



School of Education & Behavioral Sciences
Criminology and Criminal Justice

CJ 432 Law Enforcement

Location meeting and Class meeting schedule: Asynchronous
Credits: 3 Section: # 90-02 Term: Accelerated Summer 2025

Instructor Information



Instructor: Kelly Treece, Ph.D.

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Phone: 808-739-4659

Office Location: Hale Hoaloha, Suite 203A

Office Hours: By appointment

Virtual Office: <https://chaminade.zoom.us/j/2496491331>

Virtual Office Hours: By appointment

Communication

My primary preferred method of communication is email. As I am frequently out of the office, voicemail may take an extended amount of time to return. I will respond to trails within 24hrs/48hrs.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall 110

Phone: (808) 739-4652

If you have questions regarding the Criminology and Criminal Justice Department, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

An examination of the history and evolution of policing in America. Identification and discussion of significant and controversial criminal justice topics involving law enforcement agencies, primarily the police; clarifying, interpreting, and identifying the role of discretion in the system. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend 158 hours on course readings, ebook work, assignments, and discussions.

Required Materials

Peak, K., & Sousa, W. (2022). *Policing America: Challenges and best practices*. 10th (ed). Pearson Publishing.

****YOU WILL NEED THE REVEL PROGRAM, NOT JUST THE TEXTBOOK.
PURCHASE THROUGH THE CANVAS COURSE OR THE BOOKSTORE****

Additional reading/viewing materials will be used in supplement to the text.

Recommended Items

Publication Manual of the American Psychological Association, Seventh Edition (2020)

Canvas (<https://chaminade.instructure.com>)

Canvas is the learning management system (LMS) used for this course. All course work will be obtained and submitted through Canvas.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the B.S. in Criminology and Criminal Justice (Online Program), the student will be able to:

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.

Course Learning Outcomes (CLOs)

Upon completion of CJ 432, the student will be able to:

1. Compare and contrast the role of higher education and police performance.
2. Critique various policing strategies and criminal theories.
3. Develop a police academy curriculum
4. Design a neighborhood-specific community policing program

Marianist 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, and integrity of creation.

- 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:

- Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No‘eau 364) May I live by God.
- 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.
- 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.
- 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.
- 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 Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2,4,5	2,4	1,2,4,5	1,2,3,4,5
PLOs	1,2,3,4	2,5	3,6	1,3,4,6
Native Hawaiian Values	2,4,5	2,4	1,2,4,5	1,2,3,4,5
Gen Ed Learning Outcomes (if applicable)				

Course Activities

Discussions

For discussions, you are expected to provide a substantive and thorough original post that demonstrates depth of thought, critical analysis, and a clear understanding of the topic. While there is no formal word count requirement, your response should fully address the prompt with well-developed ideas, supporting evidence where appropriate, and thoughtful reflection.

In addition to your original post (worth 10 points), you must also respond to at least one classmate's post (worth 5 points). Your response should go beyond agreement or simple comments—it should add to the conversation by offering additional insights, asking thoughtful questions, or respectfully challenging ideas to deepen the discussion. Discussions are weighted at 15% of the final grade.

Assignments

All written assignments should reflect substance, depth, and critical thinking. Your work must fully address all aspects of the prompt or assignment instructions, demonstrating a clear understanding of the material and an ability to apply, analyze, or evaluate relevant concepts. There is no strict word count (unless stated in the directions); instead, focus on thorough and well-developed responses that clearly convey your ideas.

Please ensure that all content is written in your own words. Direct quotes are not permitted. Instead, paraphrase information from your sources and properly cite them using APA formatting (7th edition). This includes in-text citations and a reference list at the end of your assignment. Be sure to proofread your work for clarity, grammar, and adherence to academic standards. Assignments are weighted at 15% of the final grade.

COP Presentation: Students will create a PPT or Prezi presentation of their community-oriented policing program. This presentation will be between 10-15 minutes. The presentation must include the following:

- The name of your program
- Identification of a crime problem or public relation problem that needs to be addressed.
- An explanation of your program
- An explanation as to how your program benefits the community
- An explanation of how it will increase community/police relations
- Budget
- Funding
- Short-term goals
- Long-term goals

The COP is weighted at 10% of your final grade.

Pearson Revel program content

Linked within your Canvas course is the Revel content. It is essentially an e-book with mini quizzes, chapter quizzes, and simulations. As you progress through the chapter, you will have to complete the aforementioned material within each chapter. All content is due on the assigned due date. If you are working in Module 2 and turned something in late, you must email me for a manual grade and alteration for the late point penalty.

As you will note, there is no midterm or final for this course. Due to the amount of weekly assignments/quizzes, you will sufficiently cover all material. The scoring policy in Pearson Revel is as follows:

- Module quizzes are located throughout the chapter. Each question is worth 3 points. You have three attempts at each quiz, however, -1 will be deducted on each attempt.
- Chapter quizzes are worth 1 point per question. There is only one attempt at the end of the chapter quiz.
- The simulations are worth 50 points. They must be completed to receive the points.
- Regardless of the points - all Revel content is weighted at 60% of the final grade.
- **ALL REVEL CONTENT IS DUE BY 1159PM ON THE DUE DATE**

Course Policies

Attendance

This is an online course, thus attendance is not calculated in the final grade. However, it is expected that all students are logging into the course at least once a week.

Late Work

Module 1 is due by the 7th day of the class without exception. Failure to do so will result in an immediate removal from the course.

