

CJA 791: Capstone in Criminal Justice Administration

Instructor: Joe Allen, Ph.D.
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Office: Behavioral Sciences #109
Office Hours: By appt. (easy, just e-mail to set up)
Course Preq. Completion of all CJA Core Courses.

Fall 2016
Online

CATALOG COURSE DESCRIPTION:

Students will complete an array of assignments that integrate contemporary knowledge and understanding of criminal justice agencies, policies, procedures, etc. with coursework completed within the student's chosen track. As an integral part of the capstone experience, students will complete exit assessment instruments.

PROGRAM LINKING STATEMENT:

This is a criminal justice administration capstone course. As an integral part of the capstone experience students will complete an exit assessment instrument.

COURSE DESCRIPTION:

This course will be project-oriented with particular focus on assessing students' abilities to synthesize and retain desired program and course learning outcomes related to the criminal justice administration curriculum.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will have compiled a portfolio that demonstrates an understanding of:

1. Criminal justice administration, including practical knowledge of operational issues, obstacles, analyses, and solutions/decision-making.
2. The interrelationship between criminal justice administration in the context of criminal justice agencies and professionals, social causes of crime, and perceptions/politicization of crime/criminal justice issues.
3. Contemporary issues affecting current crime/criminal justice policies.
4. Crime trends and the impacts on crime/criminal justice policies, including impacts on criminal justice administration.
5. Researching and evaluating criminal justice policy issues.

ASSESSMENT:

- J **Survey of CJA Curriculum Content.** Students will go through the core CJA courses that they have taken at CUH to-date. For each track, they will prepare a summary of content that they have retained using a pre-formatted assignment sheet.
- J **Submission & Critique of "Signature" Assignments from Select CJA Courses.** Students will submit past "signature" assignments from select CJA courses in their chosen track. They will review their work and provide a critique/analysis of these submissions.
- J **Case Study.** Students will select a topic for a case study; this topic will pertain to the track in which they have chosen. There will be several parts to this case study: (1) research question(s), (2) level and type of analyses, (3) source selection/data collection, (4) measurement/analysis of sources/data in relationship to answering research questions, and (5) hypotheses for case study.
- J **Case Study Evaluations/Critiques.** Students will review their peers' case study submissions and provide an assessment of the proposed case studies.

-) **Final Exam/Exit Assessment.** Near the completion of the course, students will complete an exit assessment. This instrument will ask the students questions from CJA courses that they have taken during their tenure at CUH and solicit feedback on their graduate student experience.
-) **Meetings, Interviews, Write-ups.** Students will participate in meetings, interviews, and write-ups as assigned. These may include things like focus groups, career development, assessment of graduate student experience, etc.

GRADING SYSTEM:

The class will be graded on a curve. For this curve, a standardized grading system will be used:

A = 90-100% (of highest point total received)
 B = 80-89%
 C = 70-79%
 F = 69% and below

POINT DISTRIBUTION & SCORING SYSTEM:

Activity/Assignment	% of Final Grade
Survey of CJA Curriculum Content	15%
Submission of Past "Signature" Assignments & Critique/Analysis	25%
Case Study	20%
Case Study Evaluations/Critiques	15%
Final Exam/Exit Assessment	10%
Meetings, Interviews, Write-ups	15%
	100%

STUDENTS WITH DISABILITIES:

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

COURSE SCHEDULE

CJA 791

Week	General Topic & Major Assignment Due Dates
1	Course Introduction & Assignment Overview Mtg. w/ Instructor
2	Submission of "Signature" Assignments
3	Submission of "Signature" Assignments Analyses/Critiques
4	Survey of CJA Curriculum Content Mtg. w/ Instructor
5	Case Study
6	Case Study
7	Case Study Case Study Evaluations/Critiques
8	Case Study Evaluations/Critiques
9	Case Study Evaluations/Critiques Mtg. w/ Instructor
10	Final Exam/Exit Assessment

TERMS OF COURSE REQUIREMENTS:

1. *Late assignments/projects will be discounted an initial 30% and 10% per day after the due date. All late assignments must be turned in within **1** week, otherwise loss of **all** credit will occur.*
2. *I have an open-door approach when it comes to helping students understand the material and do well in the course. If you would like to talk with or meet with me, visit me during my office hours or call/e-mail me to set up an appointment for an alternative time if those hours don't work for you. **DON'T HESITATE** to talk to, call, or e-mail me!*
3. Any instances of academic dishonesty will result in an "FD" (failure for dishonesty) grade for the course and will be subject to the policies and procedures for the college. If you are at all unclear about what constitutes academic dishonesty, refer to catalogued materials.
4. *As a policy, opportunities for extra credit **WILL NOT** be available. All students begin the course with perfect scores, and will have every opportunity to maintain this score.*
5. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

University Statement on 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, and plagiarism.

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.

About the Instructor:

Dr. Allen is a full-time faculty member, Associate Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club; additionally, he is the program's internship/volunteership coordinator and programmatic assessment lead. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, survey research methods & statistics, seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004 and began teaching at Chaminade in a part-time capacity in 1994. He has also taught courses in Sociology at the University of Hawaii and Hawaii Pacific University. Before joining the Department in a full-time capacity, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), Department of the Attorney General, and the Social Science Research Institute (University of Hawaii). Throughout the years, he has been involved in various research and evaluation projects, including the topics of: probation and parole recidivism, sentencing simulation modeling and policy analysis, juvenile delinquency and youth gangs, community crime prevention, restorative justice, domestic violence and anger management, substance abuse treatment, ecstasy, prostitution, runaway and missing children, uniform crime reporting, victimization surveys, and crime trends and law enforcement/correctional policy analysis. Dr. Allen received his Ph.D. from the Sociology Department at the University of Hawaii with an emphasis in Criminology. Before transferring to the University of Hawaii he attended the University of Minnesota. He is originally from Minnesota but has called Hawaii 'home' since 1990.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

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.html>