

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

CJUS 730

ADVANCED CRIMINAL JUSTICE LEADERSHIP

COURSE DESCRIPTION

To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Modelling, inspiring, challenging, enabling, and encouraging subordinates toward the organization mission is key to solid organizational leadership. Additionally, having tools to make leadership decisions in extreme situations is necessary for all criminal justice leaders. This course covers sound leadership principles necessary for an ethical high performing law enforcement organization by student self-reflection, peer feedback, and subordinate feedback. Additionally, students are challenged to create sound leadership policies necessary for a high performing criminal justice organization.

RATIONALE

Without warning, a police leader can be called to a scene of a critical incident. The police leader will make decisions on behalf of the department that not only may define the leader's career but also defines the public's view of that very organization where the leader works. Literally lives of citizens and lives of subordinates may balance in the hands of this police leader. At other times, a police leader may not be challenged with a split second leader decision; rather, they may be challenged by a set of circumstances that will require a well-thought-out leadership decision. This class challenges the academic and police practitioner to hone their leadership skills by an in-depth exploration of an extensive array of leadership theories.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Critique the major tenants of various leadership theories (Evaluation).
- B. Relate the Five Practices of Exemplary Leadership through the lens of a Christian Worldview (Evaluation).
- C. Appraise differences in leadership behavior and culture in an international context (Evaluation).

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (3)

There will be 3 Discussion Board Forums throughout this course. Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided topic for each forum. Each thread must be 500 words and demonstrate course-related knowledge. The student must use a minimum of 3 scholarly references and the Holy Bible in their original thread. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be 250 words with 1 scholarly reference and the Holy Bible.

- D. Literature Reviews (2)

The student will critically review 8–11 scholarly (peer reviewed preferred) articles in a minimum of a 5–7 pages. The student should pay particular attention to the identification of the premise and supporting points of the articles, a synthesis of the articles, and a critical evaluation of the premise(s) and supporting points of the articles. The paper must follow current APA guidelines. The page count does not include the title page, abstract, reference section, or any extra material. See the assignment instructions and grading rubric for additional instructions and guidance. The student should follow the article focus prompts in the assignment instructions closely.

- E. Research Paper

The student will use a provided case study (or the actual law enforcement agency where he/she works with permission from the instructor) to produce a leadership training program. The 15–18-page paper will use full APA formatting (title page, abstract, main body, reference section) and must have 15–20 recent relevant scholarly sources. The paper shall have a Christian Worldview section with at least 1 reference to the Holy Bible. See specific detail in the Research Paper Instructions and Research Paper Grading Rubric.

F. Executive Summary

The student will write a 1-page executive summary. This summary shall be addressed to the Chief of Soma-Pseudo Police Department (or to the actual department head if the student is writing about the agency where he/she works). The Executive Summary is based upon the Research Paper in this course. The focus of this paper is to provide a decision-maker with a brief summary of the main/extended proposal (the Research Paper focuses on a leadership training program in this instance) so that the decision-maker can make an informed decision. See the Executive Summary Guide document, Executive Summary Instruction Sheet, and Executive Summary Grading Rubric.

G. PowerPoint Teaching Lesson

The student will prepare a 12–15-slide PowerPoint presentation based upon the notion of culture and leadership introduced in the Northouse text. Each main slide must have 100–150 words of speaker notes. The presentation will have a title slide, introduction slide, 12–15 main body slides, and appropriate reference slides. It is expected that a minimum of 5 scholarly sources shall be used in creating the slides. See the PowerPoint Teaching Lesson Instructions and the PowerPoint Teaching Lesson Grading Rubric.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums	
Threads (3 at 40 pts ea)	120
Replies (3 at 20 pts ea)	60
Literature Reviews (2 at 120 pts)	240
Research Paper	280
Executive Summary	100
PowerPoint Teaching Lesson	200
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

CJUS 730

Textbooks: Kouzes & Posner, *The Leadership Challenge* (2017).
 Kouzes, et.al., *Christian Reflections on The Leadership Challenge*. (2004).
 Northouse, *Leadership: Theory and Practice* (2019).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Kouzes & Posner: chs. 1–2 Kouzes, et.al.: chs. 1–2 Northouse: ch. 1 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1 Thread	10 0 40
2	Kouzes & Posner: chs. 3–4 Kouzes, et.al.: ch. 3 Northouse: chs. 8–9 1 presentation	DB Forum 1 Replies Journal Article Review 1	20 120
3	Kouzes & Posner: chs. 5–6 Kouzes, et.al.: chs. 4 Northouse: chs. 6–7 1 presentation	DB Forum 2 Thread	40
4	Kouzes & Posner: chs. 7–8 Kouzes, et.al.: ch. 5 Northouse: ch. 10 1 presentation	DB Forum 2 Replies Journal Article Review 2	20 120
5	Kouzes & Posner: chs. 9–10 Kouzes, et.al.: ch. 6 1 presentation	DB Forum 3 Thread	40
6	Kouzes & Posner: chs. 11–12 Kouzes, et.al.: ch. 7 Northouse: ch. 13 1 presentation	DB Forum 3 Replies Research Paper	20 280
7	Northouse: chs. 2–4, 16 1 presentation	Executive Summary Exercise	100
8	Northouse: ch. 16 1 presentation	PowerPoint Teaching Lesson	200
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.