



CJ490: CAPSTONE SEMINAR IN CJ

Instructor:	Joe Allen, Ph.D.	Fall 2019
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Office/Phone:	Hale Hoaloha 203E, 808-735-4879	
Office Hours:	By appt. (easy, just email to set up)	
Course Prereq:	Senior, CJ Major, 95 credits.	

COURSE/CATALOG DESCRIPTION:

Students will complete an array of assignments that integrate contemporary knowledge and understanding of criminal justice agencies/issues 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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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: Presentation File.** Each student will prepare a PowerPoint presentation as if it were to be presented. The presentation will be a profile of a selected criminal justice policy issue. Students are expected to (1) research their assigned policy, and (2) prepare a

PowerPoint presentation of their research that would be acceptable for presentation at a meeting of professionals in the field, academics in the discipline, agency personnel, etc.

- **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 the 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 position paper on a selected criminal justice policy issue. This minimum 8 page double-spaced paper will focus on: (1) history and development of the policy, (2) goals of the policy, (3) current implementation of the policy, (4) positives/negatives of the policy (differing views and sides), and (5) any contemporary research findings and/or data on the effectiveness or use of the policy and/or the extent of the problem that it is addressing.
- **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.

GRADING SYSTEM:

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

A = 100-90%

B = <90-80%

C = <80-70%

D = <70-60%

F = <60%

Activity/Assignment	% of Final Grade
Interview of CJ Professional	15%
Policy Issue Profile: Presentation File	10%
Survey of CJ Curriculum Content	10%
CJ Resume Assignment	4%
Final Exam/Exit Assessment	3%
Policy Issue Paper	30%
Weekly/Semi-Weekly Assignments	28%
	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'

Learning in an online environment is definitely different from an in-class one. Most notably, things are 'asynchronous' -- we are not all together and in each other's presence at the same time. This makes things very convenient for students but presents challenges for instructors. This structure does not always allow for the easy flow of information that one expects from a traditional classroom setting. Interactions and exchanges of ideas are less spontaneous and more formalized, and when these things do happen, there are lag times between being recognized/heard and then interacted with/responded to. Study habits and staying 'on track' come out a bit more in an online course. I will give you all of the support and resources I can in order for you to learn and to add to your pedagogical toolbox (learning to learn/critical thinking), though you must read materials and do assignments in a responsible manner in order to succeed in the traditional sense (grades). Online courses require a bit more planning and pacing on the student's part

TERMS OF COURSE REQUIREMENTS:

1. *Late assignments/projects will be discounted an initial 20% 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 the 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 cataloged 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@chamiane.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).

Course Schedule: Due Dates & Timeframes

Below are the due dates for homework/assignments and timeframes for exam completion. Do not wait until the last minute to complete things as they may take longer than anticipated.

Date	Details	
Tue Oct 15, 2019	 Writing Assignment #1: Forensic Sciences Reform	due by 11:59pm
Thu Oct 17, 2019	 Policy Issue Topic & Potential Interview Subject	due by 11:59pm
Sun Oct 20, 2019	 Writing Assignment #2: "DWI: Is it Murder?"	due by 11:59pm
Thu Oct 24, 2019	 Writing Assignment #3: Texting While Driving	due by 11:59pm
Thu Oct 31, 2019	 Writing Assignment #4: Opioids	due by 11:59pm
Thu Nov 7, 2019	 Writing Assignment #5: A Place for Pedophiles	due by 11:59pm
Thu Nov 14, 2019	 Policy Issue Presentation	due by 11:59pm
Sun Nov 24, 2019	 Interview of CJ Professional	due by 11:59pm
Tue Nov 26, 2019	 CJ Resume Assignment	due by 11:59pm
Thu Nov 28, 2019	 Writing Assignment #6: Killing Them Safely	due by 11:59pm
Thu Dec 5, 2019	 Writing Assignment #7: Zero Tolerance	due by 11:59pm
Wed Dec 11, 2019	 Survey of CJ Curriculum Content	due by 11:59pm
Fri Dec 13, 2019	 Exit Exam/Assessment	due by 11:59pm
Tue Dec 17, 2019	 Final Paper	due by 11:59pm