



School of Education & Behavioral Sciences
Criminology and Criminal Justice

CJ 327 Career Development in Criminal Justice

Instructor Information



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Office Hours: By appointment

Virtual Office Hours: By appointment

Communication

Please contact me by email if you have any questions or concerns. I will respond within 24-48 hours.

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

This course examines vocational values, interests, and aptitudes in the identification and development of a career in Criminal Justice. The vital role of a student's academic background is explored relative to creating a 'goodness-of-fit' between the student and the world of work. Students will be introduced to career guidance programs, develop a career personality profile, generate a career road map, and investigate/utilize career development tools and techniques. A broad spectrum of tools and resources will be explored against the backdrop of local, national, and international job market trends, and the goals, interests, and abilities of the job seeker.

Time Allocation

This is a 3 credit hour course requiring 135 hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend an estimated 159 hours engaging in course material via class videos, readings, discussions, assignments, and quizzes.

Required Materials

Required Textbook: Career Directions- New Paths to Your Ideal Career, 7th ed. By Donna Yena, McGraw-Hill publishers. ISBN-13: 978-1259712371 ISBN-10: 1259712370

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

We will be using Canvas throughout this course. Please be sure to check Canvas for announcements and assignment updates.

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
- 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

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 this course, the student will be able to:

Apply personal and vocational assessments/inventories to develop a viable career plan for an occupation in the behavioral sciences, criminal justice, and/or psychology fields (PLO3, PLO1).

2. Analyze labor market information, trends and resources, and be able to utilize these resources in personal career development (PLO 3, PLO1).
3. Develop skills in job searching, cover letter/ resume building, and interviewing for career employment (PLO 3).
4. Examine contemporary issues related to career development such as business ethics, sexual harassment, employee assistance programs, corporate cultures (PLO 3).

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.
5. Educate for adaptation and change.

This course will specifically focus on educating for service, justice, and peace. We will address fairness, equality, and the pursuit of a more just and equitable society through selection of research topics and abiding by ethical research guidelines.

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 Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	4	4	4	4
PLOs	3,1	3,1	3	3
Native Hawaiian Values	4	4	4	4

Course Activities

Weekly Workplace News Discussions

Students will post their weekly news story on canvas discussion module and then present live in class on the following career issues: Abuse of Privileges, Affirmative Action, Substance Abuse in the Workplace, Business Ethics, Computers in the Workplace, Corporate Cultures, Corporate

Politics, Day Care, Drug Testing, Employee Assistance Programs, Employee Theft, Flextime, Job Sharing, Legal Issues in Hiring and Firing, Negotiating a Raise, Performance Appraisals, Personality Conflict on the Job, Sexual Discrimination, Sexual Harassment, Smoking in the Workplace, Stress and Time Management, College Education, Workplace Training, and Workplace Development Programs, Violence in the Workplace, Women in the Workplace, Working Couples

Dream Job Research

Students will conduct research about a company/organization that you would like to work for. You will need to write a 3-4-page APA formatted paper that includes the history, why the company/organization is successful, potential positions/salary, benefits and required locations/education. Also consider strengths and weaknesses of working for this company/organization.

Online Assessments

Each student will self-administer and complete 2 online inventories (Inventory links posted below and on Canvas). This course component will serve to a) Assist students to identify and explore salient features regarding their interests, values, personality and abilities, and how these factors relate to the student's educational and vocational development. b) Provide insight into one's own vocational preferences in relation to the world of work. c) Assist with developing a personal vocational profile.

<https://www.truity.com/test/career-personality-profiler-test#:~:text=A.%20Yes%2C%20the%20Career%20Personality,you've%20been%20so%20far>

<https://www.careerexplorer.com/career-test/>

Career Plan

Students will be asked to plan your short and long-term career plans via 3-4 page APA formatted paper that includes type of position(s), salary, and location. You will review career assessments and online resources such as the Occupational Outlook Handbook, and/or The Dictionary of Occupational Titles.

