

**Cedar Crest College**  
**Leadership for Women in Criminal Justice**

Course: CRJ 331

Credits: 3

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**Course Description**

The Cedar Crest curriculum has been carefully designed to produce female graduates who are well prepared to assume leadership roles in the criminal justice profession. This capstone course for the criminal justice major is the culmination of that experience and is intended to allow each student to develop a greater understanding of the challenges faced by the women who choose to pursue these positions.

This course is designed around analyzing the skills and personal characteristics that are essential for effective leadership. Students will be responsible for identifying how those skills manifest themselves in employees who function in the profession and in themselves as potential employees.

**Course Objectives**

The major objective of the course is to allow the student to identify characteristics that are essential in the development of strong leadership skills. By understanding what these skills are, one can better prepare to address them in ways that will allow the student to overcome any potential leadership barriers. Self-reflection and self-identification are concepts that will be emphasized in order to assist with personal leadership growth.

## **Course Outcomes**

The student will demonstrate an understanding of the leadership skills necessary to succeed in the criminal justice profession.

Assessment: The student will participate in group exercises in which personal characteristics and skills will be identified. Additionally, the student will provide an oral presentation outlining the skills and traits that are essential for leadership in a particular criminal justice agency.

Students will understand how an individual agency's mission relates to particular leadership skills.

Assessment: The student will be responsible for developing an agency mission and translating that mission into desirable employee characteristics.

Students will understand how to develop interview questions based on the traits and characteristics that an individual agency is looking for in prospective employees.

Assessment: Working from a list of employee characteristics, students will build interview questions designed to determine whether a prospective employee is appropriate for a given agency.

Students will learn how to assess leadership skills in the limited time format of a typical job interview.

Assessment: Students will conduct mock interviews and will be responsible for assessing the appropriateness of the prospective employee for a given criminal justice agency.

Students will understand how leadership skills, once identified, are developed in one's own staff and personally.

Assessment: Students will identify strategies and techniques for developing leadership skills in employees and identify specific ways in which these skills can be developed.

## **Student Assignments**

Each student is expected to do high quality work in completing the following assignments:

1. Assignment #1 is a small group activity. Once broken into small groups, the groups will be designed as a criminal justice agency. Each group member will then be asked to determine the following content based on the specified agency:
  - Mission statement
  - Identification of personal characteristics and skills employees of each agency should possess
  - Establish an employee interview process and scoring matrix, or some acceptable manner in which to accept or reject candidates
  - Establish interview questions that relate to the agency mission as well as the stated personal characteristics
  - Conduct an oral interview of a prospective candidate

Each group must present their findings in the form of an oral presentation in which each group member must participate. The students must summarize the above bulleted material in their oral presentation and indicate whether they would accept or reject the candidate under consideration. A rationale for accepting/rejecting the candidate must be given.

Each student must grade the participation of the other members of the group. A scoring rubric will be provided.

2. In the same small groups, students must identify ways in which, as agency managers, they will foster the development of the skills necessary for employee success. These findings must be presented orally to the group.
3. Students will be required to interview a complete stranger for 15 minutes in an attempt to determine as much personal information about that person as is possible. Each of the student interviewers will have observers rating the quality of the interview. The scoring matrix will be provided prior to the assignment.

4. Using the employee characteristics identified by the small groups, each member of the group must provide an assessment as to where they stand in relation to each of the desired skills and personal characteristics. Each student must develop a professional development assessment as to how they will attempt to acquire the skills that have been identified by their group.
  - I would be willing to allow a student to complete assignment #4 based on the information developed by another group should that be the career path which is more desirable.
5. Students will be required to teach and demonstrate a skill to the class. The presentation must be at least ten minutes in length. Students may use whatever props are necessary, however, no firearms or other dangerous materials may be brought to class.

A student must submit an assignment for each described category. If a student decides not to submit a course requirement, they will fail the course.

### **Classroom Protocol**

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Sleeping, or the appearance of sleeping is strictly prohibited. Any student who is observed sleeping will receive a zero for the class participation portion of the course. Repeated events will result in any student failing the course. Any student who is observed sleeping during a guest lecture will fail the course without question.

The use of cell phones is strictly prohibited. All cell phones must be turned off or placed on "quiet" or vibrate mode. If a student is observed texting during a lecture,

presentation or film, the phone will be taken from the student and she/he will receive a 0 for class participation.

All written assignments are due on the date established in class. Late papers will be assessed a one letter grade deduction for each day they are late. Once the paper exceeds five days late it will no longer be accepted. Late papers will be graded without comment.

### **Honor Philosophy**

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

### **Grading**

Small group activity	40 %
Interview observations	20 %
Student assessment	20 %
Class Presentation	10%
Class Presentation	<u>10%</u>
	100 %

### **Attendance Policy**

Students may be absent without penalty to their grade for a total of four hours. Any student absent for more than four hours will receive a 0 for class participation. The approval of personal emergencies and/or school-sponsored activities is at the discretion of the professor and must be discussed in advance.

## **Course Outline**

### **Week 1**

Week 1 will be devoted to work in small groups. The assignment is described in the body of this syllabus and will be discussed in further detail in class.

### **Week 2**

Week 2 will be devoted to the interviews and observations described in the syllabus as well as the oral presentations in which students will be presenting a skill to the class.

Name \_\_\_\_\_ Date \_\_\_\_\_

Question \_\_\_\_\_ Score \_\_\_\_\_

1

2

3

4

Academic  
Content

-does not demonstrate a clear understanding of the content  
  
-did not answer the question

- demonstrates a limited understanding of the content  
  
- student did not answer the question with sufficient depth

- demonstrates sufficient understanding of the content  
  
- answered the question with sufficient depth

- demonstrates exemplary knowledge of the content  
  
- answered the question asked with exemplary depth

Academic  
Writing

- no flow to ideas  
- unable to follow  
- simple vs. complex sentence structure used  
- uses spoken language/slang overall

- flow of ideas inconsistent- difficult to follow- some complex sentence structure- drifts between formal & spoken language

- Adequate flow to ideas- somewhat easy to follow- adequate complexity to sentence structure- adequate use of formal language

- excellent flow to ideas  
- easy to follow- complex sentence structure throughout- excellent use of formal written language

APA  
Format

- uses academic content without proper citation

- occasionally uses citations appropriately but not enough to match the content presented

- proper attempt at citation but inconsistent with APA format

- uses academic content with appropriate citations that follow the APA format