

Program-Level Assessment: Annual Report

Program: Criminology and Criminal Justice Department:
Degree or Certificate Level: Bachelor of Arts in College/School: School of Social Work
Criminology and Criminal Justice (BACCJ)
Date (Month/Year): October 2022 Primary Assessment Contact: Joseph A. Schafer
In what year was the data upon which this report is based collected? AY 2021-2022
In what year was the program's assessment plan most recently reviewed/updated? AY 2021-22

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

We identified three LOs for this Program Assessment Plan, we have assessed BACCJ learning outcomes (LOs) LO #1, #3, and #5:

- 1) Students will apply CCJ theory.
- 3) Students will identify multicultural CCJ competence.
- 5) Students will assess the ethical implications of CCJ and practice ethical principles.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Student data was collected from one overarching CCJ course: CCJ 4960 (CCJ Capstone). Capstone research papers and presentations from CCJ 4960 were used to assess our graduating seniors' ability to identify and apply CCJ theories. The Capstone research paper requires CCJ students to undertake and present a comprehensive CCJ research project.

No Madrid student artifacts were included in our assessment activities. We do not offer off-campus courses.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

CCJ faculty and the BACCJ Program Director reviewed students' achievement on the required Capstone research project (and each of its requisite components) to identify how well, overall, our graduating BACCJ students met LOs #1, #3, and #5. This information was shared with the BACCJ program committee; all CCJ faculty sit on the BACCJ program committee. Discussion surrounded the results for students' achievement of the LOs, including potential pathways to improve student performance on for these specific learning objectives and overall, in the BACCJ Program. Additional discussion was had regarding the appropriateness of the BACCJ Program's learning objectives (e.g., do our learning objectives need to be enhanced or revised) as well as the extent to which our primary

assessment artifact (i.e., the BACCJ Capstone project) still captures students' attainment of our LOs and/or if we need to develop a better tool (e.g., an exit exam).

Capstone assignment information, rubric, and grading form are all attached at the end of this report.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The BACCJ Program identifies 80% as our competency/LO mastery benchmark. More specifically, we define students as competent if they have mastered each of our LOs by achieving 80% or higher on the components of the assessment tool that correspond to each LO. Moreover, the BACCJ Program sets our Program competency benchmark at 80% too – i.e., 80% of all graduating students must be competent in/have mastered (at the benchmark level or higher) in each LO area.

- 1) Students will apply CCJ theory: **95.3% achieved 80% or higher (23/24 students).**
- 3) Students will identify multicultural CCJ competence: **75.0% achieved 80% or higher (18/24 students).**
- 5) Students will assess the ethical implications of CCJ and practice ethical principles: **83.3% achieved 80% or higher (20/24 students).**

CCJ faculty and the CCJ Programs Director reviewed students' achievement on the required Capstone research project (and each of its requisite components) to identify how well, overall, our graduating BACCJ students met LOs #1, #3, and #5 (the learning outcomes under examination for AY 2021/2022). More specifically, Professor Brumfield-Young reviewed each CCJ 4960 Capstone project. Professor Brumfield-Young shared the assignments, rubric and results with Dr. Joseph Schafer (BACCJ Program Director). This information was also shared with the BACCJ Program Committee for discussion (see specific discussion points highlighted above).

CCJ only offers face-to-face, on-ground courses at the St. Louis campus.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The data indicate that it is critical that we continue to challenge our students, expose them to important CCJ theoretical frameworks and timely analyses/research examination of the applicability of these theories as well as rigorous examination of CJ policies and practices. It also indicates, as discussed in more detail below, that the revisions made to our CCJ theories courses had a positive impact on students' ability to apply CCJ theory (as was assessed in the Capstone Project). In the aggregate, students scored below the target of 80% achieving 80% competency on the multicultural LO (#3), with only 75% of the students achieving that threshold. It bears noting that if one additional student had met the 80% threshold, the graduating cohort would have essentially achieved the benchmark, so the difference here is manageable. It does, however, suggest that our program faculty need to continue to discuss how we are reinforcing multiculturalism issues with our BA students. The BACCJ curriculum was revised and students starting the program Fall 2022 or later will now complete an additional multiculturalism course, so we do expect this additional exposure, coupled with more intentional coverage of multiculturalism issues in all courses, will assist in correcting these scores in the future.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

- A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Our CCJ faculty meet monthly during the regular academic year and, as such, the assessment findings and further discussion surrounding potential/likely revisions to our assessment plan and the current report is on

our September meeting agenda. The discussion regarding recommendations for change/revision in any program area (or in our assessment activities), will take place, initially, at our first meeting (and continue for as long as we need to discuss). As part of our ongoing assessment work, we have added "assessment tasks" as a standing item on our monthly meeting agenda and pay careful attention to soliciting feedback from faculty who apply the assessment rubrics to their courses/course activities. All BACCJ Program areas are appropriate foci for our assessment activities, and we continue to make a concerted effort to discuss assessment, including enhancing and/or revising our annual assessment plan, issues pertaining to the implementation of our plan, and the tools (e.g., assignments, rubrics, etc.) used to engage in this important endeavor. The BACCJ committee also invites current BACCJ students to participate in the monthly meetings to solicit and include student input and feedback on assessment.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

The CCJ Program committee determined that we would review all CCJ courses' content to ensure our students are able to incorporate the knowledge from across the BACCJ curriculum into a comprehensive research project/presentation that includes appropriate opportunities to assess mastery of each of the five BACCJ Program learning objectives. As a result of this year's assessment activities and data, we identified that the BACCJ Program is doing a pretty good job at facilitating graduating students' competency for LO #1 (application of CCJ theory) and LO #5 (ethical practices). In addition, we are approaching 80% mastery benchmark for LO #3 (multicultural competence).

If no changes are being made, please explain why.

N/A.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

We recently changed the BACCJ curriculum to require students to take an additional course that touches extensively on aspects of multiculturalism. We expect this curricular change will improve student performance on LO #3, although it might take 3-4 years to see that outcome fully achieved. In the interim, faculty will review course syllabi and lessons to identify ways to further reinforce multicultural competency throughout our BA offerings.

B. How has this change/have these changes been assessed?

This curriculum change goes into effect for new students from Fall 2022 onward, so it will be several years before we begin to see those students completing the capstone experience. Until that time, we will not be able to fully assess the outcome of the new curriculum.

C. What were the findings of the assessment?

N/A

D. How do you plan to (continue to) use this information moving forward?

We will continue to utilize the results of our annual assessment data and activities to inform our BACCJ curriculum and related program offerings and enhancements (e.g., opportunities for student exposure to reinforcement of classroom learning). The assessment has also helped the CCJ Program to identify deficiencies in areas of faculty expertise allowing us to consider those needs when discussing current adjunct hiring and future adjunct and FT faculty hiring opportunities.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

The CCJ Capstone research project assignment instruction and corresponding rubrics are included in this report.

