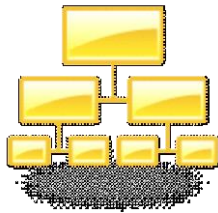


# CJ 699: Capstone Experience

**Section 101 CRN 1714 Fall 2015 M 4:00 pm Smith Hall 418**



## INSTRUCTOR

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Office Hours: Mon, 3-4:00 pm; Tue/Thur, 9:00 – 9:30 am; 11:00 – 11:30 am; 1:30 – 2:00 pm; 3:30 – 4:00 pm.

Other hours are available for appointment upon request.

## CAPSTONE EXPERIENCE.

Three Credit Hours

A culminating experience where student will apply knowledge and skills learned in the program of study to create, in collaboration with an agency or organization in the field, and original, scholarly work that addresses a current issue of concern.

## CREDIT HOURS & PREREQUISITES

3 credits; (PR: CJ 604, CJ 655, and CJ 656)

## REQUIRED COURSE MATERIAL

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Kettner, P.M., Moroney, R.M., & Martin, L.L. (2013). *Designing and managing programs: An effectiveness-based approach* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.

## Additional Sources

Bachman, R. & Schutt, R.K. (2014). *The practice of research in criminology and criminal justice* (5th ed). Thousand Oaks, CA: Sage.

Cullen, F. T., & Agnew, R. (2011). *Criminological theory: Past to present* (4th ed.). New York: Oxford University Press.

Jacoby, J. E., Severance, T.A., & Bruce, A.S. (eds) (2012). (Ed.). *Classics of criminology* (4th ed.). Long Grove, IL: Waveland Press.

## **COMPUTER REQUIREMENTS**

Each student must have a computer or access to one to complete [MUOnline](#) assignments for the course, as well as access to the Internet, and myMU to send and receive email messages. If you are using an email account other than your Marshall email account, you must set your Marshall email account to forward to your other account. This course contains an interactive web component so access to the Internet is absolutely necessary.

Students also will need to be conversant with a browsing program, email program, Word, and PowerPoint to complete course requirements. Any documents produced in a format not compatible with University Microsoft products will have to be converted into those products for use, unless otherwise approved by the committee.

## **GRADE OR ASSIGNMENT INFORMATION**

- There may be pop quizzes and assignments throughout the semester. Pop quizzes will consist of true/false, multiple choice, short answer, and/or completion questions.
- Assignments, which may include discussion questions, will be set up for students during Blended weeks. Participation in discussion questions is mandatory and graded.
- Online participation is required and will be determined by completion of online assignments. Guidelines for these assignments will be handed out in class, or placed on [MUOnline](#).
- The capstone paper will be graded according to content, construction, sources used, APA conformity, and correctness of writing style, grammar, and punctuation. The capstone paper must be approximately twenty-five pages and contain at least 20 sources, of which five are taken from refereed journals. Significant deductions will be made for writing errors. Graduate students are expected to write in a correct, professional manner. The capstone paper will be written incrementally through the semester, with various components due as stated in the Course Outline. **Capstone papers are due November 16, 2015.** No exceptions! No excuses!
- Project identification (weeks 1 & 2) will be designed by each student to specifically address the scope and content of that student's research for the semester.
- During week 3, each student will complete a general outline and description of the student's applied research project for the semester; a core questions or problem statement; and a mutual agreement letter about the purpose of the student's research for the semester.
- Annotated bibliographies are due week 4, on September 14, 2015.
- Students will present their research to their comprehensive assessment committee during week 15 of the semester. The presentation must highlight each component part of the students' research project.
- Since this is the Graduate Capstone Experience, the "Comprehensive Assessment Committee" for this class is described in more detail below. To proceed with assembling a committee, each student needs to complete the Comprehensive Examination Application, which can be found at: <http://www.marshall.edu/criminal-justice/grad/GRAD-CON.HTML> The grading decision is made by a majority vote of the members of the committee. All graduate students must pass a final comprehensive assessment to be eligible for graduation.

