CRJ580 Criminal Justice Capstone Experience

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes

Course Description:
This course provides an opportunity for understanding and integrating research and components of crime and justice administration/management as learned throughout the Master of Criminal Justice and Law Enforcement Administration program. Students evaluate a social intervention or justice policy by reviewing research evidence and making proper recommendations. The course centers on the completion of an evidence-based capstone work that will serve as the essential foundation of a professional Capstone.

Course Overview:
The Criminal Justice Capstone course provides an opportunity for analyzing existing research and interpreting findings related to criminal justice administration/management. Students will evaluate a social intervention or justice policy by reviewing research evidence and making proper recommendations. The course centers on the completion of an evidence-based capstone work that will serve as the essential foundation of a professional Capstone.

Course Learning Outcomes:

1. Evaluate the efficacy of evaluation research in policy or operational terms.
2. Show a broad conceptual understanding of theory and practice of criminal justice in addressing a justice policy issue.
3. Apply and justify methods appropriate to the systematic study of a justice problem.
4. Formulate the learning experiences into a coherent and focused product that blends theory and research knowledge into practice.
5. Evaluate and discuss qualitative and/or quantitative outcomes through investigation.

Participation & Attendance
Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

**Course Materials**

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

**Course Schedule**

**Due Dates**

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Capstone Assignments are due Sunday at 11:59 p.m. MT.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Readings</th>
<th>Assignments</th>
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| 1      | Capstone Report Checklist  
Chapters 1 & 6 in *The Craft of Research*  
| 2      | Chapters 3, 4, 5 & 14 in *The Craft of Research*  
O’Connor, E., Whitlock, E., & Spring, B. (n.d.) Introduction | • Discussion (25 points)  
• Capstone Assignment (50 points) |
<table>
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<tr>
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- Discussion (25 points)  
- Capstone Assignment (20 points) |
| 4 | Chapters 12 & 13 in *The Craft of Research*  
- Discussion (25 points)  
- Critical Thinking (100 points) |
| 5 | Review Chapters 13, 14, & 15 in *The Craft of Research*  
- Discussion (25 points)  
- Capstone Assignment (100 points) |
| 6 | Review “Quick Tip: Abstract” in Chapter 14 in *The Craft of Research*  
Chapter 16 in *The Craft of Research*  
- Discussion (25 points)  
- Capstone Assignment (30 points) |
Assignment Details

This course includes the following assignments/projects:

Module 1

CAPSTONE PROJECT INSTRUCTIONS

The Capstone Project for this course is a compilation of work developed throughout the course, culminating in the Capstone Project Report. It is expected that you will revise and improve upon work completed each week when you develop your final Capstone Project assignment, which is due at the end of Week 7. Review the Capstone Project description and the Capstone Project grading rubric, which can be accessed in the Module 7 folder.

If you have any general formatting questions, you should go to the Library Resources section and CSU-Global Guide to Writing and APA Requirements.

Additional Resources: view the handout, “Does Your Paper Look Like This.” You should also review the following handouts (found on the Course Information folder) that are important for completing the Capstone Project Report:

- Capstone Report Checklist
- Topic Choice List
- Evidence Table (fill out and insert in the report)

This week you should familiarize yourself with the major components of the Capstone Project and respective deadlines. You must choose a policy-related research problem this week from the Topic Choice List located in the Course Information folder. If you would like to choose a topic that’s not on the Topic Choice List, please contact your instructor as early in the week as possible to discuss your proposed topic. The instructor must approve a topic that is not on the list. You will be sharing your topic choice on this week’s discussion board.
The first draft of Section I (Introduction) and Section II (Objectives) is due by midnight Sunday of Week 2. See the Capstone Report Checklist for details.

Module 2

CAPSTONE ASSIGNMENT: Sections I and II (50 points)

This week you will submit a draft of Section I (Introduction) and Section II (Objectives) of the Capstone Project Report.

