



CJ490: CAPSTONE SEMINAR IN CJ

Instructor:	Joe Allen, Ph.D.	Fall 2019
E-Mail:	joseph.allen@chaminade.edu	MWF 3:30p-4:20p
Office/Phone:	Hale Hoaloha 203E, 808-735-4879	Henry Hall 102
Office Hours:	By appt. (easy, just email to set up)	
Course Prereq:	CJ 291	

COURSE/CATALOG DESCRIPTION:

Students will complete an array of assignments that integrate contemporary knowledge and understanding of criminal justice agencies with coursework completed in the major. As an integral part of the capstone experience, students will complete an exit assessment instrument.

COURSE DESCRIPTION:

This course will be presented using a variety of methods, primarily through lectures and group discussions and exercises, often employing instructional aids like PowerPoint and other audio/visual material. Readings will be assigned.

ALIGNMENT OF LEARNING OUTCOMES:

COURSE LEARNING OUTCOMES

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

1. Identify and assess contemporary criminal justice issues and their histories, implications, and goals.
2. Assess the interrelationships between criminal justice policy and implementation.
3. Understand and contextualize contemporary issues affecting the operations and goals of criminal justice agencies.
4. Identify crime trends and the impacts on various criminal justice agency mechanics and assess the social construction of criminal justice/crime issues.
5. Critically research and present materials related to a specific contemporary criminal justice issue.

#	CCJ PROGRAM LEARNING OUTCOMES (PLOs)
1	Demonstrate an understanding of practical knowledge regarding the inherent complexities and day-to-day operations of the American justice system.
2	Demonstrate an understanding of issues of age, race and ethnicity, gender and social class and the need to understand social causes of crime.
3	Demonstrate an understanding of integrating concepts of forensic science, and prosecutorial law in criminal investigation instruction.
4	Demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws.
5	Demonstrate an understanding of a model of criminal justice management theory and practice, stressing conceptual, methodological and contextual knowledge development and application.
6	Demonstrate an understanding of formulating plans for research.
7	Demonstrate an understanding of providing service to the community and preparing for careers in criminal justice.

MARIANIST EDUCATIONAL VALUES

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace.
5. Educate for adaptation and change.

NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school.

ALIGNMENT OF LEARNING OUTCOMES

Area/CLO	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Essential Questions	1	2	3	4	5
Marianist /NH Values	4,5	4,5	4,5	4,5	4,5
Program Learning Outcomes	1,2,4,5,6	1,2,4,5,6	1,2,4,5,6	1,2,5,6	1,2,4,5,6,7

ASSESSMENT:

- **Interview of Criminal Justice Professional.** Each student will interview a professional in the criminal justice field. The specific questions to be asked of agency personnel will be discussed and constructed during classroom time. Upon completion of the interview, the student will prepare a summary of responses in a paper. Students will share their interview impressions to the class.
- **Criminal Justice Policy Issue Profile: Outline & Presentation.** Each student will prepare a PowerPoint presentation/outline and present to the class a profile of a selected criminal justice policy issue. Students are expected to (1) research their assigned policy, (2) prepare a PowerPoint

presentation of their research, and (3) deliver a minimum 10 minute presentation on their research. Specifics of this assignment will be discussed in class.

- **Survey of CJ Curriculum Content.** Students will go through the CJ courses that they have taken at CUH to date. For each course, they will prepare a summary of content that they have retained along with other various selected items to be discussed later.
- **CJ Resume Assignment.** Students will construct, research, and prepare a resume appropriate for application toward a criminal justice agency position. Proper formatting is required for this assignment.
- **Final Exam/Exit Assessment.** At the end of the course, students will complete an exit assessment. This instrument will ask the students questions from CJ courses that they have taken during their tenure at CUH.
- **Criminal Justice Policy Issue Paper.** Students will prepare a contemporary research paper on a selected criminal justice policy issue and how it relates to criminal justice agencies on both macro- and micro-levels. This 10-page paper focuses on the history and development of the policy, the goals and mission of the policy, agencies and resources required, and an overview of how the policy (and possible change) would impact criminal justice agencies on both the macro- and micro-levels.
- **Weekly/Semi-Weekly Assignments.** Throughout the term, other individual and group assignments will be assigned. These assignments will revolve around contemporary issues in criminal justice.
- **Participation/Attendance.** Student can fulfill this aspect of the course by attending class regularly and participating. Absences up and beyond 2 for the entire term, especially without excuse, will negatively impact the student's grade in a sizeable way (see below regular class attendance).

GRADING SYSTEM:

The class will be graded based on the following standardized grading system:

A = 90-100%

B = <90-80%

C = <80-70%

D = <70-60%

F = <60%

Activity/Assignment	% of Final Grade
Interview of CJ Professional	12%
Policy Issue Profile: Outline & Presentation	12%
Survey of CJ Curriculum Content	10%
CJ Resume Assignment	4%
Final Exam/Exit Assessment	4%
Policy Issue Paper	20%
Weekly/Semi-Weekly Assignments	28%
Attendance/Participation	10%
	100%

Grading Scale

A - Outstanding scholarship and an unusual degree of intellectual initiative

B - Superior work done in a consistent and intellectual manner

C - Average grade indicating a competent grasp of subject matter

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F - Failed to grasp the minimum subject matter; no credit given

ATTENDANCE & PARTICIPATION

- **Regular Class Attendance.** As a policy, if a student misses more than **6** classes throughout the term, a deficiency notice will be sent to the registrar's office. Absences up and beyond 6 will result in the student losing 5% of their overall final grade points for each absence. For those with extenuating circumstances, documentation will be required for an incomplete (to be made up no

later than 30 days after the final exam). "Extenuating circumstances" will be determined on a case-by-case basis, but the standard for this sort of exception is considered as circumstances beyond one's control (e.g., medical illness, family emergency). Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

- **Regular classroom participation.** Besides simply coming to class, students will contribute to lecture, classroom discussions and exercises, informal presentations, and complete in-class and out-of-class assignments. Contributions to group and individual assignments will be assessed through participation (e.g., extent and depth of discussion), completeness of work turned in, etc. This also means that students will come to class prepared, being able to respond to questions posed by the instructor.

