 3 (1998): 61-69.

Examinations

The format for examinations is open-ended discussion, analysis, or completion items, along with multi-option multiple choice questions. Competencies will be provided as a study guide for exams. Since this is a graduate course, testing emphasizes the application of principles and analysis of concepts, rather than the memorization of facts. *All students are expected to take exams on the dates scheduled; (no "make-ups")*. Everyone is reminded that high personal ethics are emphasized in this course. Cheating on examinations is a very serious offense. In addition to a failing grade, the university

penalties are severe for engaging in such activities.

Grading

5% = In-class written exercises (related to readings assigned for that date)
15% = Article summary/critique
25% = Mid-term exam
25% = Leadership-in-action project
30% = Final exam

Attendance

It is assumed that graduate students are responsible, mature adults who arrive on time and notify the instructor whenever they anticipate being absent from class. If that does not prove to be the case, a more specific attendance policy will be established. In any event, students are responsible for all information covered and any assignments made in every class.

Class Participation

Up to three (3) bonus points can be earned for consistent, active, and meaningful participation in classroom discussions throughout the course. Also, anyone who exceeds 5 points on the in-class written exercises can apply the additional credit to bonus points. Students can earn a maximum of 3 total bonus points through this combination of class participation and/or additional written exercises. This is the only opportunity for earning extra credit.

Grade Distribution

A	= 95 -100	C =	73 - 76
A-	= 90 - 94	C- =	70 - 72
B+	= 87 - 89	D+ =	67 - 69
B	= 83 - 86	D =	63 - 66
B-	= 80 - 82	D- =	60 - 62
C+	= 77 - 79	F =	below 60

Written Assignments

Requirements and grading procedures for the written assignments are discussed separately. Note due dates listed in the assignment schedule below, as 3-point penalties attach to any one-week late submissions; (1 point/day thereafter).

Schedule of Assignments

Assignments are to be read *before* the date listed, in order to come to class prepared to participate in the written exercise for that evening and to discuss each topic on the dates indicated.

DATE	MATERIAL TO BE COVERED

January 11 INTRODUCTION AND COURSE OVERVIEW

January 18 TRANSITIONING TOWARD NEW LEADERSHIP STYLES
Readings 1 - 4

January 25 *ARTICLE PROPOSAL DUE*
DEVELOPING LEADERS
Readings 5 - 8

February 1 LEADING WITH THE HEART ALONG WITH THE HEAD
Readings 9 - 11

February 8 *LEADERSHIP-IN-ACTION PROPOSAL DUE*
THEORETICAL PERSPECTIVES: TRANSFORMATIONAL AND SERVANT
LEADERSHIP
Readings 12 - 16

February 15 MID-TERM EXAM (class will continue following the exam)

February 22 SITUATIONAL AND COLLABORATIVE LEADERSHIP
Readings 17 - 20

February 29 *ARTICLE REVIEW DUE* (be sure to attach a copy of the article; 3 point penalty
for one week late submission; 1 point per day thereafter)
FACILITATING CHANGE
Readings 21 - 24

March 7 SPRING BREAK

March 14 *NO CLASS: ON-LINE ASSIGNMENT (see end of syllabus; due 3/21)*
LAW ENFORCEMENT AND CORRECTIONAL APPLICATIONS
Readings 25 - 26

March 21 MANAGING CONFLICT AND DECISION-MAKING
Readings 27 - 28

March 28 TRANSLATING THEORY INTO PRACTICE
Readings 29 - 32

April 4 LEADERSHIP CHALLENGES AND ESTABLISHING DIRECTION
Readings 33 - 35

April 11 EVIDENCE-BASED PRACTICES AND MEASURING RESULTS
Readings 36 - 40

April 18 *LEADERSHIP-IN-ACTION PAPER DUE*

April 25   *Be prepared to share results of your leadership-in-action project during a 15-minute, in-class presentation*

May 2   **FINAL EXAM**

Syllabus Subject to Change.

Regulation 4.001 Code of Academic Integrity. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

Continuation in the program requires satisfactory progress toward degree completion. Evidence of such progress includes maintenance of an overall 3.0 cumulative GPA. For each course, no grade lower than "C-" is acceptable to fulfill program requirements. Students who do not maintain the required 3.0 cumulative GPA are placed on academic probation during the semester immediately following the one in which their cumulative GPA dropped below 3.0. Failure to regain a 3.0 cumulative GPA within two successive semesters thereafter will result in dismissal from the program. Students may also be dismissed at any time that they are not making satisfactory progress toward completion of the degree.

The grade of "Incomplete" will be given only in the case of a serious, unanticipated, and documented emergency that prevents the student from finishing a small part of the course. If a majority of the course cannot be completed, the incomplete will not be given. The student must be passing the course in order to receive an incomplete. The work must be made up within the next semester or it will automatically convert to the grade received without credit for the incomplete work. "Incompletes" do not erase any grades already earned.

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); or in Jupiter, SR 110 (561-799-8010)– and follow all OSD procedures.

Recording of classes will not be allowed without permission from the professor or as part of disabilities requirements.

FAU | FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF CRIMINOLOGY & CRIMINAL JUSTICE

Approved by:	Date:
School Director: _Khi V. Tha_	_4/24/2012_
College Curriculum Chair: _____	_7/28/2012_
College Dean: _____	_9/27/12_
UGPC Chair: _____	
Graduate College Dean: _____	

To: Graduate Programs Committee University

From: Dr. Khi Thai, Director, School of Criminology and Criminal Justice
Contact Person: Dr. Rachel Santos, Graduate Coordinator

RE: Forms and Syllabi for Course Name and Course Description Changes

Date: September 20, 2012

In Spring 2012, the School of Criminology and Criminal Justice revised its Masters of Science in Criminology and Criminal Justice (MSCCJ) program with full approval from all levels of the university. However, due to time constraints, syllabi were not prepared for seven of the courses for which changes were necessary to only their names and/or their course descriptions.

Thus, this packet contains the forms and the required syllabi for only those seven courses that still require their names and/or descriptions to be changed to match the rest of the program changes that have already been approved. Note that the course descriptions have been changed primarily to match the new course name and adhere to the required three line maximum for the university catalog. The substance of the courses has not been changed.

The following are a list of the courses with their original course numbers that have not been changed and their NEW names that are being proposed for change. A note in [brackets] highlights the necessary changes for a particular course.

1. CCJ 6056 Understanding Criminal Behavior [Name and Course Description Change]
2. CCJ 6902 Criminal Justice Research and Policy Foundations [Name and Course Description Change]
3. CJC 6021 Correction Research, Policy, and Practice [Name Change Only]
4. CJJ 6046 Juvenile Justice Research, Policy, and Practice [Name Change Only]
5. CCJ 6142 Restorative Justice Research, Policy, and Practice [Name and Course Description Change]
6. CCJ 6456 Leadership in Criminal Justice Agencies [Name and Course Description Change]
7. CCJ 6485 Applying Criminal Justice Theory, Research, and Policy [Name and Course Description Change]

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