As outlined in the Capstone Report Checklist, Section I (Introduction) should be 2-3 pages in length and should contain the following:

- Problem statement: State the research problem, such as “an increased fear of crime,” etc.
- Background/context: This is the impact and interventions of the problem. An example: Fear of crime reduced the life quality of the community. Intervention programs have been introduced.
- Significance of this study: Why is this study necessary? (e.g., Why should the intervention program or policy be evaluated? What happens if it’s not evaluated?)

As outlined in the Capstone Report Checklist, Section II (Objectives) should be approximately half a page in length and contain the following:

- Purpose statement: What is your study/research intended to do?
- Review question(s): Provide an explicit question(s) to be addressed by the systematic review.

Both sections should be well written and formatted according to CSU-Global Guide to Writing and APA Requirements. Provide a minimum of three credible resources to support your claims. The CSU-Global Library is a good place to find sources.

If you have any questions or concerns, please contact your instructor as early in the week as possible.

Module 3

CAPSTONE ASSIGNMENT: Section III: Methods (20 points)

This week you will submit a draft of Section III (Methods) of the Capstone Project Report.

As outlined in the Capstone Report Checklist, Section III should be 1-2 pages in length and should contain the following:

- Selection criteria: Specify study characteristics such as years considered, types of studies (e.g., quantitative and/or qualitative) for eligibility
- Search strategy: Present full electronic search strategy for at least one database.

In drafting this section of the paper you should use as your model the Methodology section in this week’s required reading by Farrington and Welsh, “Improved street lighting and crime prevention.”

Section III should be well written and formatted according to CSU-Global Guide to Writing and APA Requirements. Provide a minimum of three credible resources to support your claims. The CSU-Global Library is a good place to find sources.

If you have any questions or concerns, please contact your instructor as early in the week as possible.

Module 4

CRITICAL THINKING: Career Development: Self-Marketing (100 points)

The field of criminal justice is continually evolving. It is important to understand that career choices require a lifelong research process in which one must take into consideration education, experience, life situations and needs, as well as an
ever-changing career landscape. In consideration of all of this and the fact that you are nearly done with your Master’s degree, complete a comprehensive job search using at least three different career sites of your choice.

**Step 1.** The following are some popular job search sites: www.usajobs.gov; www.indeed.com; and www.monster.com. You may also want to look at specific state or local agencies and search there as well. Depending on where you live, you might find that many of the criminal justice positions at the state level can be found on a civil service or state-related site like the following one in Pennsylvania: http://www.sccs.state.pa.us/portal/server.pt/community/civil_service_home/9164.

After completing this comprehensive job search, provide a one-page summary of some of the positions that you are interested in and why you think you are well suited for these positions.

**For steps 2 and 3, go to the Student Career Center in the Student Portal.** Click the Student Career Center tab in the Portal Dashboard at the top of the page and choose Career Coach from the menu. On the Career Coach page you will find Optimal Resume. Complete Steps 2 and 3 using the Career Center resources.

**Step 2.** Complete the resume builder and skills assessment with Optimal Resume. Click the Optimal Resume link on the Career Coach page to get to the resources. You will need to create a new account using the button on this page to complete both of these tasks. You will receive a login code via email from Optimal Resume to begin. Submit your resume and the results of the skills assessment with components of Step 1 and Step 3 in one document. Contact your instructor if you need assistance.

**Step 3.** Complete the Interview Prep module on the Optimal Resume page by clicking Create New Interview. You control all aspects of the interview practice session, including interview type, number of questions, response format and interviewer. You can choose to record it or conduct a written interview session and share the results with your instructor by submitting the link in one document with the other components of this assignment.

All practice sessions and resumes are archived in the Document Center for download or sharing. The Document Center is found on the dashboard in Optimal Resume. Practice sessions include a share button with the link you will need.

Submit the summary, resume and links to the skills assessment and interview session in one document in the Module 4 folder.

- One-page summary
- Resume
- Skills assessment
- Interview prep session

**Module 5**

**CAPSTONE ASSIGNMENT: Section IV: Results (100 points)**

This week you will submit a draft of Section IV (Results) of the Capstone Project Report.