TERMS OF COURSE REQUIREMENTS:

1. *Late assignments/projects will be discounted an initial 30% and 10% per day after the due date. Assignments, quizzes, and exams that are not completed by the time items have been graded or discussed in class will receive no credit.*
2. Unless otherwise specified, *assignments are due at the beginning of class.*
3. *Quizzes & Exams are to be taken on the days that they are administered.* Exceptions are granted only in extenuating circumstances, otherwise loss of all credit will occur. Final exams may be taken earlier if needed and arrangements can be agreed upon; taking the final exam after the scheduled final exam day/time will not be considered unless extenuating circumstances exist.
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. *Regular attendance is a must, given the amount of material covered in the course.* If you know you will be missing a class in the future due to legitimate reasons, be sure to tell me in advance and provide any necessary paperwork; this will allow me to keep you up-to-date on material you will be missing.
6. *Students are expected to read materials as assigned.* It is especially important that students read and do work outside of the classroom due to the breadth of material covered during the term.
7. *I have an open door when it comes to helping students understand the material and do well in the course. If you would like to meet with me, don't hesitate to approach me and/or email me to set up an appointment.*
8. 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.
9. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

ADA Policy

Statement from the [New Student Handbook](#)

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center in the Student Support

Services Building, Room 101, by phone at (808) 735-4845 / email: counselingcenter@chamianade.edu
For further information, go to: studentaffairs.chaminade.edu/counseling-center/counseling-services

TUTORING AND WRITING SERVICES

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua `Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors.

Please check Kōkua `Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua `Ike at tutoring@chaminade.edu or 808-739-8305.

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.

TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

ACADEMIC CONDUCT POLICY

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies

presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

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. 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. Prior to Chaminade, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), the 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: victim compensation/restitution, 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 was born in Minnesota and spent his earlier formative years there).

<u>FALL DAY 2019 - 2020 Final Examination Schedule</u> <u>(December 09 – December 12, 2019)</u>	
<u>CLASS TIME</u>	<u>EXAM TIME</u>
<i>Monday, December 09, 2019</i>	
Tu Th 10:00–11:20 AM	08:30–10:30 AM
MWT 09:30–10:20 AM	11:00–01:00 PM
MWT 02:30–03:20 PM	01:15–03:15 PM
ALL EN 101 & 102	03:30–05:30 PM
<i>Tuesday, December 10, 2019</i>	
Tu Th 08:30–09:50 AM	08:30–10:30 AM
MWT 01:30–02:20 PM	11:00–01:00 PM
Tu Th 01:00–02:20 PM	01:15–03:15 PM
ALL HA, JA, KOR & SPN	03:30–05:30 PM
<i>Wednesday, December 11, 2019</i>	
Tu Th 11:30–12:50 PM	08:30–10:30 AM
MWT 11:30–12:20 AM	11:00–01:00 PM
Tu Th 02:30–03:50 PM	01:15–03:15 PM
MWT 04:30–05:20 PM	03:30–05:30 PM
<i>Thursday, December 12, 2019</i>	
MWT 08:30–09:20 AM	08:30–10:30 AM
MWT 10:30–11:20 AM	11:00–01:00 PM
MWT 03:30–04:20 PM	01:15–03:15 PM
Tu Th 04:00–05:20 PM	03:30–05:30 PM

COURSE SCHEDULE

CJ490

Week	General Topic
1 8/26-8/30	Course Introduction
2 9/2-9/6	<i>Monday (9/2) – NO CLASS (Holiday – Labor Day)</i> Policy Profile Research & Discussion
3 9/9-9/13	Social Policy Discussion Policy Profile Presentation Research
4 9/16-9/20	Policy Profile Presentation Research
5 9/23-9/27	Policy Profile Presentations
6 9/30-10/4	**Policy Profile Presentations DUE Policy Profile Presentations
7 10/7-10/11	Policy Profile Presentations
8 10/14-10/18	<i>Monday (10/14) – NO CLASS (Holiday – Discoverers' Day)</i> **CJ Professional Interview DUE Interview Discussion
9 10/21-10/25	Discussion of CJ Curriculum Content Assignment CJ Curriculum Content Research
10 10/28-11/1	**Resumes DUE
11 11/4-11/8	**Survey of CJ Curriculum Content DUE
12 11/11-11/15	<i>Monday (11/11) – NO CLASS (Holiday – Veterans' Day)</i> Social Policy Discussion
13 11/18-11/22	Social Policy Discussion
14 11/25-11/29	Social Policy Discussion/Final Paper Research & Discussion <i>Friday (11/29) – NO CLASS (Thanksgiving Recess)</i>
15 12/2-12/6	Final Paper Research & Discussion **Exit Exam/Assessment Materials
Final Policy Issue Paper DUE by Friday, December 6th (by 11:59p)	