Module 2 is due by the listed due date. Late work is subjected to the following percentage deductions. Since all assignments/discussions are open on the first day of class it is recommended that students work ahead if/when possible if they anticipate a late submission. The ONLY exception to this policy is a catastrophic emergency (at my discretion, not the students'). Any late work in the Pearson/Revel program in Module 2 subject to the same deductions, however, it is the responsibility of the student to email the instructor advising that late work was completed. The instructor is not notified of late work in Pearson otherwise.

1 day = 10% deduction

2 days - 20% deduction

3 days = 30% deduction
4 days = 40% deduction
5 or more days = no points awarded

Module 3 is due by the last day of class without exception. Please see the Grade of Incomplete policy for further information.

Extra Credit

There is extra credit located in the FEMA assignment.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

The current university policy concerning incomplete grades will be followed in this course. A student in good standing in a course may petition the instructor for an “I” grade. All petitions must be requested in writing via email. Good standing means that the student has fulfilled the following three requirements:

1. Has completed more than 50% of the coursework
2. Has had continued communication with the instructor throughout the term regarding the issue/extraordinary condition preventing completion of the work.
3. The extraordinary condition reported are beyond the control of the student and have led to an inability to complete course requirements.

Your instructor is the final authority on whether you qualify for an incomplete. Only one extension of 30 days per course will be allowed. Incomplete work must be finished by the end of the 30 day extension or the current grade will automatically be recorded as the final earned grade in the course on your transcript.

Final Grades

Point Distribution & Scoring System:	% of Final Grade
Revel content	60%
Discussions	15%
Assignments	15%

COP	10%
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	100%

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

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, in addition to more obvious dishonesty.

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 Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

PLAGIARISM CHECKER:

You will notice in your assignments that a plagiarism checker (Turn it in) has been activated. This tool is designed to help both the student and the instructor. After submission, you will receive a color-coded flag and percentage next to your submission. This informs you of how much your assignment is similar to other work out there. If it is above 20%, I urge you to rework and resubmit your assignment prior to the due date. Whatever the last submission is PRIOR to the due date and time is the one I will grade. I will not grade a resubmission after the due date.

If you do so, please add a comment to the instructor that you intend to re-submit the assignment so it is not graded until you are satisfied with the similarity score. If you notice that there are a lot of similarities in the reference section, please disregard. If you are doing those correctly, they should match with other work. Any instances of plagiarism will be subject to discipline (see below section on academic honesty).

ARTIFICIAL INTELLIGENCE CHECKER:

This course prohibits the use of AI software in completing any assignments, projects, or exams. The use of AI software is defined as the use of any computer program or algorithm that utilizes machine learning, natural language processing, or any other form of artificial intelligence to assist in completing coursework. In addition to checking for plagiarism, Turn It In also detects assignments that are likely written by AI software. It has a 98% reliability rating. Any assignment that indicates high levels of likelihood to be written by AI software is subject to review. Further, software that is designed to alter/hide AI usage is also prohibited. Any submitted work that is suspected of AI usage is subject to review. This may include an interview with the student to show competency in the assignment, an investigation of the assignment, and/or documented proof that AI was not used. Violating this policy will result in a penalty as described in the Academic Dishonesty policy noted in the handbook. Specifically for this class, the first offense will result in a zero for the assignment. The second offense will result in a failing grade. It does not matter if the second offense is in the last week of class, a failing grade will be automatically issued. IT IS URGED THAT ALL STUDENTS TAKE THIS SERIOUSLY.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights,

or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors

each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Tutor.com. Tutor.com can be accessed 24/7 from your Canvas account. Simply click the Tutor.com link in the Global Navigation panel on the left. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Readings, Assignments, Discussion & Due Dates

Module/ Unit	Assignment/Discussion	Credit Hour	Due Dates
M1/U1	Introduction	1	7/13/25
M1/U1	Syllabus Quiz	1	7/13/25
M2/U2	Chapter 1	7	8/18/25
M2/U2	Ethics	3	8/18/25
M2/U2	Sir Robert Peel	2	8/18/25
M2/U3	Chapters 2 & 3	12	8/18/25
M2/U3	Police Officer Traits	3	8/18/25
M2/U4	Chapters 4 & 5	11	8/18/25
M2/U4	Media Editing	3	8/18/25
M2/U4	Broken Windows	4	8/18/25
M2/U5	Chapter 6	6	8/18/25
M2/U5	Higher Education	2	8/18/25
M2/U5	Police Academy Curriculum	8	8/18/25
M3/U6	Chapters 7 & 8	10	9/15/25
M3/U6	Consent Searches	2	9/15/25
M3/U6	Gratuities	2	9/15/25
M3/U6	Terry v Ohio	3	9/15/25
M3/U7	Chapters 9 & 10	12	9/15/25
M3/U7	FEMA	6	9/15/25
M3/U7	Movie	6	9/15/25
M3/U8	Chapters 11 & 12	12	9/15/25
M3/U8	Politics in Policing	2	9/15/25
M3/U8	Perception	3	9/15/25
M3/U9	Chapter 13	6	9/15/25
M3/U9	Policing domestic violence	2	9/15/25
M3/U9	Seattle is Dying	6	9/15/25
M3/U9	Community Oriented Policing	15	9/15/25
M3/U10	Chapter 14	6	9/15/25
M3/U10	Mobile DL	2	9/15/25