

Sam Houston State University  
Master of Science-Criminal Justice Leadership and Management

The Capstone Project:  
Emergent Issues and Perspectives in Organizational Theory  
CRIJ 6388.1

October 16, 2017 – December 7, 2017

“Knowing is not enough: We must apply. Willing is not enough: We must do.”

-Johann von Goethe

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**Course Description, Goals, and Objectives:**

**Description:**

Emergent Issues (CRIJ 6388) is the capstone course, which requires graduate students to build a multi-dimensional portfolio of degree-related research and publication. Students will integrate knowledge attained from their course works into applicable performance indicators. Students will analyze, compare and contrast, and relate theory with emergent perspective to the integration of such theory upon criminal justice management and leadership.

**Goals:**

The goals of the capstone project are to encourage, ensure, and enhance the continued professional development captured during their academic studies. Through continued professional development, socialization, and involvement in professional organizations a student's self-confidence excels. Preparation for addressing emergent issues is demonstrated. Additionally, a student can continue to enhance their academic achievement through service and leadership.

**Objectives:**

1. Recognize the application of knowledge gained in measurable performance tasks.

2. Utilize critical-thinking in reflection and evaluation of self and its relationship to dealing with emergent issues in criminal justice.
3. Work to develop, and strengthen inadequacies in, leadership/management skills.
4. Formulate the significance of effective leadership identification and development with an examination of behavioral competencies placed on leaders.
5. Demonstrate an understanding of the importance of academic integration in organizational leadership.
6. Produce evidence (portfolio) of interpersonal and organizational concepts, skills, and development, which show knowledge of techniques for dealing with emergent issues.

### **Reading:**

**None required** for this course. While a textbook is not required, a recommended text that helps analyze why and how our perspectives are developed and shaped is:

Kappeler, Victor E., & Potter, Gary W. (2005). *The Mythology of Crime and Criminal Justice*. (4<sup>th</sup> Edition). Waveland Press, Inc., Long Grove, IL., ISBN# 978-1-57766-358-4.

### **Program Elements:**

1. Each student will develop and submit a portfolio of the four program elements required in this course.
2. Each student will write and submit a leadership philosophy statement and management preparation statement.
3. Each student will review a previously submitted course research paper and write an academic integrative essay, reflective of self-evaluative criteria.
4. Each student will be required to attain a minimum number of professional development points of application.
5. Individual assessment of the Myers Briggs Type Indicator (MBTI) will be taken and a personal self-reflection of the results will be submitted. There is a due date listed in the description by which to take the MBTI. The self-reflection is due at end of semester.

#### **1. Portfolio**

A portfolio is a creatively compiled collection of evidence applications, which relate to the student's academic work and accomplishments during her or his master's program. A portfolio is a powerful tool for students in four aspects: assessment, formative, reflective, and legacy. This capstone portfolio contains samples of course work reflective of your academic achievement. The compilation of works in your portfolio is an opportunity to demonstrate accomplishment and attainment of expanded knowledge development. Your expression of growth should be evident in the work and selections included in your portfolio.

Students will create an electronic version or web-based portfolio instead of a paper version. The electronic version can convey skills beyond the traditional paper version and made readily available upon request. It is also a method of keeping your portfolio in an evergreen status; it keeps your portfolio up to date and currently reflective of your professional development.

This portfolio will contain four required elements: 1. Leadership Philosophy Statement and Management Preparation Statement, 2. Academic Integrative Essay, 3. Professional Development Activities, Applications, and Points, and 4. Myers-Briggs Type Indicator (MBTI) - Individual Assessment. The overall portfolio is graded for the fifth grade.

Additional academic or leadership components maybe added however, they are not required and will not be graded for this portfolio development. Previously students have added some other works in order to maintain and house them in one document.

## **2. Leadership Philosophy Statement and Management Preparation Statement**

The process of reflection, writing, and presenting these statements will prepare students to address and personalize a viewpoint on emergent issues of criminal justice. The first question asks you to describe principles that define your approach to leadership. In the second question, you should then back these principles up with evidence of how you have applied them.

This statement will be a two-part document:

1. A three to four-page account of the student's leadership philosophy (i.e., values, beliefs, perspectives, and meaning) as it relates to criminal justice affairs and vocation.
2. A three to four-page statement that focuses on integrating the elements of the program (i.e., academics, experience, and professional development) that explains how the student feels prepared to be an effective administrator, instructor, mentor, and leader in the criminal justice profession.

