

CJA 791: Seminar in Criminal Justice Studies/Capstone

Instructor:	Joe Allen, Ph.D.	Summer 2021
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Office/Phone:	Hale Hoaloha 203E/808-735-4879	Online
Office Hours:	By appt. (easy, just email to set up)	
Course Preq.	Completion of all CJA Core Courses.	

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. 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.

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.

#	CJA 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, the course will assess #6 of the PLOs. 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 '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 -- ASSESSMENT

Area/CLO	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Essential Questions	1	2	3	4	5
Marianist /NH Values	6	6	6	6	6
Program Learning Outcomes	CAPSTONE -- ASSESSMENT OF PLOs for CURRICULUM				

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 preformatted 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:

Activity/Assignment	% of Final Grade
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%
	100%

Meeting Dates/Times: For this course, the student and professor will meet weekly; at this time, it is tentatively scheduled for Wednesdays for each week of the term. These meetings will usually last 30-45 minutes (possibly more depending on the material).

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/email me to set up an appointment.*

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. 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).

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.

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

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.

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 formative years there).

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 that 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.

WK	General Topic
1	<ul style="list-style-type: none"> • Biology, Crime, & Juveniles
2	<ul style="list-style-type: none"> • Crime Prevention, Drugs, & Zero Tolerance
3	<ul style="list-style-type: none"> • Fear of Crime, Guns
4	<ul style="list-style-type: none"> • Opioids, Policy & Harm Reduction
5	<ul style="list-style-type: none"> • Social Construction of Crime Issues/Problems
6	<ul style="list-style-type: none"> • Deconstructing Policy re: Crime & Offenders
7	<ul style="list-style-type: none"> • Case/Essay Questions
8	<ul style="list-style-type: none"> • 'Signature' Assignments
9	<ul style="list-style-type: none"> • Curriculum Content Assignment
10	<ul style="list-style-type: none"> • MSCJA Exit Assessment Materials

Meeting Dates/Times: For this course, the student and professor will meet weekly; at this time, it is tentatively scheduled for Wednesdays for each week of the term. These meetings will usually last 30-45 minutes (possibly more depending on the material)