## **READING/ONLINE ASSIGNMENTS**

Reading/online assignments can be found on the tentative course schedule at the end of this syllabus. They are meant to reinforce the class lectures and discussions, and it is expected that they will be completed prior to class. Since this is a blended class, assignments for out of class weeks will be found at MUOnline. Many are based on material necessary for the final project. Online Assignments are to be completed by midnight on Friday of the Blended week. This includes all discussion questions, comments, and assignments.

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## STUDENT LEARNING OUTCOMES FOR THE CJ PROGRAM

Upon completion of the Master of Science degree in criminal justice, and in part emphasized and reinforced through this course, graduate students will be able to:

### Exhibit specialized knowledge in the criminal justice and criminology field by

1. demonstrating advanced knowledge of the terms, laws, theories, processes, research methods, statistics, and key principles and
2. analyzing and critiquing concepts, theoretical perspectives, empirical findings, and trends.

### Demonstrate oral, written, and analytic abilities by

3. evaluating contemporary criminal justice issues using analytical reasoning, problem solving, and effective communication skills;
4. preparing and delivering a presentation using effective oral communication skills that contains sustained, coherent arguments or explanations; and/or
5. interpreting descriptive and inferential statistical data.

### Integrate and apply advanced knowledge of the criminal justice and criminology field by:

6. designing and producing an applied, investigative, paper or project with real-world implications that draws on scientific literacy, theoretical criminology, and research methods;
7. supporting a paper or project with appropriate information from the scholarly literature and using citations in APA format; and
8. assessing and articulating the relevant public policy implications of that project.

## COURSE LEARNING OBJECTIVES MATRIX

Course Learning Objectives	How Practiced in this Course	How Evaluated in this Course
a. Demonstrate fluency with the current scholarly literature and trends in criminal justice theory, research, and practice (Specialized knowledge, Use of information resources);	In-class exercises; library research, annotated bibliography, capstone paper, class discussions	Capstone paper
b. Design an applied project related to a current issue, problem area, or criminal justice organization, utilizing the scientific method (Broad, integrative knowledge, Analytic inquiry);	Capstone paper; in-class exercises; class discussions	Capstone paper
c. Generate and analyze research data using the appropriate methods for analysis (Quantitative fluency);	Draft of the research paper; in-class exercises; class discussions	Capstone paper
d. Observe and describe research methodology, findings, as well as the implications of a research project through both a written product and an oral presentation (Communication fluency); and	Draft of the capstone paper; concept paper, in-class exercises; class discussions	Capstone paper; presentation
e. Develop policy implications for a “real-world” issue or criminal justice organization that is involved in the administration of justice (Applied learning; Civic learning).	Draft of the capstone paper; concept paper, in-class exercises; class discussions	Capstone paper; presentation

## **CAPSTONE GUIDELINES**

### **Capstone Paper**

The major project for this class is scholarly and applied research, which will result in a capstone paper of approximately 25 pages in length. The capstone paper will describe a program to which each student will be assigned. Each program will be related to the response of the City of Huntington to its current drug problem.

The capstone paper will be composed in APA style. The capstone paper will be written in stages through the semester, as relevant chapters in the text are covered in class. The paper will include the following:

- Problem Analysis
  - Introduction,
  - Nature of the problem,
  - Target population,
  - Rationale for action,
  - Framework for the intervention – the program hypothesis, and
  - Summary
- Goals and Objectives
  - Introduction
  - Goal statement
  - Outcome objectives
  - Process objectives and activities
- Program Design
  - Introduction
  - Program components
  - Client flow chart
- Management Information
  - Introduction
  - Formative evaluation
  - Summative evaluation
- Budget
  - Line-item budget
  - Program budget
- Evaluation
  - Introduction
  - Performance measurement, monitoring, and program evaluation
  - Impact program evaluation

### **Capstone Presentation**

All students enrolled in CJ 699: Capstone Experience must give a formal presentation describing their capstone project to their respective comprehensive assessment committee. The presentation must highlight each component part included in the research paper.

Students are expected to prepare the presentation using MS PowerPoint or other presentation software and may use additional handouts or visual aids as appropriate. It is imperative that students practice their presentation to ensure that it is fluid and within the appropriate time frame. Presentations should be 20-25 minutes in length. Each presentation will be followed by a question and answer session.

