




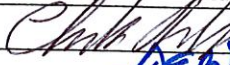

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

<b>DEPARTMENT: CRIMINOLOGY AND CRIMINAL JUSTICE</b>	<b>COLLEGE: CDSI</b>
<b>COURSE PREFIX AND NUMBER: CCJ 6475</b>	<b>CURRENT COURSE TITLE: ORGANIZATIONAL CULTURE IN CRIMINAL JUSTICE AGENCIES</b>
<b>CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2015</b>	<b>TERMINATE COURSE (LIST FINAL ACTIVE TERM):</b>
<b>CHANGE TITLE TO: LEADERSHIP AND ORGANIZATIONAL CULTURE IN CRIMINAL JUSTICE AGENCIES</b>  <b>CHANGE PREFIX FROM: TO: NA</b>  <b>CHANGE COURSE NO. FROM: TO: NA</b>  <b>CHANGE CREDITS<sup>2</sup> FROM: TO: NA</b>  <b>CHANGE GRADING FROM: TO: NA</b>  <b>CHANGE DESCRIPTION TO: EXAMINES THE INTERACTIVE NATURE AND RECIPROCAL IMPACT OF LEADERSHIP AND ORGANIZATIONAL CULTURE. APPLIES RELEVANT LEADERSHIP STRATEGIES, POLICY PARADIGMS, AND ORGANIZATIONAL THEORIES TO CRIMINAL JUSTICE AGENCIES, WITH EMPHASIS ON THE LEADER'S ROLE IN CREATING, MANAGING, ASSESSING, AND CHANGING ORGANIZATIONAL CULTURE.</b>	<b>CHANGE PREREQUISITES/MINIMUM GRADES TO*: NA</b>   <b>CHANGE COREQUISITES TO*: NA</b>   <b>CHANGE REGISTRATION CONTROLS TO: CCJ MAJORS ONLY</b>  *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.	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup>

Faculty contact, email and complete phone number: Rachel Santos; [rboba@fau.edu](mailto:rboba@fau.edu); 561-297-3240

<b>Approved by:</b> Department Chair:  College Curriculum Chair:  College Dean:  UGPC Chair:  Graduate College Dean:  UFS President: _____ Provost: _____	<b>Date:</b> 2/9/2015 2/9/2015 2/11/2015 2/16/15 2/20/15	1. Syllabus must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a>  2. Review Provost Memorandum: <b>Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a>  3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**CCJ 6475 (3 credits)**  
**LEADERSHIP AND ORGANIZATIONAL CULTURE IN CRIMINAL JUSTICE**

Florida Atlantic University, Boca Raton Campus  
Fall 2015 Semester, 7:10 to 10:00pm Tuesdays

**Instructor:** Dr. David Kalinich  
**Office:** School of Criminology and Criminal Justice  
SO 390  
**E-mail:** kalinich@fau.edu  
**Office Hours:** By appointment

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**Course Description:** This course examines the interactive nature and reciprocal impact of leadership and organizational culture. Based upon a foundation of proactive, visionary leadership, it applies relevant leadership strategies, policy paradigms, and organizational theories to criminal justice agencies, with emphasis on the leader's role in creating, managing, assessing, and changing organizational culture.

**Teaching/learning Process:** Class discussions, group work, and action planning projects are used to analyze and respond to the leadership challenges facing contemporary justice agencies, including such issues as establishing a receptive climate for organizational change, leading the 21<sup>st</sup> 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.

**Learning Outcomes:** 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 outcomes (competencies), which are provided to students prior to mid-term and final exams. Tests will directly measure these competencies. Because this is a graduate course, examinations and assignments emphasize upper-level critical thinking and analytical skills.

**Required Readings:** Text: John P. Crank, *Understanding Police Culture* (Cincinnati: Anderson Publishing, 2004). Partial readings are also required additional materials listed in the course schedule; (although they are all referred to as "articles," some are actually book chapters).

**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, along with penalties for late arrival. In any event, students are responsible for all information covered and any

assignments made in every class.