Networking Plan

Students will develop your plan for career networking by identifying your career networking goals, developing a list of network contacts for career connections, generating open-ended questions to actively engage in with career contact, and creation of follow-up plan to reach out to developed career connections.

LinkedIn Profile

Students will create a complete LinkedIn profile (either student or professional account). It is up to the student whether you will make your account public. To receive full credit the profile needs to be complete.

Internship Paper

Students will research 3 possible internship sites and write a 1–2-page paper of the possible sites that includes the internship focus, required responsibilities, and the site application process.

Cover Letter

Students will generate one cover letter to enhance one's job application process skills. A standard format, such as that presented in the textbook, is required for each of the letter.

Resume

Using one of the formats from the text, each student will develop one resume that are free of error, and presents all of the individual's marketable skills, abilities and qualifications.

Elevator Pitch

An elevator pitch is a brief way of introducing yourself, getting across a key point or two, and making a connection with someone. For this assignment, you will create and video record in less than 4 minutes your own elevator pitch using the 3 points: 1- Who I'm I? 2-What do I do? (skills, values, passions) 3- What is my ask?

Video Interview

Students will conduct video recorded practice interviews in pairs. Each student will perform a 10-minute practice interview geared toward their dream company. You will write interview questions after researching the companies' vision, mission, and purpose of position. (HINT: you should conduct online research on common interview questions and best Responses). After presenting their video for review, peers will provide suggestions and feedback. You will upload your video and questions/answers onto Canvas or email it to me.

Contemporary Issues Paper

You will pick 3 different issues to research your findings in a 3-4 page APA formatted paper. Students must cite references from appropriate professional journals to support the findings you present in their papers. Issues and articles chosen should be from the last five years. Grades will be determined by the content and clarity as well as the validity of the student's reasoning.

Career Portfolio

Students will create a powerful tool for showcasing their skills and outstanding achievements to their prospective employers through organizing and assembling a career portfolio. This portfolio will include the student's cover letter, resume, and awards/outstanding achievements.

Assignment Points

Weekly Discussion Post: 5 points each x 10 = 50 points

Dream Job Research: 10 points

Online Assessments (2) : 10 points (5 points each)

Career Plan: 10 points

Networking Plan: 5 points
LinkedIn Profile: 5 points
Internship Paper: 5 points
Cover Letter: 5 points
Resume: 10 points
Elevator Pitch: 5 points
Video Interview: 15 points
Contemporary Issues Paper: 5 points
Career Portfolio: 15 points

Total = 150 Points

Grading

Grades are calculated from the student's class participation, quizzes, concept exercises, and the final examination. They are interpreted as follows:

A 90% or better: Outstanding scholarship and an unusual degree of intellectual initiative
B 80% to 89%: Superior work done in a consistent and intellectual manner
C 70% to 79%: Average grade indicating a competent grasp of subject matter
D 60% to 69%: Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F 59% and below: Failed to grasp the minimum subject matter; no credit given

Course Policies

Attendance

As an online course, attendance is not recorded.

Late Work

- 1 day = 10% deduction
- 2 days = 20% deduction
- 3 days = 30% deduction
- 4 days = 40% deduction
- 5 or more days = no points awarded

Extra Credit

There is no extra credit for this course.

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 conditions 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

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 cell phone 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.

Assignments & Due Dates

Week	Assignments	Info	Due Date
Week 1	Introduction Weekly news post	Chapter 1-2	
Week 2	Online Assessments Weekly news post	Chapter 3-4	
Week 3	Dream Job Paper Weekly news post	Chapter 5	
Week 4	Career Plan Paper Weekly news post	Chapter 6	
Week 5	Contemporary Issue Paper Weekly news post	Chapter 7	
Week 6	Networking Plan LinkedIn Profile Weekly news post	Chapter 8	
Week 7	Internship Research Weekly news post	Chapter 9	
Week 8	Video Interview Weekly news post	Chapter 10	
Week 9	Cover Letter and Resume Weekly news post	Chapter 11	
Week 10	Final Portfolio Weekly news post	Chapter 12	