The following includes a list of the items at a minimum that are required in the presentation.

- Project title (first slide)
- Problem analysis (two to four slides)
- Goals and objectives (one to two slides)
- Program design (two to three slides)
- Management information (two slides)
- Budget (one to two slides)
- Evaluation (two to three slides)
- Recommendations (one slide)

### Grading

The comprehensive assessment committee will evaluate each student's presentation to determine whether that student has met the following overarching objectives of the Criminal Justice master's program: (1) exhibits specialized knowledge in the field of criminal justice and criminology, (2) demonstrates effective oral, written, and analytic skills, and (3) integrates and applies advanced knowledge of the criminal justice and criminology field. See rubric.

The crux of the project must be a minimum of 20 pages typed, double-spaced with the following margins: 1 inch top/bottom and 1 inch left/right. You may use size 12 font –no larger! Also, appropriate font styles include Times New Roman not Courier or Courier New. Page numbers are a must! A total of 20 sources are required.

### APA citations and referencing

The title page, references, and any in text citations must follow the guidelines set forth in the *APA Publication Manual* (6<sup>th</sup> ed.).

### Project submission

The contents of the document must be placed into one single document and emailed in electronic form to the course instructor for dissemination.

## **Comprehensive Assessment Committee Review & Procedures**

### **Comprehensive Assessment Committee**

The student, along with his/her Committee Chair or Graduate Director, will determine the appropriate committee members. The committee is comprised of three full-time members from the Department of Criminal Justice and Criminology. The committee chair must be a faculty member with graduate faculty status. The two additional committee members must have at a minimum, associate faculty status.

The Comprehensive Assessment Committee is responsible for evaluating both the student's written project (i.e., applied research project in the form of a portfolio or report) and the oral presentation, using the prescribed departmental rubrics. The comprehensive assessment committee will evaluate each student's written project and oral presentation to determine if the student has met the following overarching objectives of the Criminal Justice master's program: (1) exhibits specialized knowledge in the field of criminal justice and criminology, (2) demonstrates effective oral, written, and analytic skills, and (3) integrates and applies advanced knowledge of the criminal justice and criminology field.

### **Successful Completion of the Capstone Project and Presentation**

- Students must pass the written and oral comprehensive assessment in order to be eligible for graduation from the program.
- Passing the written and oral presentation assessment is achieved by receiving scores at the "B" level (proficient as shown on the rubric) or higher. All three committee members will score each student

individually and then the scores from all three committee members will be averaged to produce one single score. In turn, these results also will be used as part of the student's grade for CJ 699.

### **The Assessment Process**

- Within the first four weeks of the semester, the student must establish their Comprehensive Assessment Committee. The instructor of CJ 699 will serve as chair as the instructor will have the most information about each student's capstone project
- Students must obtain, complete, and return a Comprehensive Examination Application no later than the date in which the university application for graduation is due (usually by the third or fourth week of the semester) and in the semester in which they intend to take the examination. Forms are available from the Graduate Director or by visiting <http://www.marshall.edu/criminal-justice/grad/Comps%20Application.pdf>. The Comprehensive Examination Form must be signed by all committee members and will remain valid only for the semester in which it is signed.
- Two weeks before the oral presentation date, the instructor for CJ 699 in conjunction with the Graduate Director will disseminate the student's written project to the designated committee members.
- In CJ 699, the presentation dates will be randomly selected and determined with the second week of class so that each student has ample time to prepare.
- Each presentation will be 20-25 minutes in length and will take place during the regularly scheduled class time for CJ 699 in December in which faculty will be invited.
- The committee will review and score the student's oral presentation and written project using the attached rubric.
- Results will be returned to the Graduate Director and tallied. Within one week, the Graduate Director and/or committee chair will inform the student about whether or not he/she successfully passed the comprehensive assessment via email or face-to-face meeting.

### **Failure to Pass the Comprehensive Assessment**

- The Department of Criminal Justice and Criminology has a more restrictive policy than the one stated in the MU Graduate Catalog. If a student fails the written or oral comprehensive assessment, only one more attempt is allowed.
- If the student fails the assessment, the committee may decide on one of the following alternatives: (1) the student may be asked to revise and resubmit the project and redo the presentation on the scheduled final examination day, (2) the student will be asked to repeat the entire class the next time it is offered, or (3) or another alternative may be given as deemed appropriate by the committee and graduate director.