**Examinations:** The format for examinations will be open-ended discussion, analysis, or completion items, along with multi-option multiple choice questions. Competencies (learning outcomes) 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. *All students are expected to take exams on the dates scheduled; i.e., no make-ups*. (Everyone is reminded that high personal ethics are emphasized in this course. Cheating on examinations is an extremely serious offense, for which there is zero tolerance. In addition to a failing grade, the university penalties are severe for engaging in such behavior.

**Grading Procedures:** Grading for the course is based on the following:

250 points	(25%)	= Mid-term exam
300 points	(30%)	= Leadership in action project
300 points	(30%)	= Final exam
150 points	(15%)	= In-class quizzes
1000 points	(100%)	= Total

*NOTE: Since these quizzes are based on the readings assigned for each session, it will be impossible to gain quiz points without completing the readings each week.*

**Extra credit:** Anyone who achieves more than 15 quiz points can apply the additional credit to bonus points. Students can earn a maximum of 3 total bonus points through these additional written exercises, which will be added to their final average. This is the *only* opportunity for any extra points. Please do not ask for special consideration for any other form of extra credit, as it would be unfair if that opportunity were not extended to the entire class. Additionally, university policy prohibits the awarding of extra credit for the purpose of avoiding a failing grade.

### 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

*NOTE: University policy requires a minimum grade of "C" in this course for CCJ majors. If a CCJ major earns a lower grade (i.e., "C-" or below), the course will not count toward any portion of the CCJ program.*

**Incomplete:** University policy prohibits awarding an incomplete in order to do "extra credit" coursework, to take the course again at a later date, or to do anything else designed to improve a

student's grade. Therefore, an incomplete will only be issued for the purpose for which it was intended—i.e., a severe, unanticipated and documented emergency situation (e.g., hospitalization) during the last few days of the semester. Any incomplete work must be finished within the next semester, or it automatically converts to the grade to be received without credit for the incomplete work.

**Disability policy:** In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) in Boca Raton, SU 133 (561-297-3880); in Davie, MOD1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); and follow all OSD procedures.

**Rules of Common Courtesy:** Some behaviors are very disruptive and interfere with both teaching and learning. Therefore, all students must *turn off and store all cell phones and other electronic devices during class. This means no checking messages, text-messaging, or other use of electronic devices while class is in session. Violators will be penalized 1 point per occurrence.* Additionally, please refrain from leaving the classroom at any time other than designated breaks. Except in an extreme emergency, if you need to leave while class is in session, please gather your belongings and do so (quietly) for the remainder of the class. Another significant distraction to the learning process is those who come in late. If you cannot plan to be in class at least five minutes before the scheduled starting time, please seek an alternative course.

**Written Assignments:** Requirements and grading procedures for the written assignments are discussed separately at the end of the syllabus. Note due dates listed in the assignment schedule below, as penalties attach to any late submission.

**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 session and to discuss each topic on the dates indicated.

<i>DATE</i>	<i>MATERIAL TO BE COVERED</i>
<i>Week 1</i>	<i>INTRODUCTION</i>
<i>Week 2</i>	<i>NATURE OF ORGANIZATIONAL CULTURE</i> <ol style="list-style-type: none"><li>1. Art. 1: Edgar H. Schein, "Chapter 1: The Concept of Organizational Culture," and "Chapter 2: The Levels of Culture," <i>Organizational Culture and Leadership</i>. San Francisco: Jossey-Bass Publishers, 2004: 7-37.</li><li>2. Text: Chapter 1, "Culture and Knowledge," pp. 13-20; (remainder of the chapter is optional); Chapter 3, "Culture and Cultural Themes," pp. 53-62.</li></ol>

**Week 3** ***NO CLASS—HAPPY LABOR DAY!***

**Week 4** ***MANAGING ORGANIZATIONAL CULTURE***

3. Text: Chapter 4, “Articulating Police Culture and Its Environments: Patterns of Line-Officer Interactions,” pp. 63-73.

4. Art. 2: Edgar H. Schein, “Chapter 6: Assumptions about Managing Internal Integration,” *Organizational Culture and Leadership*. San Francisco: Jossey-Bass Publishers, 2004: 111-135.