CCJ 4960-01 Criminal Justice Capstone

SPRING 2022 SYLLABUS

PROFESSOR BRUMFIELD-YOUNG, MLS, MSCJ

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

Syllabus Guide

COURSE DESCRIPTION.....	3
COURSE OBJECTIVES	3
TEXTS	4
TEACHING AND LEARNING METHODS.....	4
METHODS OF EVALUATION	5
Thesis Paper:.....	5
Section 1: Introduction (2-4 pages)	5
Section 2: Theory (2-4 pages)	6
Section 3: Literature Review (6-8 pages).....	7
Section 4: Policy (6-8 pages).....	8
Part 1. Explain what the policy is, what it does, and how it will be implemented.....	8
Part 2. Advocate your policy and address likely critiques.	9
Part 3. Implementation: Explain how the policy will be implemented (Use a subheading for each bolded section).....	9
Part 4. Evaluation	10
References	11
Capstone Project Submission Worksheet.....	12
Capstone Outline Assignment	12
Capstone Project Conference.....	13
General Tips for Capstone Paper.....	13
Public Presentation	13
Peer Review	14
POINT VALUES	15
GRADING SCALE	15
CCJ COURSE POLICIES & RESOURCES	15
Attendance	15
Communications.....	16
In Class Discussions	16
Instructor/Course Evaluation.....	16
Late Assignments	17
Nondiscrimination and Human Diversity.....	17

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

Policy on Religious/Cultural Holidays	17
Professional Expectations.....	18
Syllabus Changes.....	18
Use of Electronic Devices	18
Weekly Content Folders	18
Writing and the APA Style.....	19
UNIVERSITY POLICIES & RESOURCES.....	19
Academic Integrity and Honesty	19
Disability Accommodations	19
Face Masks (Mandatory).....	20
Student Success Center.....	21
Title IX	21
University Writing Services	22
KEEP COPIES OF YOUR WORK.....	22
ASSIGNMENT FORMAT	22
CELL PHONE POLICY	22
HELP OUTSIDE OF CLASS.....	22
LATE ASSIGNMENTS	23
COMPUTERS	23
CLASS CANCELLATIONS.....	23
SYLLABUS CHANGES.....	23
COURSE OUTLINE/CALENDAR	23
Course Schedule	24
Writing Center Certification - Assignment.....	28
Capstone Project Submission Worksheet	29
Capstone Project Conference Instructions	30
Discussion Groups and Peer Partner Assignments	31

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

Instructor: Kenya Brumfield-Young, MLS, MSCJ (Pronouns: She, Her, Hers)
Office: Tegeler Hall #326
Office Phone: 314 977-5711
Email: kenya.brumfielddyoung@slu.edu
Office Hours: By appointment only
Meeting Time: 2:10 pm – 3:25 pm on T, TH
Classroom: Tegeler Hall

COURSE DESCRIPTION

This course analyzes the various actors in the criminal justice system, their decision-making processes, and the policies they create and implement. The course offers an integrative framework for understanding the policies emanating from the criminal justice system. This final course provides an opportunity to integrate key concepts of Criminology/Criminal justice in a specific area of interest. Capstone projects are expected to demonstrate competence in critical thinking, inquiry skills, and the synthesis of knowledge through the development and presentation of an examination of a particular CCJ policy, program, and/or initiative.

COURSE OBJECTIVES

At the conclusion of this course, each student will be able to:

1. Students will illustrate a practical knowledge of the criminal justice system's theoretical foundations, structure, and operation.
2. Students will illustrate a practical knowledge of multiculturalism, and its application from the criminal justice perspective.
3. Students will illustrate a practical knowledge of ethical implications and practices within the criminal justice system.
4. Students will demonstrate knowledge of the nature of crime, including theoretical foundations and the causes and correlates of crime.
5. Students will develop and illustrate oral and written communication skills reflecting preparation for their post baccalaureate and professional careers.
6. Students will illustrate research literacy in criminology and criminal justice and demonstrate practical knowledge of issues related to research and the measurement of crime.
7. Students will indicate a basic understanding of policy design and implementation.

This class is designed to ensure that all of our graduates understand how to research appropriate to the criminal justice system is conducted and that they are able to use that empirical knowledge to craft meaningful and responsive policies. These objectives will be assessed primarily through the thesis project, associated intermediate steps, and a final presentation.

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

TEXTS

Required texts:

Flawed Criminal Justice Policies (Second Edition) ISBN 978-1-5310-1137-6

Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline ISBN 978-14985349634224 8

Reserve reading as assigned see syllabus for details (Readings located on Canvas)

TEACHING AND LEARNING METHODS

Self-Directed Learning: The material in this course is studied using different approaches but emphasizes self-directed work by students. Students assume primary responsibility for leading class discussion and directing their own research project. The instructor serves as a resource and guide. Students are expected to read the assigned materials for each week before the class for which they are scheduled, and to come to class prepared to discuss them.

Missed Classes are your responsibility: Any student who misses any or all of a class, regardless of reason, is responsible obtaining class content, assignments, and for preparing them on time. If you miss a class, you will need to get the notes from a classmate. Consider finding a “note-buddy” now and agree to share notes if either of you miss a class. After reviewing the missed class material, feel free to contact me with questions or to discuss.

Class Attendance: Regular attendance is strongly suggested as most of the information you need for the successful completion of the requirements associated with the course comes to you through my lectures and the classroom interactions, activities, and group work. **In the event of an absence, I request the courtesy of an email prior to class advising me of such.** Should I deem it to be necessary, I reserve the right to implement an attendance policy and/or require summaries of readings to be turned in prior to class at any time throughout the semester.

Active Learning: Students are expected to be active learners in this class. This means I expect each student to come to class prepared to play an active and informed role in discussion. If you do so, you will learn more and the class will be more interesting for you.

Class Participation: Throughout the semester we will have opportunities for lively and spirited discussion. In a class of this nature, participation is not only welcomed, it is a necessity. All points of view are welcome and will be treated with respect. Although class participation is not strictly graded, it will be considered in the final grading if you have a borderline grade. In other words, I reserve the right to raise but not lower your grade as a result of quality class participation.

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

METHODS OF EVALUATION

Thesis Paper:

As an integrative exercise bringing together the various strands of your CCJ training, each of you will write a major thesis paper. This paper will be worked on throughout the semester and will be the primary component of your grade in this class. Take it seriously and do a good job. Start work on it now; please don't wait.

Each student is required to write and submit an original thesis paper. This paper must be between 20-25 pages long (exclusive of abstract, references, and tables). In other words, the paper **must contain 20-25 pages of text**. I will stop reading at the bottom of page 25 and will assign your grade based on the first 25 pages. **NO EXCEPTIONS**. Tables, pictures, figures, etc., must be attached at the end in an appendix if used. References must be listed at the end in 2 reference lists (one for scholarly, one for non-scholarly). Use Times New Roman 12-point font and standard margins. Your paper should be double spaced. **Follow APA 7th including running headings, page headings, and subheadings. Be sure you list page numbers for articles, or they will not be counted as scholarly sources.**

Your paper should also have a **title page** with the title of your paper, your name, and the name of this class on it. Your paper should include an abstract page (200 words approx.) that identifies your problem and explains your policy in summary form (title and abstract pages do not count toward text page minimum/maximum). See the title page example for more details on the format.

The paper's body or text will be divided into **4 major sections** with subheadings as indicated. All headings must be in bold. You may use additional headings as necessary, but you **must** use these at a minimum:

Section 1: Introduction (2-4 pages)

Unless you are laying out a legal framework or other necessary specialized knowledge, avoid rambling and a discussion of empirical studies in the Intro, that is for the Literature Review. You must use concrete evidence that you must cite to establish the problem and quantify the harm (e.g., statistics from government publications). This section should contain specific statistics and/or highlight a particular case that encapsulates your problem in an interesting and thought-provoking way. See the model.

In the Introduction, you must identify a problem within the criminal justice system. You need to describe and document the problem thoroughly. You must use statistics or other hard evidence to quantify the extent of the problem. You may wish to lead in with a specific case highlighting the problem. This section needs to marshal facts and evidence persuasively to establish that a problem exists and quantify its magnitude. Finally, you need to convince the reader that your problem is sufficiently significant and/or sufficiently large to warrant a public policy initiative to address it.

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

You also need to document specific, concrete harms flowing from the problem. Again, use statistics and other hard evidence to quantify the harm. **The policy you devise in the last section should substantially mitigate these identified harms.** Data showing that a problem is growing is often persuasive. Examples of concrete harm might include increased recidivism, brutalization within the system, wasted money etc. You need to identify a social cost of some kind in concrete terms.

If a legal framework or other specialized knowledge is necessary for understanding and contextualizing your paper, it should be stated here. Do not assume knowledge.

The last sentence of your introduction must contain the hypothesis you are testing. This is your research question, and it must explore the existence of a causal relationship. **In other words, you must frame your research question as to whether an independent variable causes a dependent variable.** This hypothesis must explain/contribute to your problem and the associated harms in an obvious way, which you must clearly explain.