### **ATTENDANCE POLICY**

Attendance is mandatory for classes. Missing classes will adversely affect your grade. Material will be covered in class that is not in the books. Out-of-class weeks will require completion of assignments and online participation during those weeks, but no class attendance.

**Unexcused absences** are those that do not fall into the list of excused categories identified in the university catalog: (1) university sponsored activities; (2) absences as a result of personal illness or a death in the family; and (3) absences resulting from major religious holidays. For a more detailed explanation of these categories, please see the Graduate Catalog under the heading of "Class Attendance." All excused absences must be presented to the professor with proper documentation as soon as the student returns from the excused absence.

If you are excused by the Dean of Student Affairs for missing class, you must make up the work due, if there was any, within one week of the last date in the excuse. If a quiz was missed, you must make arrangements to make up the quiz within one week of the end of the excused absence. Failure to make up work, or quiz at the agreed time will result in a zero for the quiz, or assignment.

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## University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

## Some Ground Rules

1. **Students should attend and participate in class.** A student should recognize that one of the most important aspects of a college education is classroom attendance and participation. The value of this part of the academic experience cannot be fully measured by testing procedures. You should attend all classes.
2. When students attend classes, they are in a position to make significant contributions to their learning experiences and the learning experiences of other students by asking relevant questions, making pertinent observations, and sharing information. When a student misses class, the student and the class both suffer from a missed opportunity to exchange information and promote the learning process.
3. Students will be held accountable for all requirements and information covered in all classes, whether or not they attend. If it becomes necessary to give additional **quizzes** to spur attendance or learning, quizzes may be given and their results applied to any test scores.
4. **Phone Behavior.** (Cell Phones, Pagers, etc.) Turn them off, or set them to vibrate, when you get to class. If you have an emergency situation, please let me know and sit by the door. When your phone vibrates go into the hall to answer it. No texting, answering or checking texts will be permitted in class. You also cannot listen to music or have **earphones** on while taking a test, or in class.
5. **Computers** in class are OK if you are taking notes.
6. **Classroom demeanor.** Civility in class is expected. You must respect the opinions and rights of other students and allow them to participate in class. Be active in discussions, but do not hog them or blurt out answers all the time. Everyone should have a chance to participate in class.
7. **Stupid questions** are questions that are not asked. Questions asked are not stupid questions and will not be treated as such. If you have a question on class material, ask it. Ignorance means you are unaware of an answer, stupidity means you are incapable of understanding or knowing. If you do not understand something, ask.
8. **Answer questions during discussions.** If you are wrong, I'll let you know as gently as possible. I won't make fun of your answer or you. However, make a true effort to answer the question. If you are just trying to be the center of attention and hog the discussions, I'll let you know before the next class that you are over the top.
9. **Plagiarism:** All students must be familiar with the university's policy concerning academic dishonesty. Academic dishonesty includes cheating, fabrication and falsification of data or information, plagiarism, bribes/favors/ threats, and complicity with any of these activities. Students who violate this policy face sanctions included in the Academic Dishonesty Policy, including lowering of a grade on an assignment, lowering of a final grade, or failing the course. Students who plagiarize any portion of the capstone paper or capstone presentation will fail the class.

**GRADES**

<b>Criteria</b>	<b>Weight</b>	<b>Scale</b>
Capstone Paper	500 Points	90-100% - A
Annotated Bibliography (APA)	50 Points	80-89% - B
Presentation	200 Points	70-79% - C
Applied Research Project Design	25 Points	60-69% - D
Agency Description	50 Points	Below 60% - F
Problem Statement	50 Points	You must get a B on the Capstone
Mutual Agreement Letter	50 points	Paper and the Presentation to Pass
In Class and Online Assignments	Up to 150 points	the course.

