



CJ490: CAPSTONE SEMINAR IN CJ

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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.

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 or call (808) 735-4855

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	Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2	Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.
3	Evaluate social, cultural, and technological change and its impact on the criminal justice system.
4	Assess social inequities in crime and criminal justice processes by race, social class, gender, region and age.
5	Articulate a working knowledge of qualitative and quantitative research methods by explaining the various social science methods of inquiry and use these to test specific criminological research questions.
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, the course will tend to emphasize on #4 (educate for service, justice and peace) and #5 (educate for adaptation and change). These values are important considerations when we examine the material in this course. As an advanced 'big picture' policy-oriented course, students will be exposed to many contrarian and nuanced views.

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	1,2,4,5	1,2,3,4,5	1,2,5	1,2,4,5,6

ASSESSMENT:

- **Interview of a 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 minimum 6-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	15%
Survey of CJ Curriculum Content	10%
CJ Resume Assignment	5%
Final Exam/Exit Assessment	5%
Policy Issue Paper	25%
Weekly/Semi-Weekly Assignments	40%
	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

LOGGING IN & COMMUNICATION:

- **Regular Class Login.** As a policy, if a student misses materials due to not logging in when necessary, this is not excusable. For those with extenuating circumstances, documentation will be required for any level of excusal. "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). Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not seen, 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.
- **Communication.** Email through Canvas is the best way to reach me with questions about the course. If you would like to talk with me online (webcam) or via phone, I'm happy to do so; for this, it is probably best to email me and then we can set up a day/time. For email, I will answer all emails as soon as I can (usually very quickly if I am on the computer, but always within 24 hours unless I am traveling for work or at a conference). If you have a question about something in the course, do NOT send out group emails to all other students; this is not their burden to share -- send your questions directly to me.

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. Late assignments will unlikely to be accepted if assignments for other students have already been graded and returned.
2. *Exam/Quiz materials are to be completed within the timeframe that they are made available.* Exceptions are to be granted only in extenuating circumstances, otherwise loss of all credit will occur.
3. *Logging into the course regularly is a must, taking into consideration the amount of material covered in the course.*
4. *Students will be expected to read the assigned materials as these materials provide the pedagogical basis for the course.* Students will be unlikely to pass, much less perform well, if they do not read the assigned materials.

5. *I have an open-door approach when it comes to helping students understand the material and do well in the course. DON'T HESITATE to talk to, call, or email me!*
6. 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.
7. *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.*
8. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

DISABILITY ACCESS

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 the criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning 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).

COUNSELING CENTER: [HTTPS://CHAMINADE.EDU/STUDENT-LIFE/COUNSELING-CENTER/](https://chaminade.edu/student-life/counseling-center/)

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 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.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one-credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in a total student engagement time of 37.5 hours for the course, the total engagement time expected for each one-credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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.

Date	Details
Fri Feb 12, 2021	 Writing Assignment #1: Forensic Sciences Reform
Mon Feb 22, 2021	 Writing Assignment #2: "DWI: Is it Murder?"
Fri Mar 5, 2021	 Writing Assignment #3: Texting While Driving
Wed Mar 10, 2021	 Final Policy Issue Paper -- Topic Choices
Fri Mar 12, 2021	 Writing Assignment #4: Opioids
Mon Mar 22, 2021	 Writing Assignment #5: A Place for Pedophiles
Mon Mar 29, 2021	 Writing Assignment #6: Killing Them Safely
Wed Apr 7, 2021	 Writing Assignment #7: Zero Tolerance
Sun Apr 11, 2021	 Interview of CJ Professional
Tue Apr 13, 2021	 CJ Resume Assignment
Mon Apr 19, 2021	 Survey of CJ Curriculum Content
Sun May 2, 2021	 Exit Exam/Assessment
Fri May 7, 2021	 Final Policy Issue Paper