For example, your problem may be prison overcrowding. Your concrete harms might include increased violence in prison and inmates' brutalization that result in more and/or more serious crimes when the inmates are released. Your hypothesis is that being African-American increases the likelihood of incarceration, which contributes substantially to overcrowding. Your policy might be to develop sentencing caps to limit sentences for drug offenses (assuming you can empirically show minorities receive disproportionately long sentences for drug offenses and that this is a major driver of overcrowding).

Control variables will be discussed in the literature review but need not be stated here (control variables are other factors known to influence your dependent variable, in this example, your dependent variable is incarceration, offense severity and prior criminal record are two factors known to influence being incarcerated as well as the length of incarceration so they would be appropriate control variables).

The research question must be causal in nature but does not have to use the word cause. Acceptable examples include: Does race contribute to sentence severity? Do zero-tolerance policies increase incarceration rates among young African-American males? Does being female make it more likely that you will receive a lenient sentence?

Section 2: Theory (2-4 pages)

You need to engage in a sophisticated and nuanced discussion of which theory or theories informed your paper (it is better to do a good job with 1 than to cursorily mention several, **in no case should you try to cover more than 3 theories.** A thorough discussion of multiple theories may be hard to do in only 5 pages, and a superficial discussion will adversely affect your grade. Each theory must be fully explained. Tell me about the origin and history of the theory. Who developed it? Be sure to mention any and all significant elaborations/modifications beyond the

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

original theory, especially if they relate to your paper somehow. I expect a nuanced and expert discussion of the theory, which is why you shouldn't try to talk about a bunch of them. Explain all concepts associated with the theory in detail and be sure I can tell that you understand how the theory works and what it purports to explain. Be sure to elaborate on any underlying assumptions the theory rests on (e.g., what assumptions about human nature underlie this theory?). Look at Vold and Bernard's Crim Theory textbook as a place to start (this is not a scholarly source because it's a textbook, but it's a useful place to start).

The theory might explain an association between your independent and dependent variables or inform your policy selection. Examples: Race threat theory as an explanation for disproportionate minority confinement. Strain theory as an explanation for why members of the urban underclass commit more crimes than wealthy people. Theory may explain why you selected your policy. Example: Your problem is prison overcrowding; your theory is selective incapacitation, which informed your selection of a first timer diversion program followed up by long sentences for 3rd-time offenders. Other examples, a policy advocating for harsher penalties may be predicated on the classical theory of criminology and deterrence, which focuses on crime as a product of free will and humans as rational actors who can be dissuaded from crime by swift, certain and severe penalties.

Penal policies will probably be predicated on a theory of punishment like retribution, deterrence, incapacitation, or rehabilitation, etc. A crime control policy may be predicated on a criminological theory like social disorganization, social control, or strain. A court's policy may relate to the working group theory.

The point is theory must be clearly integrated into and must inform your work. You may not do an a-theoretical project for this assignment. You need to tie it to theory in some way. Make sure theory is covered before you pick a topic.

Your theory section should be placed before your literature review if it primarily explains associations important for understanding your problem (e.g. associations between independent and dependent variables) or at the beginning of your policy section if you used it primarily to select a policy response.

Section 3: Literature Review (6-8 pages)

In this section, you should do a comprehensive and exhaustive assessment of the existing empirical literature relevant to your research question (independent – dependent variable relationship). This needs to be a thematic and synthetic evaluation of existing scholarly, empirical literature and not a serial recitation of many studies or a bunch of statistics. In other words, this is not a book report. Avoid listing studies serially and then just summarizing them. An example of this is saying “Smith and Jones found X” and then summarizing their study and findings before moving on to the next study. Rather, your literature review must show a synthesis and integration of the empirical literature.

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

Avoid picking a problem that does not have enough empirical literature for you to do this project. A discussion of naked stats or theorizing is not adequate. **You need to have 8 (or more) empirical studies that you are evaluating and synthesizing (See references section for the total number of required sources).** Naked stats from governmental periodicals or other sources do **not** belong here – use them in your intro to quantify your problem and resulting harms.

You should organize the literature review thematically. **You must use at least 3 thematically derived subheadings to organize and integrate your literature. All headings and subheadings must be in bold.**

The lit review should include an analysis of all of the prior works of empirical significance which inform your study, and they should be organized conceptually, not chronologically or serially. Look at the existing scholarly literature. What factors are important or relevant to your problem? Is there evidence of race or gender bias? Do legal factors like prior records and charged offenses predict outcomes relevant to your problem? What other factors, correlates, or causes are identified in the literature, and what does the literature suggest about their impact? **You must use subheadings (minimum of 3) so I can see how you have thematically arranged the literature.** Look at the examples of literature reviews sent to you for more information.

Section 4: Policy (6-8 pages)

You will craft a **substantive (not symbolic), evidence-based policy** informed by and responsive to the relevant research evaluated in the literature portion of the paper. In this Policy section, you will **(do it in this order and use these subheadings)**. The purpose of this part of the paper is to explain the content and goals of your policy clearly and concretely (be sure to indicate what would constitute success). In the next portion, you need to advocate for your policy.

Part 1. Explain what the policy is, what it does, and how it will be implemented.

Content: Begin with a clear and complete explanation of the content of your proposed policy. It must be concrete, specific, and thorough. Remember your policy must be substantive, not symbolic, and must be evidence-based (it should be obvious to me how the evidence you discussed in the lit review would lead to your selected policy, make sure there is a clear connection, the policy needs to fix/ameliorate your identified harms).

Goals: Clearly and explicitly identify your policy's goals (what are the concrete outcomes you are hoping to achieve?). *These goals should relate to relieving/mitigating the concrete harms you specified in your Intro as flowing from your problem.* Be specific.

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

Part 2. Advocate your policy and address likely critiques.

In this section, you need to define your policy community and craft a convincing argument that your policy comports with legal requirements and is likely to have benefits that exceed its costs and problems. Be sure to specifically address:

Ethical Considerations:

A good reference for this is the Banks “Criminal Justice Ethics” text. Like the Vold text, this is a non-scholarly source. Some things that can be discussed in this section are the ethical foundations of your policy, is it utilitarian or does it follow a deontological perspective? Is your policy ideologically, empirically, or ethics based? You will need to have a nuanced discussion of at least two ethical theorists whose theory inform your policy.

Multiculturalism:

Discuss how inclusivity is part of your policy design in advocating for your policy. Explain how the thought processes and research you explored to ensure that your policy is equitable in practice. If your policy is similar (remember this is a policy you design) to another policy, discuss the policy analysis you performed to identify barriers to equity in the existing policy to ensure they do not exist in yours.

Part 3. Implementation: Explain how the policy will be implemented (Use a subheading for each bolded section)

In this section, develop and articulate your implementation plan. How will your policy be brought into effect? Does it have to be voted on by an organization’s board of directors? Maybe you need to lobby the legislature – what interest groups might be relevant? Where applicable, apply what we learned about policymaking in the first part of the class.

Education: In this section, you will identify the people or organizations you will need to educate about your policy and how this will occur. How will you get these people to “buy into” your policy? Who might be some viable partners?

American Criminal Justice System: Explain how your policy fits within the existing American criminal justice system. Is it legal (i.e., are there potential constitutional problems, what are they, and how will you deal with them)? Is it supportive of American values and ideals concerning justice? Is your policy primarily concerned with advancing social order (crime control) or protecting individual rights (due process)? What safeguards might be necessary to ensure that your policy is implemented appropriately? Is it analogous to other aspects of the system, and/or have similar policies already been enacted?

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

Cost/Benefit Analysis. Evaluate your policy in terms of efficiency; what resources will you need to carry out your policy? How much will it cost? What are your potential cost savings? Explain why it is a wise or efficient use of resources. Remember, the goal is to use the least amount of resources necessary to accomplish your result. Obviously, this part will be somewhat speculative, but use reason and logic and, where possible get actual cost data (e.g., you could probably find out what the average new prison costs to construct or how much it costs to employ the average police officer). Are there competing goals that will be sacrificed (this is a cost)?