**TENTATIVE COURSE SCHEDULE\***

<b>Week 1</b>	Aug 24 In Class
Introduction to Community Problem and Programs <i>Aug. 24-28: Late registration/Schedule adjustment</i>	
<b>Week 2</b>	Aug 31 In Class
Capstone Assignments and Assessment. Chapter 1 – Contemporary Issues in Social Service Program Planning and Administration <i>Read materials in Blackboard</i> <i>Meet with Instructor</i> <i>Research, start annotated bibliography</i> <i>Aug. 31-Sept. 4: "W" Withdrawal period</i>	
<b>Week 3</b>	Sep 7 Online
<b>NO CLASS MEETING – LABOR DAY</b> <i>Meet with Instructor</i> <i>Meet with Project Coordinator</i> <i>Continue research, annotated bibliography</i> <i>Sept. 7: Labor Day Holiday – University closed</i>	
<b>Week 4</b>	Sep 14 Online
<b>Due midnight, 9/14/15: Annotated Bibliography for Problem Analysis; Applied Research Project Design</b> <i>Sept. 18: Application for December graduation due in academic dean's office</i>	
<b>Week 5</b>	Sep 21 In Class
Chapter 2 – The Contribution of Theory to Program Planning Chapter 3 – Understanding Social Problems Chapter 4 – Needs Assessment: Theoretical Considerations Chapter 5 – Needs Assessment: Approaches to Management <b>Due in class: Agency Description; Problem Statement; Mutual Agreement Letter</b>	



<b>Week 6</b>	Sep 28 In Class
Chapter 6 – Selecting the Appropriate Intervention Strategy Chapter 7 – Setting Goals and Objectives Chapter 8 – Designing Effective Programs Chapter 9 – Using Management Information	
<b>Week 7</b>	Oct 5 Online
<i>Due midnight, 10/5/15: Problem Analysis; Goals &amp; Objectives</i>	
<b>Week 8</b>	Oct 12 In Class
Chapter 10 – Performance Measurement, Monitoring, and Program Evaluation Chapter 11 – Impact Program Evaluation and Hypothesis Testing Chapter 12 – Budgeting for Financial Control, Management, and Planning Chapter 13 – Developing Line-item, Functional, and Program Budgeting Systems <i>Oct. 12: Mid-Term</i>	
<b>Week 9</b>	Oct 19 Online
<i>Due midnight, 10/19/15: Program Design</i>	
<b>Week 10</b>	Oct 26 In Class
Afterward. Implementing Effectiveness-based Program Planning: Practical Implications Presentation Preparation <i>Oct. 26: Students should schedule appointments with advisors to prepare for advance registration</i> <i>Oct. 30: Last day to drop full semester individual course.</i>	
<b>Week 11</b>	Nov 2 Online
<i>Due midnight, 11/2/15: Management Information; Budget; Evaluation</i> <i>Nov. 2: Recommended date to apply for May graduation</i> <i>Nov. 2-Dec. 6: Complete withdrawals only</i>	
<b>Week 12</b>	Nov 9 In Class
Practice Presentations <i>Nov. 9-20: Advance registration for Spring semester</i>	
<b>Week 13</b>	Nov 16 Online
<i>Due Midnight, 11/16/15: Final Draft of Capstone Paper; Capstone Presentation Slides and Notes</i>	
<b>Week 14</b>	Nov 23 No Class
<i>No Class Meeting – Thanksgiving Break</i>	
<b>Week 15</b>	Nov. 30 In Class
<b>Presentations</b> <i>Nov. 30-Dec. 4: Dead Week</i> <i>Dec. 4: Last class day</i>	
<b>Week 16</b>	Dec 9 In Class, if necessary
Resubmits, if appropriate, due Makeup Presentations, if necessary	

<b>* Presentation schedule may vary due to student interest or comprehension of material. Also, some changes may be made as grant preparations progress.</b>	
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**Grade Inquiries**

Student materials will be returned as soon as graded to the student. If the student has a question about a grade on an assignment, the student must bring the assignment to the professor. No grade inquiries about specific assignments will be explored without the questioned assignment. It is the student's responsibility to keep their materials. Final examinations and materials not picked up will be kept in my office for 30 days into the next semester. A student may pick up their final examination and other materials after grades are turned in for the semester until thirty days into the next regular semester. At that time, finals and all other material not claimed will be destroyed.