5. Art. 3: Jeanne B. Stinchcomb and Francisco Ordaz, “The Integration of Two ‘Brotherhoods’ into One Organizational Culture: A Psycho-social Perspective on Merging Police and Fire Services,” *Public Organization Review*, Vol. 7, 2007, 143-161.

**Week 5** ***CULTURE-IN-ACTION PROPOSAL DUE*** (3-point penalty for late submission; additional one point/day penalty if submitted more than one week late)

***DEVELOPING CULTURAL PERSPECTIVES***

6. Art. 4: Kevin Freiberg and Jackie Freiberg, “One Great Big Family: Create A Legendary Culture,” *Nuts! Southwest Airlines’ Crazy Recipe for Business and Personal Success*. Austin, TX: Bard Press, 1996: 144-155.

7. Text: Section 1, “Coercive Territorial Control,” pp. 77-79; Chapter 5, “The Moral Transformation of Territory,” pp. 81-95; Chapter 6, “Force is Righteous,” pp. 97-111; Chapter 7, “Crime is War Metaphor,” pp. 113-126.

**Week 6** ***THEMES OF POLICE CULTURE***

8. Text: Chapter 8, “Stopping Power,” pp. 127-39; Section 2, “Themes of the Unknown,” pp. 141-42; Chapter 9, “The Twilight World,” pp. 143-53; Chapter 10, “Danger through the Lens of Culture,” pp. 155-62.

**Week 7** ***THEMES OF POLICE CULTURE (con’t)***

9. Text Chapter 11, “Anything can Happen on the Street,” pp. 163-171; Chapter 12, “No Animal Out There is Going to Beat Me,” pp. 173-184; Chapter 13, “Seductions of the Edge,” pp. 185-196.

**Week 8** ***MID-TERM EXAM***

**Week 9** ***CULTURE-IN-ACTION PROJECT DETAILED OUTLINE DUE*** (3-point penalty

for late submission; additional one point/day if submitted more than one week late)

### ***CULTURAL DIMENSIONS OF POLICE MORALITY***

10. Text: Chapter 14, “Angels and Assholes: The Construction of Police Morality,” pp. 201-212; Chapter 15, “Common Sense and the Ironic Deconstruction of the Obvious,” pp. 213-228; Chapter 16, “No Place for Sissies,” pp. 229-235; Chapter 17, “Mask of a Thousand Faces,” pp. 237-252.

#### ***Week 10***

### ***INSTITUTIONAL CULTURE THEMES***

11. Text: Section 4, “Loosely Coupling Cultural Themes,” pp. 269-71; Chapter 19, “On Becoming Invisible,” pp. 273-278; Chapter 20, “Individualism and the Paradox of Personal Responsibility,” pp. 279-288; Chapter 21, “The Truth Game,” pp. 289-304.

12. Text: Chapter 22, “Cop Deterrence and the Soft Legal System,” pp. 305-310; Chapter 23, “The Petty Injustice and Everlasting Grudges,” pp. 311-328.

13. Art. 5: Carl B. Klockars, Sanjua K. Ivkovich, and Maria R. Haberfeld, “The Measurement of Police Integrity,” *National Institute of Justice Report*. Washington, DC: 2005: 1-10.

#### ***Week 11 THE ROLE OF LEADERSHIP IN CREATING AND CHANGING CULTURE***

14. Art. 6: Edgar H. Schein, “Chapter 12, How Founders and Leaders Embed and Transmit Culture,” *Organizational Culture and Leadership*. San Francisco: Jossey-Bass Publishers, 1992: 228-253.

15. Art. 7: Kim S. Cameron and Robert E. Quinn, “An Introduction to Changing Organizational Culture,” in *Diagnosing and Changing Organizational Culture*. Reading, MA: Addison-Wesley, 1998: 1-17.

16. Art. 8: Stan Stojkovic and Mary Ann Farkas, “Chapter 6, Creating, Transmitting, Transforming Correctional Culture,” *Correctional Leadership: A Cultural Perspective*. Belmont, CA: Wadsworth/Thomson, 2003: 104-119.