Externalities. What might be a side effect (positive or negative)? Be sure to elaborate on the likely unintended consequences that are likely to flow from your proposed policy. How will negative externalities be managed and positive ones capitalized upon?

Enforcement Mechanism: Articulate how you will ensure that your policy is enforced? Will there be positive incentives such as access to grants or funding?

The fed can always withhold access to funds to get the states to fall in line as they did with the 21-drinking age, or you may need the Supreme Court to make or alter a ruling. Research other methods of policy enforcement and create something you think is viable.

Part 4. Evaluation

Evaluation Methodology: Discuss how the effects (concrete goals described above) can be measured. What type of assessment mechanism will you put in place to measure the impact of the policy? Will you use a qualitative or quantitative method?

Equity Outcomes: Are the outputs and burdens of your policy equitably distributed? If not, why not, and why is potential inequity warranted (perhaps the problem targets one segment of society; thus relief need only target that segment)? Are there potential race, class, or gender affects you need to consider?

Effective: Consider how effective the policy is likely to be. **Argue for its efficacy but be sure to address/consider probable critiques.** You need evidence that your policy is going to work. Use existing evaluative research on similar or analogous programs.

How will you deal with problems that are likely to arise? Why is your policy still a good idea, or how do you mitigate/overcome likely critiques? This is where you make an evidence-based argument for why your policy is good public policy.

You will need to refute potential critiques. Be sure to cite literature that supports your policy's efficacy and/or refutes or mitigates obvious critiques.

Intervention effect. How will you know if your policy is a success? How will assessments be used to improve the policy?

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

Be sure to cover the 6 **C's of policy evaluation** (Concentration, Clarity, Challenge, Changeability, Coordination, and Consistency) to ensure your policy analysis has been complete and thorough. Make sure each of these is in bold easy for me to locate. They do not have to be in the same section, but you should use them to be sure your policy is efficacious.

Also:

1. Remember, you are advocating for your policy, but you must also realistically assess the downsides. The results of empirical evaluations of the same or similar policies should be integrated in the policy section to support your argument.
2. If your policy is truly novel, try to analogize it to existing evaluative work. There should be some citation to existing authority (professional literature) in your policy section.

References

You must cite use APA 7th edition. Use APA citation in the text of your paper. The minimum number of required sources for this assignment is 20. **You must have at least 15 scholarly sources, of which at least 8 must be empirical studies, plus an additional 5 sources that may or may not be scholarly.** Scholarly sources are peer-reviewed journal articles or books from scholarly presses. Sources listed without page numbers in the reference they will not count as scholarly. All quotes must have a pn (page number) in the citation within the text itself.

Internet sites or popular media sources like newspapers or magazines never count as scholarly.

Examples of scholarly journals include *Criminology*, *Justice Quarterly*, *Crime and Delinquency*, *Sociology and Social Research*, *Law and Society Review*, *Journal of Quantitative Criminology*, *Social Forces*, *Journal of Criminal Law and Criminology*, *Women and Criminal Justice*, & *British Journal of Criminology*.

Law reviews are not technically peer-reviewed but they count as scholarly if they are from an accredited law school. Examples: *American Criminal Law Review*, *Harvard Law Review*, or any other law review published by an accredited law school (check http://www.americanbar.org/groups/legal_education/resources/aba_approved_law_schools.html if unsure about accreditation status).

Websites of professional CJ organizations, while not scholarly sources themselves, may lead you to statistics and resources that are scholarly

Books published by **academic presses** like Oxford, North Carolina or other University press also count as scholarly but textbooks and books published by non-academic presses like Penguin,

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

McMillan etc. do not count as scholarly. **Materials used for this class do not count toward your source total but may be used.**

Your reference list must clearly distinguish scholarly from non-scholarly source (i.e. you will have 2 reference lists one designated scholarly and one designated non-scholarly). You must use APA 7th edition reference style (see section on APA below) for your reference list and internal citations within the paper. **You must list page numbers for all references.**

Capstone Project Submission Worksheet

The Capstone Project Submission Worksheet is located in this packet. This is the form you should fill out to submit your topic and for your Capstone project. You will find detailed instructions on the worksheet. (See page 25)

Due February 06th by 11:59 PM: Submit Capstone Worksheet via Canvas for review

Capstone Outline Assignment

During your research paper writing process, you are to submit a 3–4-page formal outline. The outline provides a frame for organizing your information into a hierarchal order and helps you to keep track of your research and ideas. All of your sources do not need to appear in your outline unless you paraphrase, quote, or are discussing information you retrieved from a source. The outline format should be as follows:

- Your outline should be in Roman Numeral Format and contain the 5 main paper sections and subsections. The first section (section I.) should contain your one sentence thesis statement or research question. The remaining sections (II. – V.) should correspond with paper sections as outlined in the assignment.
- Use capital letters (A,B,C, etc.) to divide your main points into parts.
- Use Arabic numerals “numbers” (1, 2, 3, etc.) if you need to subdivide any “As”, “Bs”, or “Cs” into smaller parts.
- Use in-text citations in your outline
- Include a properly formatted APA 7th edition citation page (does not count in outline page count).
- A title page is not required for your outline.

Capstone outline due March 13th 11:59 pm CST via Canvas

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

Capstone Project Conference

Each student must sign up for one conference with me regarding their projects. All conferences must be completed by **April 16th at 12pm**. Please do not wait until the last minute to schedule your conference. There are detailed instructions on **page 29** of this packet regarding conference preparation. To receive full credit for this assignment, please follow the outlined instructions.

General Tips for Capstone Paper

- Your paper must be paginated! Failure to use page numbers will adversely affect your grade.
- Do the references correctly and follow page limit guidelines? I will stop reading at the bottom of the 25th page – **you must edit your work to fit the parameters of the assignment.**
- Avoid 1st and 2nd person, attend to grammar and phrasing, avoid stilted and informal language. Avoid jargon but explain it if you need to use it or other technical language.
- Be sure to use headings & subheadings as directed (APA 7th does not require top of page headings unless requested, I do require the running header and subsequent page headers).
- Cases must be italicized or underlined – be consistent
- Cite any evidence or facts that you reference. Cite anything beyond common knowledge.
- Use evidence to support your points, don't make unsupported assertions
- Avoid redundancy

Public Presentation

As part of your Capstone experience, you will be required to present your research in a semi-professional forum that allows you to demonstrate the knowledge gained not just as a result of the work put into your project but as a culmination of the four years of effort and education as a Criminology and Criminal Justice major. **Each student will prepare a 10-minute presentation using PowerPoint foundation.** That means that you may create multimedia presentations to showcase your work. Your media must showcase your presentation and speaking skills. Should you intend to create a presentation, please speak with me for approval. Approval is only needed

This presentation will summarize your paper. After you give your presentation, the audience, comprised of your classmates, the faculty, and guests, will have an opportunity to ask you questions, so be prepared to answer questions about your presentation.

This is to be a professional presentation, and you are expected to approach it as such. You should **wear interview-appropriate clothing and practice your presentation until you can deliver it smoothly and in the 10-minute timeframe** (presentations that deviate from the 10-minute requirement will be penalized as appropriate). You are strongly encouraged to invite *at*

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

least two guests to this event. If possible, I highly recommend you invite family members so they can see first-hand the culmination of your academic career in your chosen major. The intent is to hold this event on campus, but we will have a Zoom link.

Peer Review

Each of you will be assigned a partner leader (see assignments below). You will read their draft and provide peer review of their paper and they will do the same for you. You will be graded on the quality of your peer review (not the quality of your draft unless your draft is very poor or incomplete). You will make changes/comments directly on their draft using track changes and should also provide a page or two of comments and suggestions (typed). You must meet and discuss your reviews, but you will also provide each other an electronic copy of your feedback which you upload to Canvas.