## **3. Academic Integrative Essay**

Students will select a previously submitted research paper for this element. You may use the paper written for CJ 6333 (Seminar in Organization and Administration), or one that was submitted in a course of record for this degree program to write the relevant essay. You will generate original ideas based on previous knowledge and research experience in this program of study. The academic integrative essay is a reflective and evaluative writing. Writing a reflective essay means that you look back at all the work you have done and ask "So what?" So what does this mean? So what does this show? Therefore, what does this

matter? We call this an integrative essay because it requires you pull together (a.k.a. integrate) and present the learning you have done. You will reflect on four fundamental questions:

1. What emergent issues have subsequently manifested since the writing of this research paper?
2. What have you learned from the graduate program that would assist you in writing your paper differently?
3. What have you learned about yourself and how does this apply to your paper?
4. How have you grown and in what ways do you still need to grow?

You will need to examine all the written work you have produced in this graduate program, as well as feedback you have received from instructors/faculty. Some questions to consider while writing your essay: What ideas, experiences, or interactions stand out to you? What has been the most meaningful? In what way does this make a difference? What ideas or experiences have affected how you think about yourself, or idea, or about your future?

This essay shall be a minimum of 750 words (three word-processed pages, double spaced, with one-inch margin, and font size 12 points).

#### **4. Guidelines for Professional Development Activities, Applications, and Points**

Leadership is exercised in many ways, and most of us have exhibited leadership qualities more often than we realize. These professional development activities and applications is a short list of many ways leadership is demonstrated. As part of your capstone project, you will participate in some of these events to apply the principles of leadership and management you have learned in academic course work.

Understanding that some of these activities will have been conducted prior, during, even after the semester is complete. It is not required that these exact activities be done during the semester timeframe. However, you are asked to clarify how these awarding of 15 points is attained.

For example, you may have attended the American Counseling Association (ACA), July 2013, in Indianapolis, IN. This would give you 2 points toward your total 15 required. It is a national conference and outside of the semester timeframe. It is also within the academic period you have been in graduate school.

A written summary of these events will be submitted. In this program element, track your progress of the activity (s). Reflecting on development is not a linear process, but it does help to reflect often. In the summary, share insights about your growth, lack of progress, successes, obstacles, and advise to others.

If you think you have not listed enough leadership activities, there are several considerations to take into account. In the “Other Activities” section, name additional experiences that contributed to you becoming a proficient leader. As I stated earlier this is a short list of leadership activities. You have done more, I am sure of it. You will think of things from recent semesters, and past semesters, of people or jobs, in your past that also influenced your leadership. **Do not forget to assign the point(s) to each activity.**

**Guidelines:**

- Points should be provided for the time you are enrolled in the master’s program. However, given the rigors of the master’s program it is understandable if activities such as the ones requested were not attained. It is acceptable to outline goals you would like to achieve in the future.
- Organizations for point accrual can be of any specialty area, professional organization, or conference is acceptable.
- When presenting at a professional conference, a note of explanation about the role and degree of participation is required.
- Points will not be given for activities that are part of the normal expectations of one’s full time job.
- Points are broken down in to academic achievement categories of knowledge gained, research, demonstration, and application.

**Activities, Applications, and Points (these are suggested points)**

- Develop a crime control strategy (Protective/Avoidance Strategy) which attempts to reduce criminal opportunities by a specific mean (5points).
- Create a crime control strategy (Deterrence Strategy) which attempts to diminish motivation for crime (5points).
- Craft a crime control strategy (Nurturing Strategy) that attempts to forestall development of criminality (5points).
- Join a professional organization (1 point per organization).
- Develop an interagency problem-solving partnership, through collaboration to identify problems in the community and designate resources to solve them (2 points).
- Attend a regional or state conference (1 point per conference attended).

