

## CJA 791: Capstone in Criminal Justice Administration

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<b>Instructor:</b>	<b>Joe Allen, Ph.D.</b>	<b>Fall 2020</b>
<b>E-Mail:</b>	<b>joseph.allen@chaminade.edu</b>	<b>Online</b>
<b>Office/Phone:</b>	<b>Hale Hoaloha 203E/808-735-4879</b>	
<b>Office Hours:</b>	<b>By appt. (easy, just email to set up)</b>	
<b>Course Pre-req:</b>	<b>Final term; completion/taking concurrent of all CJA Core Courses.</b>	

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### **CATALOG 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.

### **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. The assigned textbook for the course is: Wilson and Petersilia's *Crime & Public Policy*, 2nd ed., 2011. Additional materials may also be assigned to supplement the textbook.

**COURSE WEBSITE ADDRESS:** <https://chaminade.instructure.com/>

**HARDWARE EQUIPMENT:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access video and/or materials from some external websites, and files posted within this course in the document sharing section. You should have access to audio equipment (speakers or headphones) so you can hear audio. You should not take this class if you do not have reliable internet access.

**SOFTWARE REQUIREMENTS:** You will need to have some ability to listen to audio in MP3 format, watch visual material in MP4 format, and be able to read .pdf files. If you encounter issues with your software for any of these during the term, let me know and I can let you know alternatives (e.g., VLC Player). In terms of web browsers, Google Chrome and FireFox are usually the most seamless (e.g., sometimes Safari may be incompatible with some video files).

### **Technical Assistance For Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## **ALIGNMENT OF LEARNING OUTCOMES:**

### **COURSE 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.

#	MSCJA PROGRAM LEARNING OUTCOMES (PLOs)
1	Apply the primary concepts and assumptions of the traditional and contemporary theories of addressing crime.
2	Identify and critique efficient criminal justice standards while recognizing basic rights guaranteed to each individual both by state and federal constitutions and laws.
3	Examine the problems associated with ethical administrative decision-making.
4	Integrate issues of race, ethnicity, gender, age, and social class and identify how they affect the criminal justice system in terms of understanding social causes of crime.
5	Develop and apply research methods as used in the social sciences, with a particular emphasis on the basic skills necessary to conduct (and direct) research in criminal justice agencies.
6	Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

### **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.

For this course specifically, we will assess how much of these values have been captured through the students' educational experiences while in the program.

### **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 ('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.

#### **COURSE APPROACH:**

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.

#### **ASSESSMENT:**

- **Policy-Oriented Assignments.** These assignments will revolve around contemporary policy issues in criminal justice. The materials will focus on the textbook and/or other supplied outside materials.
- **Submission of "Signature" Assignments from Select CJA Courses.** Students will submit past "signature" assignments from select CJA courses in their chosen track. They may be asked to review their work and provide a critique/analysis of these submissions.
- **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.
- **Case Studies/Final Essays.** Students will be given case studies based on their selected program track. Students are not expected to do any extensive research for these, and this is geared more towards retention of various elements within each track.
- **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.

#### **GRADING SYSTEM:**

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

**A = 100-90%**

**B = <90-80%**

**C = <80-70%**

**F = <70% and below**

## POINT DISTRIBUTION & SCORING SYSTEM:

<b>Activity/Assignment</b>	<b>% of Final Grade</b>
Policy-Oriented Assignments	35%
Submission of Past "Signature" Assignments & Critique/Analysis	15%
Case Studies/Essays	20%
Survey of CJA Curriculum Content	20%
Final Exam/Exit Assessment	10%
	<b>100%</b>

## **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

## TERMS OF COURSE REQUIREMENTS:

- 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.*
- 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/email me to set up an appointment.*
- 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.
- The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

## **ADA POLICY**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

## **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](mailto: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.

### **ATTENDANCE POLICY (FOR ONLINE COURSES, REFERENCE TO PHYSICAL PRESENCE DO NOT APPLY)**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn

from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **ACADEMIC CONDUCT POLICY**

From the 2019-2020 Undergraduate Academic Catalog (p. 39): 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 (through 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.

<b>Date</b>	<b>Details</b>	
Mon Oct 12, 2020	 <a href="#">"Signature" Assignments - Quick Survey</a>	due by 11:59pm
Mon Oct 19, 2020	 <a href="#">Writing Assignment #1: Biology, Crime, &amp; Juveniles</a>	due by 11:59pm
Wed Oct 28, 2020	 <a href="#">Writing Assignment #2: Crime Prevention, Drugs, &amp; Zero Tolerance</a>	due by 11:59pm
Fri Nov 6, 2020	 <a href="#">Writing Assignment #3: Fear of Crime, Guns</a>	due by 11:59pm
Mon Nov 16, 2020	 <a href="#">Writing Assignment #4: Opioids</a>	due by 11:59pm
Fri Nov 27, 2020	 <a href="#">Case/Essay Questions</a>	due by 11:59pm
Wed Dec 9, 2020	 <a href="#">Curriculum Content Assignment</a>	due by 11:59pm
Sat Dec 12, 2020	 <a href="#">MSCJA Exit Assessment Materials</a>	due by 11:59pm