When exchanging papers for peer review, you will upload them into the groups space on Canvas. You can then download your partner's paper, conduct the in-class peer review, make the recommendations, and then upload the reviewed copy back into the group space. I will review the groups for the uploads to be sure everyone has uploaded a file.

****Everyone MUST have a completed rough draft of their paper finished by this point. That is ½ of the grade on this assignment. It does not have to be polished. That is what the review process is for. Having an incomplete paper will severely affect your grade on this assignment.**

Readings: Unless stated otherwise, all readings are due the first class of the week. We may not discuss the material that class, however, it is imperative that you do not fall behind in the readings.

Discussion Leader: You and your partner are also assigned to be discussion. **If you do not see yourself assigned to a group you need to contact me immediately.** Students who don't lead class discussion will get a 0 for that portion of your grade. During that class, you will be in charge of guiding discussion for one whole class period.

Be creative but ensure that your activities elaborate, enhance or otherwise elucidate the readings you were assigned. Be sure to discuss theory, policy and also reinforce concepts that you all will be writing about. Feel free to use videos (**no more than 20 minutes of your presentation can be used during your presentation**) and other things to supplement your discussion. **If you miss class, the day you are scheduled to be the leader you will get a 0 so be sure you attend.**

Writing Center Visit: I believe everyone can benefit from a visit to the Writing Center. You can choose what you wish to have them help you with but **you must go.** You must visit the Writing Center and get the certification attached to this syllabus signed and returned to me. Upload it to

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

the appropriate place in the “Assignments” folder. I will also accept the email from them if you choose to do the virtual visit. **Due by March 20th at 11:59 PM CST.**

Test and Quizzes as Noted on the Syllabus: There will be tests and quizzes as indicated on the syllabus. These tests and quizzes will be objective in nature. These tests and quizzes will be administered via Canvas.

POINT VALUES

Writing Center Visit	5 points
Capstone Outline	5 points
Thesis Paper	35 points
Presentation	10 points
Test / Quizzes	20 points
Peer Review	15 points
Capstone Project Worksheet	5 points
Discussion Leader	10 points
Policy Implication Assignment	5 points
Capstone Project Conference	5 points

In or out of class extra credit **might** be offered from time to time. If you miss class on those days you will receive no extra credit for those activities.

GRADING SCALE

Grades are determined according to the student's accumulated points throughout the semester. If, at the end of the semester, your grade is borderline (e.g. B/B+) class participation will enter into the final grade. Final grades will be determined as follows:

93%-100%	A	77%-79%	C+
90%-92%	A-	73%-76%	C
87%-89%	B+	70%-72%	C-
83%-86%	B	60%-69%	D
80%-82%	B-	Below 60%	F

CCJ COURSE POLICIES & RESOURCES

Attendance

Students are expected to be present for every meeting of the course. Success in the course depends heavily on one’s attendance and participation in the classroom. The instructor has both email and voicemail. The instructor must be notified in advance for consideration of an excused absence.

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

Even if the absence is excused, the student is fully responsible for any assignments due and the material covered in the missed session.

In the event of SLU closing due to snow or inclement weather, the instructor reserves the opportunity to schedule a make-up session or sessions. To check to see if SLU is closed, call 314-977-SNOW.

Communications

Each student must come to class with his or her Saint Louis University student email username and password activated and working – as it is expected that students will communicate with faculty and staff using their appropriate SLU email accounts. Any student who does not know his or her e-mail username and Password must contact Saint Louis University Information Technology Services during normal business hours and have them “reset” the ID and/or Password. ITS can be reached at 314-977-4000.

I frequently communicate with my classes via email. You are responsible to make sure your SLU email account is set up to receive emails and to check your SLU email account on a regular basis. During the semester, I will email supplemental materials, various instructions and other matters of importance to you at your SLU account. I cannot email you at a non SLU address. If you typically use an email address other than your SLU account, you need to be sure you have set up your SLU account to forward messages to your other email address otherwise it is essential that you periodically check your SLU account for messages from me pertaining to class.

In Class Discussions

Criminal justice is often fascinating and at times, controversial. Your participation in discussing events, topics, policies, or cases is an essential element of this course, as well as your university education. Participating in discussion means engaging in conversation, not just answering questions. It is not being afraid to disagree, debate, take a stance that may be controversial or seem different from others in the room. Everyone in this class has something to contribute to the learning process and you are expected to share your questions, thoughts, and ideas with one another (please remember to do so thoughtfully, respectfully, and mindfully).

When appearing on Zoom, it is expected that students will be appearing via camera. If bandwidth is an issue, please notify the professor ahead of time and be prepared to have an appropriate picture available for class.

Instructor/Course Evaluation

The instructor and course will be evaluated at the end of the term by students through the use of a standard evaluation instrument. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

evaluations, each student should be mindful of the extent to which the course objectives have been met.

Late Assignments

It is the expectation that assignments will be turned in by the due date, therefore late assignments without prior arrangements will not be accepted. Late assignments with prior arrangements may be accepted with a 20% score reduction per day until the assignment is turned in. The Professor reserves the right to waive the penalty on a case-by-case basis.

Nondiscrimination and Human Diversity

Saint Louis University and the School of Social Work's Programs have a strong and active commitment to promote human diversity and to ensure that all aspects of educational programs are carried forth without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, and sexual orientation. A specific University goal is to foster "respect for diversity, other cultures, and belief systems." A related School objective is to "demonstrate skill and responsiveness to the needs of clients and client systems, especially those who are poor, oppressed, and/or members of culturally diverse groups and at-risk populations." This policy can be viewed in the University undergraduate and graduate bulletins and in the School of Social Work student handbooks.

Policy on Religious/Cultural Holidays

The School of Social Work strives to accommodate student participation in diverse religious and cultural holidays/observances by allowing reasonable adjustments to academic requirements. In accordance with this policy, CCJ faculty, staff, and students are to exercise sensitivity to religious and cultural observances of persons of diverse backgrounds. Therefore, when a major religious/cultural holiday or observance conflicts with academic requirements, the following process will be followed:

- It is the responsibility of the student to notify faculty within the first two weeks of the semester, the date(s) of a major religious/cultural holiday that conflict(s) with the date of an exam or the due date of a major assignment. It is expected that this policy will be invoked only for events that are of major significance to the student.
- It is the responsibility of the student and the faculty member to work in good faith to jointly discuss reasonable alternative(s) for completion of the course requirement(s) and to make realistic efforts to avoid negative academic consequences.
- If the student and the faculty member are unable to agree upon an alternative arrangement satisfactory to both parties, the student may initiate grievance and appeal procedures as outlined in the CCJ Student Handbooks.

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

Professional Expectations

Students will treat their classroom obligations as they should treat any serious professional engagement. This includes:

- Preparing thoroughly for each session in accordance with the instructor’s request.
- Arriving promptly and remaining until the end of each class meeting.
- Participating fully and constructively in all classroom activities and discussions.
- Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, cultural, religious, sexual, and other individual differences in the SLU community.
- Adhering to deadlines and timetables established by the instructor.
- Submitting original papers written specifically for each course. The same paper is not to be submitted in more than one course. When writing a paper, students are allowed to use previously cited literature.
- Providing constructive and courteous feedback to faculty members regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

Syllabus Changes

On the rare occasion that there should be a change in the syllabus (re: guest speaker confirmation, illness, weather cancellation, etc.), I will make an announcement via Canvas. It is especially important that students check their SLU mail regularly as to not miss pertinent information.

Use of Electronic Devices

At the beginning of class, mobile devices should be set to “silent” and put away unless we are using them in a class activity. If you must take or make a call, please step out and reenter quietly. Please refrain from texting during the class period.

Weekly Content Folders

All content for each week including but not limited to discussion boards, tests, quizzes, lectures, assignments, and readings are found inside the “Weekly Content” folder. The Weekly Content folder is labeled by week and date. This is also where you will turn in the assignments that are due that week.

