UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: CJ
Course Title: Criminal Justice Capstone Seminar

Year: 2025
Course and Section #: 4990-X02
Credits: 3

Course Description
Applies qualitative, quantitative, and/or mixed research methods to selected issues and dilemmas in criminal justice. Requires the student to develop and present an undergraduate research project both orally and in writing.

Course Attributes
This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information
Instructor Name: Matthew L. Duffin

Student Learning Outcomes
- Develop a criminal justice research proposal to be completed as a group.
- Conduct criminal justice research.
- Evaluate information gathered from criminal justice research.
- Present findings of the criminal justice research.

Course Materials and Texts
All materials will be provided through the course and/or through your research. There is no textbook for this course.

Course Requirements

Course Assignments, Assessments, and Grading Policy
Grading Scale:
The following grading standards will be used in this class:

Grade   Percent
A   94-100
A-   90-93
B+   87-89
B   83-86
B-   80-82
C+   77-79
C   73-76
C-   70-72
D+   67-69
D   63-66
D-   60-62
E   0-59

Assignment Categories
Activity
Points
Other Assignments

Propose Research Topics 10
Discuss IRB Information 10
Update Profile/Notifications 10
Research signup / Project Abstract 15
RG Status Report Discussions (3) 30
RG Team Ratings (3) 75
150

IRB Study/Reflection

30

CITI Training

50

Qualtrics Training

50

IRB Process Quiz

20

Draft/Final IRB Application

125

Axiom Mentor Project Submission

10

IRB Response and Approval Letter

40

Research Data

30

Presentations

200

Participation Ratings

Variable (10 max)

Rate Group Presentations

Variable (10 max per)

Research Reflection

35

Total

740

Late Work Statement:
All assignments must be turned in as per the assignment due dates. Late assignments will only be accepted with a documented medical or family emergency.

 Assignment and Assessment Descriptions
Assignments and Assessments:
Assignments in this course will focus on helping you become familiar with and knowledgeable about the Instructional Review Board (IRB) process, Collaborative Institutional Training Initiative (CITI), Qualtrics, and logistical assignments to ensure you as a student can complete the individual and group research assignments of this course.

The CJ4990_Research_Project_Guide.pdf details the main assignments of this course. Additional assignments (some required/some optional) provide supplemental support.

Discussions:

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. Comments that do not add significantly to a discussion will receive no credit. It is okay to disagree in a discussion. Much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

The sole purpose of discussions for this class is for students to comment and receive help on issues that may be confusing them. Students who help other students receive extra points for doing so.

Due dates for discussions correspond with the initial post date which is usually a Thursday. Follow-up comments are due by Sunday. Follow-up posts are expected to be after the due date and are not marked late. Discussions conclude by the Sunday following the due date. After this, posts will be marked late.

Required or Recommended Reading Assignments
CJ4990_Research_Project_Guide.pdf
IRB Website (Links to an external site.) (Read "Application", "Approval", and "FAQ")
Research possible topics to propose
CJ4990_Research_Project_Guide.pdf
CJ4990_Research_Project_Guide.pdfPreview the document View in a new window
IRB Application Form Links to an external site.
IRB Website

General Description of the Subject Matter of Each Lecture or Discussion
Lesson 1 - Select Your Research Topic (Weeks 1-2)
Lesson 2 - Get Ready to Research (Week 3)
Lesson 3 - Fun with IRB Forms (Weeks 4-7)
Lesson 4 - Conduct Your Research (Weeks 8-13)
Lesson 5 - Present Your Research (Week 14-15)

Required Course Syllabus Statements

Generative AI

Use of AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts you must develop over time to develop your voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g., ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please contact me for a conversation before submitting your work.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.