As outlined in the Capstone Report Checklist, Section IV should be 4-10 pages in length and should contain the following:

- Quantitative description of results: Provide numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusion at each stage.
- General information of each evaluation study for the review: Summarize general characteristics in the Evidence Table provided and include the table as part of your report in Results.
- Narrative synthesis: For all outcomes considered (effectiveness or ineffectiveness), present for each study, including type of sampling, statistical results (if applicable), and conclusion in relation to your research question.
- Risk of bias assessment: Assess risk of bias across studies that may affect the evidence (e.g., sample bias, selection of evaluation studies, etc.).
- Additional analysis: Include other visual presentations as appropriate/necessary.

Section IV should be well written and formatted according to CSU-Global Guide to Writing and APA Requirements. Provide a minimum of five credible resources to support your claims. The CSU-Global Library is a good place to find sources.
module 6

capstone assignment: section v and abstract (30 points)

this week you will submit a draft of section v (conclusion) and the abstract of the capstone project report.

as outlined in the capstone report checklist, section v (conclusion) should be 1-2 pages in length and should contain the following:

- summary of evidence: summarize the main findings including each main outcome and its relevance to the stakeholders, such as administrators, officers, prisoners, etc.
- limitations: discuss limitations at study and outcome level (risk of bias) and at review level (e.g., incomplete retrieval of identified research studies)
- conclusion: provide a general interpretation of the results, implications for future research and policy decision.

as outlined in the capstone report checklist, the abstract should be approximately 150-200 words in length and contain the following:

- research problem and question
- methods
- key findings.

both sections should be well written and formatted according to csu-global guide to writing and apa requirements. provide a minimum of three credible resources to support your claims. the csu-global library is a good place to find sources.

if you have any questions or concerns, please contact your instructor as early in the week as possible.

module 7

program completer survey (25 points)

please complete and submit the program completer survey. this 29 question survey replaces the module 7 discussion and is worth 25 points. begin the survey by clicking on the “start survey” button below. be sure to complete and submit the entire survey.

in order to receive the points associated with this assignment:

1. click the “submit” button.
2. click “print screen” on the completion screen to which you are taken.
3. save a copy of the screenshot.
4. submit a copy of the screenshot to the module 7 assignments area.

capstone project report (500 points)

criminal justice leaders and professionals make decisions every day that affect their agency, employees or community. making informed decisions is imperative for leaders if their organizations are to remain viable and sustainable. this course is focused on integrating and synthesizing concepts, theories, and skills learned through the csu-global master of science program in a capstone project report, the final product in the master’s program. the report should demonstrate your ability to conduct a systemic review of evaluation studies. you will complete the five sections of the capstone project report in four drafts and finalize it in week 7.

see the capstone report checklist for the scheduled submissions and more detailed information about each section.
Following are required elements of the Capstone Project Report:

- APA format and writing style standards
  - *CSU-Global Guide to Writing and APA Requirements*
  - Absence of bias
  - Clear and concise writing
  - Errorless spelling, grammar, and sentence structure
  - Errorless APA formatting
  - Credible sources
  - Accurate citations and references
  - Length of 8-17 pages, not including title page, tables, or references
  - Double spaced

- Cover page
- Abstract – Maximum 150-200 words
- The proper labels and headings for each section
  - Section I: Introduction
  - Section II: Objectives
  - Section III: Methods
  - Section IV: Results
  - Section V: Conclusion
- Tables or graphs (including completed Evidence Table)
- References

PLEASE NOTE: You must also refer to the weekly Capstone assignments and all module lectures for complete and detailed information on the requirements of this assignment.

**Course Policies**

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<tr>
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<th>Grading Scale and Policies</th>
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<tr>
<td>20% Discussion Participation &amp; Survey</td>
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<tr>
<td>20% Capstone Assignments</td>
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<td>10% Critical Thinking Assignment</td>
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<td>50% Capstone Project Report</td>
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**In-Classroom Policies**

For information on late work and incomplete grade policies, please refer to our *In-Classroom Student Policies and Guidelines* or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

**Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/re-purposing your own work (see *CSU-Global Guide to Writing and*
APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.