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

Writing and the APA Style

A variety of publication styles are recognized in academic and professional settings. The faculty of the School of Social Work requires social work students to study, learn, and master the conventions contained in the American Psychological Association Style Manual, 7th edition, 2020 (APA, 2020). At a minimum, students are expected to follow the rules of good grammar, syntax, punctuation, and spelling, and use APA format in citing references in the text and reference section. Information and guidelines for the use of APA style can be found on the School of Social Work's library homepage (<https://libguides.slu.edu/socialwork>) click on "Writing and APA format" tab.

UNIVERSITY POLICIES & RESOURCES

Academic Integrity and Honesty

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic dishonesty as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted Spring 2015, and can be accessed on the Provost's Office website at: http://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations for reporting violations, sanctions, and appeals. CCJ students are referred to their CCJ Student Handbook for specific information regarding academic integrity and the processes for responding to violations of academic integrity within the CCJ Program, School of Social Work and the College for Public Health and Social Justice. CCJ students may direct questions about any facet of academic integrity to their faculty, CCJ Programs Director, Director of the School of Social Work, or Dean of the College for Public Health and Social Justice.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to Disability Services. Confidentiality will be observed in all inquiries.

Face Masks (Mandatory)

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first-class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>)

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite 331) and the School of Nursing (Suite 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX coordinator (or that person's equivalent on your campus) and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX contact will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

For most students on the St. Louis campus, the appropriate contact is Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

University Writing Services

We encourage you to take advantage of university writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 314-977-3484 or visit <http://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php>.

KEEP COPIES OF YOUR WORK

Please remember you are responsible to hold on to hard copies (i.e. paper copies) of all written work you turn in to me until after final grades are assigned. **If your work goes missing, you must be able to produce a hard copy (i.e. paper copy) within 24 hours** of my request or you will receive a zero for the assignment. Even if you email me an assignment, you still need to provide me with a paper copy within 24 hours.

ASSIGNMENT FORMAT

Unless otherwise stated, all assignments should be turned in via Canvas in either Word or PDF format. If you are using Google Docs, download your file as a word file and submit to Canvas. I do not have the ability to read “pages” files. Assignments submitted in formats other than those listed will be treated as late.

CELL PHONE POLICY

Do not bring cell phones to class under any circumstances unless they are turned off. If a very unusual “life and death” emergency arises which requires you to be available, please set your phone to vibrate only and leave the classroom before you answer the call.

HELP OUTSIDE OF CLASS

I am here to help but you need to take the initiative to come see me if you need help. Don't wait until it's too late. If you are struggling, come see me early and often. I am available upon request at your convenience. Students are expected to meet with me individually outside of class at least once for help with your paper. Feel free to email me: Kenya.brumfielddyoung@slu.edu

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

LATE ASSIGNMENTS

There is a lot of work to do in this course and staying current is essential. This course utilizes peer-to-peer review, therefore late work may also affect the overall experience of other students in the class. Unless prior arrangements are made, assignments turned in past the due date and time are considered late and will receive a 50%-point reduction and an additional 10% reduction each day thereafter until the assignment is turned in.

COMPUTERS

You may use a laptop for note taking purposes only. Computers used for other purposes are a distraction to others. If you want to surf the net, please do so on your own time.

CLASS CANCELLATIONS

Although rare, I am sometimes forced to cancel class for illness, inclement weather or other emergencies. I will send an email to the class ASAP if I am forced to cancel class. I will give you as much notice as possible under the circumstances.

SYLLABUS CHANGES

I reserve the right to modify this syllabus as I deem appropriate. In other words, I will endeavor to keep to the syllabus, but it may need to be changed throughout the semester to accommodate time, learning or other needs. Students will be given reasonable notice of these changes.

COURSE OUTLINE/CALENDAR

**** Senior Legacy** – your Capstone project is eligible for the Senior Legacy Symposium. The 14th annual Senior Legacy Symposium, which is sponsored by the Division of Academic Affairs and coordinated by the University Honors Program, will be held **Tuesday, May 3 from 3:00-5:00pm in the Busch Student Center** (subject to COVID protocols or changes). Students will provide project details and indicate their preferences for presentation type (i.e., recorded oral/poster/creative presentation, static poster/creative artifact shared via multimedia, or abstract submission) by TBD. Students will also indicate their interest in joining live panels of students during the week of May 3.

If you are interested, please send me an email with “Senior Legacy” in the subject line no later than **March 11th, 2022**. We have reserved a space for 3. Please send me an email with senior legacy in the subject so I can forward details to you and send your contact information to the

SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104

people running the symposium. This is a great resume builder, which will not require that much additional effort on your part!

****Please Note:** I expect discussion in this class. Because of this I expect you to come to class having already read and considered the assigned materials. While there will be designated discussion leader(s) for each class, each of you must come prepared with 3 – 5 discussion questions which I may require you to turn in, based upon the reading along with observations or insights related to your question that will spark and/or facilitate discussion.

Every student is required (read required) to speak with me for a one-on-one consultation concerning your thesis paper at least once during the course of the semester (see the table of contents for the assignment). You are certainly meet with me more often if you'd like.

THIS IS A SEMINAR STYLE CLASS THAT DEPENDS ON EVERYONE DOING THE READING AND COMING TO CLASS PREPARED TO PARTICPATE IN DISCUSSIONS. IF PARTICPATION IS LACKING, I RESERVE THE RIGHT TO REQUIRE SUMMARIES OF THE READINGS TO BE TURNED IN PRIOR TO CLASS.

Course Schedule

Week	Class Topic / Activity	Assignment	Due
1 1/18	Introductions Syllabus Overview Canvas Overview Icebreakers What is a thesis paper?	Begin research for your thesis topic	
2 1/24	Guest Speaker – Rebecca Hyde – Research and Instruction Librarian & Professor Developing a Causal Hypothesis Research Organization Methods	Continue research for your thesis topic	
3 1/31	<u>Discussion: Intro and Lit Review</u>	Reading: Basinger, K.S., Rote, W. M., Gibbs, J. C., & Patrick, R. B. (2019). Defend, Stand By, or Join In?: The Relative Influence of Moral Identity, Moral Judgment, and Social Self-Efficacy on Adolescents' Bystander Behaviors in Bullying Situations.	2/06 - Submit Capstone Project Worksheet via Canvas for review - Due – 11:59 PM CST
4 2/7	<u>Discussion: Policy Formation</u>	Readings: Chapters 1 & 2 – Flawed Criminal Justice Policies	All readings due before class

**SAINT LOUIS UNIVERSITY
 CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
 SCHOOL OF SOCIAL WORK
 COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
 CCJ 4960-01 Criminal Justice Capstone
 Spring, 2022 – Tegeler 104**

Week	Class Topic / Activity	Assignment	Due
	Discussion Facilitators Flawed Policy: Chapter 1 (Group 2) - Thursday	Canvas Reading: Anderson, D. M., & Sabia, J. J. (2018). Child-Access-Prevention Laws, Youths' Gun Carrying, and School Shootings. Assignment: Draft and submit via Canvas at least 3 policy implications based upon what you learned in the Anderson and Sabia article. Explain how the policy is supported by the material in the article. Upload one copy here and bring one copy to class for discussion. These do not have to be formal (title page, page numbers, and all of that) but please number each of your policy implications and be thorough. Each should be between two and three paragraphs. Additionally, bring a copy to class for discussion.	2/13 – Policy Implication Assignment due by 2:00 PM CST
5 2/14	<u>Discussion Facilitators</u> Flawed Policy: <u>Chapter 3 (Group 2) - Tuesday</u> <u>Chapter 4 (Group 3) - Thursday</u>	Reading: Chapters 3 & 4 Reading: Missouri Revised Statute Chapter 211.073 – Transfer to Court of General Jurisdiction	All readings due before class 2/20 – Capstone presentation sign-up due - Due – 11:59 PM CST 2/20 – Last day to submit presentation attendance conflicts. - Due – 11:59 PM CST
6 2/21	<u>Video: “The House I Live In”</u>	Read : Flawed Criminal Justice Policies Chapter 5 Prepare at least 3 theory/policy related questions (pertaining to the film) that you can ask your classmates during class discussion. You will not turn these in – but be prepared to discuss on Thursday. Quiz #1 – Chapters 1-5 – Flawed Criminal Justice Policy	All readings are due before class 2/27 – Quiz #1 Due – 11:59pm CST
7 2/28	Discussion Facilitators Flawed Policy: Chapter 6 (Group 4) - Tuesday Chapter 7 (Group 5) - Thursday	Read: Flawed Criminal Justice Policy Chapter 6 Read: Flawed Criminal Justice Policy Chapter 7	
8 3/07	<u>Discussion Facilitators</u> Pipeline: Chapter 2 (Group 6) - Tuesday Chapter 3 (Group 7) - Thursday	Read: Pipeline – Chapters 2 and 3	3/13 – Capstone Outline Due – 11:59 PM CST