- Attend a national/international conference (2 points per conference attended).
- Submit a proposal to present a program/paper at a regional or state conference (1 point per conference attended).
- Present a program/paper at a regional or state conference (3 points).
- Attend a national/international conference (2 points).
- Submit a proposal to present a program/paper at a national/international conference (2 points).
- Present a program/paper at a national/international conference (3 points).
- Submit an article for publication in a state criminal justice journal (2 points).
- Publish an article for publication in a state criminal justice journal (3 points).
- Submit an article for publication in a state/international criminal justice journal (3 points).
- Publish an article for publication in a state/international criminal justice journal (4 points).
- Run for an office in a professional organization (3 points).
- Obtain an elected office in a professional organization (4 points).
- Serve as a criminal justice representative of a state, regional, or national organization (5 points).
- Serve on a planning committee for a regional, state, national, or international (3 points per conference).
- Serve as volunteer with a service organization (2 points per event).
- Train in conflict resolution techniques (3 points).
- Evaluate the effectiveness of a speech (2 points).
- Design and conduct a sales/fund-raising project (3 points).
- Design and conduct a public relations campaign (3 points).
- Conduct a faculty-supervised research project (5 points).
- Conduct an assessment on the importance of employee training program (2 points).
- Construct an organizational chart for an organization (2 points).
- Evaluate self and team members involved in a class project (3 points).
- Participate in a community service project (2 points).
- Write a grant proposal for research or program development (3 points).
- Submit a grant proposal for research or program development to an agency outside of your own institution (4 points).
- Receive a grant for research or program development (5 points).
- Develop a professional website (3 points).
- Design time management calendars for a specific event (3 points).
- Present a training session outside of the department where you work full-time (2 points).
- Win a personal regional, state, or national award (4 points).
- Win an organization/agency regional, state, or national award (3 points).
- Attend a local one-day conference (1 point).
- Create a leadership inventory and use it to conduct a personal assessment with another subject (3 points).

- Evaluate an activity within the school, community, and/or workplace and project effects of the project (3points).
- Implement an annual work program (3 points).
- Implement a community service program (3 points).
- Prepare a meeting agenda for an organization weekly/monthly meeting (2 points).
- Participate in an *Award* competition (2 points).
- Complete a *Professional Development Program* (5 points).
- **Other Activities:** Students can propose professional development activities not included on this list. The activity can be one that you have conducted or one that you will conduct in the future. You can suggest other development activities not included on this listing.

## 5. Myers-Briggs Type Indicator (MBTI) - Individual Assessment

The purpose of this self-assessment is to give you a reference point to use in the process of your leadership development. This project element will help reflect on one's own progress and recognize your contributing leadership type.

There are many tests that you can take identifying and assessing your leadership skills or style. In fact, you can spend hours filling out questionnaires that will help you determine your leadership style, your strengths and weaknesses. The Myers-Briggs Type Indicator® is an excellent tool to help you make an informed decision based on your unique interests and personality and is now available to SHSU students and recent alumni at no charge.

You will take the assessment online following the instructions provided by SHSU Career Counseling Services Division. After confidentially and electronically receiving your MBTI result, you will summarize these results. Self-analysis of your type will assist in current and future professional development opportunities. Additionally, SHSU career counselors have agreed to assist you if you have any questions about the MBTI and your results.

## Grading Policy

Final semester grades are based on the following scale:

<u>%</u>	<u>Program Element</u>
15	Portfolio
15	Leadership Philosophy Statement and Management Preparation Statement
30	Academic Integrative Essay
20	Professional Development Activities, Applications, and Points
20	Individual Assessment - MBTI

### Grade Scale

A = 100 – 90; B = 89 – 80; C = 79 – 70; F = < 69

### **Semester Schedule**

Since the Project Elements are relatively individualized and a continuous work in progress, the due date for the portfolio is given. Due date for the MBTI assessment to be taken is also provided.

Once you have completed a program element it can be uploaded and I will grade your submission. You do not have to wait to submit the portfolio all at one time.

Project Element (Myers – Briggs Type Indicator Individual Assessment): Due date to take the MBTI online is **November 6, 2017. Self-reflection is due at end of semester.**

Project Element (Portfolio which contains all four elements): Due date is **December 7, 2017.**

### **ACADEMIC HONESTY:**

The Faculty of the College of Criminal Justice expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion – the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, and misrepresentations of credentials or accomplishments as a member of the college. The University's policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by the Division of Student Services. Also see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Criminal Justice is a field in which high standards and expectations must exist. Each student is to review the current edition of the *Guidelines* concerning general University policy on this matter. Any violation of the policy will result in failure of this course and the initiation of proceedings for expulsion from this institution.

### **DISABLED STUDENT POLICY:**

“Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.” The physically impaired should review the following policies for more information:



[http://www.shsu.edu/~vaf\\_www/aps/811006.htm](http://www.shsu.edu/~vaf_www/aps/811006.htm)

Information on services for disabled students can be found  
at:

<http://www.shsu.edu/~counsel/sswd.html>

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Diversity policy 861001 provides the procedures to be followed by the student and instructor. Please see detailed information at:

<http://www.shsu.edu/catalog/scholasticrequirements.html#holy>