#### ***Week 12 LEADERSHIP-IN-ACTION PROJECT DUE*** (3-point penalty for late submission; additional one point/day if submitted more than one week late)

17. Art. 9: C. Allan Turner, “Organizational Culture and Cost-Containment in Corrections: The Leadership Dimension.” Washington, DC: National Institute of Corrections, 1995: 1-9.

**Week 13** 18. Art. 10: Mark Carey, "Infancy, Adolescence, and Restorative Justice: Strategies for Promoting Organizational Reform," in Gordon Bazemore & Mara Schiff, eds., *Restorative Community Justice*. Cincinnati, OH: Anderson, 2001: 151-67.

19. Art. 11: Jeanne B. Stinchcomb, "Police Stress: Could Organizational Culture Be the Culprit?" *Law Enforcement Executive Forum*, Vol. 4 (3), 2004: 151-163.

**Week 13** ***CULTURAL IMPACT OF DEATH-RELATED RITUALS***

20. Text: Section 5, "Death and Police Culture," pp. 329-330; Chapter 24, "Thinking about Ritual," pp. 331-337; Chapter 25, "The Culture Eater," pp. 339-352; Chapter 26 "Goodbye in a Sea of Blue," pp. 353-63.

**Week 14** ***In-class student presentations of Leadership-in-Action Projects***

**Week 15** ***In-class student presentations of Leadership-in-Action Projects***

**Week 17** ***FINAL EXAM***

**Academic Integrity Policy Statement:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic 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. Academic 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. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**Plagiarism:** To use the ideas or writings of another and attempt to pass them off as one's own is plagiarism. Examples of plagiarism include, (but are not limited to): lifting material verbatim (or with minimal changes) directly from published works without citing the original author, as well as submitting work prepared by someone else as one's own. In addition, your work must be completely your own, without preparatory assistance (editing, proofreading, etc.) from anyone. Plagiarism is a very serious offense, as is submitting a product which was not originally prepared for this course, or one which is used to fulfill the requirements of more than one course. In any such case, the student will receive no credit for the written work, a failing grade for the course, and, depending upon the severity of the offense, additional penalties may be assessed by the university, up to and including expulsion. For additional details, see the college's *Recommended Student Guidelines on Ethics and Academic Integrity*; available at: [http://www.fau.edu/cdsi/pdf/ethics\\_student\\_guidelines.pdf](http://www.fau.edu/cdsi/pdf/ethics_student_guidelines.pdf)

**Turnitin Submission:** Students are required to submit their written paper (via Blackboard) to Turnitin, an Internet-based, plagiarism-detection software service. *Please note that Turnitin will*

*accept only one electronic file from each student for each assignment, so do not break your paper up into separate documents.* (All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism). Electronic submission of your paper does *not* substitute for also submitting a hard copy in class. However, papers will not be graded until they have been submitted to Turnitin. To avoid a late penalty, both the electronic version and the in-person hard copy must be submitted by the due date.

**University Resources:** To promote your success in this course, there are a number of free resources available to you at FAU. Take advantage of any that can assist with your academic success:

- Writing Center: <http://www.fau.edu/ucew/WC/about/mission.php>
- Help Desk (Blackboard, technology issues): [www.fau.edu/helpdesk](http://www.fau.edu/helpdesk)
- Tutoring, study help, and academic support:  
<http://www.fau.edu/ctl/TutoringStudyHelpAndAcademicSupportStudentResources.php>
- Center for Learning and Student Success: <http://www.fau.edu/CLASS/>
- Center for Teaching and Learning (advising; tutoring, study skills): <http://www.fau.edu/ctl>
- Counseling Center; (Boca: 561-297-3540; Davie: 954-236-1210):  
<http://www.fau.edu/counseling/>
- Student Intervention Team: <http://www.fau.edu/studentsindistress/index.php>
- Student Crisis Awareness Committee:  
<http://www.fau.edu/studentsindistress/SCACROLE.php>
- Office of Health and Wellness: <http://www.fau.edu/wellness/index.php>
- Career Development Center: <http://www.fau.edu/cdc/>