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

Week	Class Topic / Activity	Assignment	Due
9 3/14	<h2>Spring Break</h2>		
10 3/21	<u>Discussion Facilitators</u> Pipeline: <u>Chapter 4 (Group 8) - Tuesday</u> <u>Chapter 5 (Group 9) - Thursday</u>	Read: Flawed Criminal Justice Policy Chapter 8 Read: Pipeline – Chapters 4 and 5 Writing Center Services Visit Due Note* - E-mailed notices from the Writing Center will be accepted with subject line “Writing Center Services Visit Verification” or Direct emails from the writing center will also be accepted.	Before Class Before Class TBD – Requests to participate in Senior Symposium – Due Via Email – 11:59 PM CST 3/27 - Writing Center Services Visit Verification - Due – 11:59 PM CST
11 3/28	<u>Discussion Facilitators</u> Pipeline: <u>Chapter 8 (Group 10) - Tuesday</u> <u>Chapter 9 (Group 11) - Thursday</u>	Rough Draft Due via Canvas Groups for Exchange. (Rough Draft MUST BE COMPLETE) – Upload via Canvas Groups I will go through and check the groups and verify each student has uploaded a file.	Before Class Before Class 4/3 – Peer Review Uploads Due – 11:49 PM CST
12 4/04	<u>Discussion Facilitators</u> Peer Review Day - <u>Tuesday</u> Pipeline: <u>Chapter 10 (Group 12) – Thursday</u>	Read: Flawed Criminal Justice Policy Chapter 9 and 10 Read: Pipeline – Chapter 8, 9, and 10 Peer review partners will meet during class time and share feedback. As a reviewer, you will need to mark up your partner’s draft using track changes, you also need to provide a couple of pages of comments and notes.	Before Class Before Class
13 04/11	<u>Discussion Facilitators</u> Pipeline: <u>Chapter 13 (Group 13) - Tuesday</u> Thursday – No Class – Good Friday	Read: Flawed Criminal Justice Policy Chapter 11 Read: Pipeline – Chapters 13 and 14 Peer Review Return Due – Upload the revised the draft with track changes saved and your written comments using file upload in groups by 11:59 PM am on April 17th Also, upload a PDF copy “Capstone Peer Review” box on Canvas. You will be graded on the quality and timeliness of your peer review (if your partner fails to provide you with a timely and adequate draft that will affect their grade not yours).	4/16 - Capstone Conference Due (5pm) 4/17 – Peer Review Markup Due by 11:59 PM CST

**SAINT LOUIS UNIVERSITY
 CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
 SCHOOL OF SOCIAL WORK
 COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
 CCJ 4960-01 Criminal Justice Capstone
 Spring, 2022 – Tegeler 104**

Week	Class Topic / Activity	Assignment	Due
14 04/18	<u>Chapter 14 (Group 14) – Tuesday</u> Thursday - Peer Feedback – You will be collaborating with a different party in this exercise. – Tuesday	Read: Pipeline – Chapters 14 Thursday – Bring two copies (one is for you) of your REVISED drafts to class for peer feedback session.	4/24 – Quiz Due – 11:59 PM CST
15 04/25	Tuesday – Presentation Discussion and In Class Working Period Thursday – In Class Working Period	Capstone Paper due on Thursday	5/01 – Capstone Paper Due – 11:59 pm CST Quiz #2 – Flawed Criminal Justice Policy Chapters 6-11
16 05/02	No Afternoon Classes Tuesday or Thursday Presentations are Tuesday and Thursday from 5pm to 8pm – All students MUST attend both sessions	Presentation Upload Via Canvas by NOON on Tuesday.	5/03 – Presentation Upload to Canvas Due by Noon. Presentations 5/3 and 5/5 from 5 PM to 8 Pm in Decarlo Auditorium.
16	No Final Exam	Great Job!!	

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

Writing Center Certification - Assignment

_____ came to the writing center on _____
Student's name *Date*

to receive help and advice on her/his Capstone Project.

Signature of Writing Center Staff

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

Capstone Project Submission Worksheet

Answer each of the following questions concisely but thoroughly, all answers must be typed, turn this in on the date specified in the syllabus, you should also bring this with you along with any other drafts in progress when we meet.

1. What is your CJ system problem?

2. What is your research question (remember it must be framed as a causal relationship between an independent and dependent variable, this should be 1 sentence)?

3. What are the major harms flowing from this problem?

4. Briefly describe the theory/theories you are considering and explain how it/they related to your project?

5. Cite at least 3 empirical studies and 2 other scholarly sources for a total of 5 scholarly sources you used to determine that enough research existed on your problem for you to move forward. (use APA 7th).

6. Briefly describe the policy you are going to recommend and explain how it will mitigate your identified harms.

**SAINT LOUIS UNIVERSITY
CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
SCHOOL OF SOCIAL WORK
COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
CCJ 4960-01 Criminal Justice Capstone
Spring, 2022 – Tegeler 104**

Capstone Project Conference Instructions

Each student must sign up for one 20-minute conference. Students are free to meet with me more than once if needed but only one meeting is mandatory. Each student must come prepared for the conference. Please bring at least the following items to the conference.

- Email me a copy of your paper at least 2 days prior.
- On my copy, please highlight in the following manner:
 - Yellow: Thesis statement or research question
 - Blue: Theory (Theories)
 - Green: Themes in your lit review
 - Yellow: Policy part 1
 - Blue: Policy part 2
 - Green: Policy part 3
- Second, bring a list of questions. This is your time, it will be most productive if you have a set of focused questions for our meeting.

**SAINT LOUIS UNIVERSITY
 CRIMINOLOGY AND CRIMINAL JUSTICE PROGRAM
 SCHOOL OF SOCIAL WORK
 COLLEGE FOR PUBLIC HEALTH & SOCIAL JUSTICE
 CCJ 4960-01 Criminal Justice Capstone
 Spring, 2022 – Tegeler 104**

Discussion Groups and Peer Partner Assignments

Name	Partner	Group Number
Cora Rhodes	Amir Suber	1
Jack Stolp	Abigail Tate	2
Tegan Altemose	Khiem Skinner, Miriam Hamdan, Vanessa Sarmiento	3
Elaine Badr	Lane Sedlacek	4
		5
Tihana Karlovic	Madison Zimmerman	6
Diana Cervantes Bazan	Ashley Oliver	7
Alyssa Brown	Allen Halvadzija	8
Evan Clark	Charles Lopez, Drake Stephenson	9
Zachary Cayabyab	Lexie Delongchamp	10
Emily Hinshaw	Jacob Strum	11
Alyssa Felder	Cece Golinvaux	12
Parker Guy	Alyssa Heumann	13
Luci Catanzaro	Jasmine Smith	14

If you are not on this list, contact me immediately and please verify that you are properly registered for the class with the registrar.

If your partner is no longer in the class, please notify me immediately and I will make the necessary changes. Be sure you have contacted your partner(s) by the second week of class.

Capstone Thesis Paper

✓ Published  Edit ⋮

5/01 – Capstone Paper Due – 11:59 pm CST

Please review syllabus packet for assignment information.

Points 35

Submitting a file upload

Due	For	Available from	Until
May 1	Everyone	Feb 15 at 12am	May 31 at 11:59pm

Capstone Thesis Rubric - 5/2022

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings			Pts
Introduction	<p>3 to >2.0 pts Proficient</p> <p>Problem is clearly identified. Student does an exemplary job of using statistics or hard evidence to quantify the extent of the problem. The student more than sufficiently convinces the reader that the problem is important causes harm and warrants a public policy. Causal hypothesis is clearly stated in the last line of the introduction.</p>	<p>2 to >1.0 pts Competent</p> <p>Problem is identified and described. Student uses statistics or hard evidence to quantify the extent of the problem. Student convinces the reader that the problem is important, causes harm and warrants a public policy. The hypothesis is stated in the last line or within the introduction.</p>	<p>1 to >0 pts Developing</p> <p>Problem may not be clearly identified or described. Student may ramble or list statistics or hard evidence to quantify the extent of the problem. The student may struggle to convince the reader that the problem is important, causes harm, or warrants a public policy. The hypothesis could be more clear or could be in a better location per the assignment.</p>	3 pts
Theory	<p>4 to >3.0 pts Proficient</p> <p>Student engaged in a sophisticated and nuanced discussion of no more than three criminological theories. Student discussed to whom the theory was attributed, the development of the theory and modifications of the theory, especially those that impact the student's topic. The selected theory (theories) clearly integrated into and informed the student's work. The student's discussion of theory preceded the literature review as per the assignment's instructions.</p>	<p>3 to >1.5 pts Competent</p> <p>Student engaged in a functional discussion of criminological theories . Student discussed some but not all of the following: to whom the theory was attributed, the development of the theory, or modifications of the theory, especially those that impact the student's topic. The student's discussion of theory preceded the literature review as per the assignment's instructions.</p>	<p>1.5 to >0 pts Developing</p> <p>Student engaged in a vague discussion of criminological theories . Student discussed some but not all of the following: to whom the theory is attributed, the development of the theory, and modifications of the theory, especially those that impact the student's topic. The students may or may not have preceded the literature review as per the assignment's instructions.</p>	4 pts

Criteria	Ratings			Pts
Literature Review	<p>5 to >4.0 pts Proficient</p> <p>Student performed a thematic and synthetic evaluation of empirical studies. Student avoided listing studies serially and showed a synthesis and integration of the empirical literature. The student demonstrated that they are conversant with the empirical evidence and clearly articulates the relationship between the hypothesis and the selected data.</p>	<p>4 to >2.0 pts Competent</p> <p>Student attempted to perform a synthetic evaluation of empirical studies. Student listed studies serially but showed some synthesis and integration of the empirical literature.</p>	<p>2 to >0 pts Developing</p> <p>Student attempted to perform a synthetic evaluation of empirical studies. Student listed studies serially and showed little synthesis and integration of the empirical literature.</p>	5 pts
Policy	<p>3 to >2.0 pts Proficient</p> <p>The policy is original, substantive, evidence-based, and responsive to the relevant research evaluated in the literature portion of the paper. The content, goals, and measure of success of the policy are clearly outlined.</p>	<p>2 to >1.0 pts Competent</p> <p>The policy is evidence-based and responsive to most of the relevant research evaluated in the literature portion of the paper. The content, goals, and measure of success of the policy are outlined but could be more clearly defined.</p>	<p>1 to >0 pts Developing</p> <p>The policy duplicates one already in use OR is not substantive evidence-based and is non-responsive to most of the relevant research evaluated in the literature portion of the paper. The content, goals, and measure of success of the policy are outlined but are very vague.</p>	3 pts
Policy Goals	<p>4 to >3.0 pts Proficient</p> <p>Policy goals are clearly and explicitly identified and intended outcomes are clearly stated.</p>	<p>3 to >1.5 pts Competent</p> <p>Policy goals are somewhat identified and/or intended outcomes are somewhat explained.</p>	<p>1.5 to >0 pts Developing</p> <p>Policy goals are vague or missing, and/or intended outcomes are underexplained or unexplained.</p>	4 pts

Criteria	Ratings			Pts
Ethical Considerations	<p>3 to >2.0 pts Proficient</p> <p>The paper contains a detailed and nuanced discussion of the ethical foundations of the proposed policy and of at least two ethical theorists who informed the proposed policy.</p>	<p>2 to >1.0 pts Competent</p> <p>The paper contains a discussion of the ethical foundations of the proposed policy and at least two ethical theorists who informed the proposed policy.</p>	<p>1 to >0 pts Developing</p> <p>The paper is either missing or contains a cursory discussion of the ethical foundations of the proposed policy. The discussion of at least two ethical theorists who informed the proposed policy may be cursory or missing.</p>	3 pts
Multiculturalism	<p>3 to >2.0 pts Proficient</p> <p>The policy contains a clear, detailed discussion regarding how inclusivity is integral in the policy's design to ensure the policy is equitable in practice.</p>	<p>2 to >1.0 pts Competent</p> <p>The policy contains a thoughtful discussion regarding how inclusivity is integral in the policy's design to ensure the policy is equitable in practice.</p>	<p>1 to >0 pts Developing</p> <p>The policy contains cursory discussion or the discussion is missing regarding how inclusivity is integral in the policy's design to ensure the policy is equitable in practice.</p>	3 pts

Criteria	Ratings			Pts
Implementation	<p>4 to >3.0 pts Proficient</p> <p>The implementation strategy : • Clearly identifies people or organizations that will need to be educated about the policy and how this will occur. • Clearly indicates how the policy fits within the existing American criminal justice system. • Policy contains a detailed cost-benefit analysis and explains why the policy is an efficient use of resources. • Policy clearly articulates the mechanism of enforcement to ensure the policy is adhered to.</p>	<p>3 to >1.5 pts Competent</p> <p>The implementation strategy : • Adequately identifies people or organizations that will need to be educated about the policy and how this will occur. • Adequately indicates how the policy fits within the existing American criminal justice system. • Policy contains a thoughtful cost-benefit analysis and explains why the policy is an efficient use of resources. • Policy attempts to articulate the mechanism of enforcement to ensure the policy is adhered to.</p>	<p>1.5 to >0 pts Developing</p> <p>The implementation strategy is either missing one of the following components or insufficiently describes one or more of the following: • Identification of people or organizations that will need to be educated about the policy and how this will occur. • Indication of how the policy fits within the existing American criminal justice system. • Cost-benefit analysis and explains why the policy is an efficient use of resources. • Articulatable mechanism of enforcement to ensure the policy is adhered to.</p>	4 pts
Format	<p>3 to >2.0 pts Proficient</p> <p>APA 7th Edition rules are followed as outlined in the assignment without errors. The requisite number of sources are used as outlined in the assignment. The reference page is separated as required by the assignment.</p>	<p>2 to >1.0 pts Competent</p> <p>APA 7th Edition rules are followed as outlined in the assignment with no more than two errors. The requisite number of sources are used as outlined in the assignment. The reference page is separated as required by the assignment.</p>	<p>1 to >0 pts Developing</p> <p>One or more of the following apply: APA 7th Edition rules are followed as outlined in the assignment with more than two errors. The requisite number of sources may not have been used as outlined in the assignment, or the reference page is separated as required by the assignment.</p>	3 pts

Criteria	Ratings			Pts
Grammar	3 to >2.0 pts Proficient Free of grammar and language and usage errors.	2 to >1.0 pts Competent Some grammar and language usage errors, but not severe enough to interfere significantly with writer's purpose	1 to >0 pts Developing Grammar and language usage errors which interfere with writer's purpose	3 pts
				Total Points: 35