



**GRAND VALLEY
STATE UNIVERSITY®**
SCHOOL OF CRIMINOLOGY,
CRIMINAL JUSTICE,
AND LEGAL STUDIES

Master of Science in Criminal Justice

**GRADUATE STUDENT HANDBOOK
2022-2023**

Revised July 2022: policies apply to students entering the program Fall 2021 and beyond. Students who enrolled prior to Fall 2021 should consult the graduate handbook in effect for the year in which they began the program.

WELCOME

The Grand Valley State University (GVSU) College of Education and Community Innovation (CECI) School of Criminology, Criminal Justice & Legal Studies (CCJLS) Master of Science in Criminal Justice (MCJ) program is honored that you have chosen us to pursue your graduate degree.

The mission of the MCJ program is to develop highly ethical and capable leaders, specialists, and scholars, with an advanced and practical knowledge in criminology and criminal justice. Your education in the MCJ program will prepare you to reach your future goals, whether they be in the career field, classroom, and/or your community.

Working with experienced and interdisciplinary faculty, the MCJ program will prepare you to practically apply your scholarly knowledge to address complex problems you will face on the job as you advance in your career, and/or help you prepare to pursue a doctorate or other professional degree.

While in the MCJ program you are encouraged to take advantage of the many academic and professional opportunities you will be afforded, a few of which may include: academic conference attendance and presentation, student government involvement, and/or working with a faculty mentor on a research project. Participating in such activities will help you grow as a scholar, improve your professional skills, increase your employment marketability, and give you the opportunity to meet other scholars and practitioners working in the field.

Please review and become familiar with this graduate student handbook; it is intended to serve as a resource for important MCJ program and graduate studies information. You should consult this handbook regularly as you progress through the program.

Welcome to the School of Criminology, Criminal Justice, and Legal Studies!

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PROGRAM OVERVIEW

The Master of Science in Criminal Justice (MCJ) program is designed to prepare students to become highly capable criminal justice system leaders, planners, practitioners, and academicians who will continually improve the system and profession. The MCJ program is also designed to prepare students to pursue a doctorate or other professional degree.

A total of 36 credit hours is required to complete the MCJ degree. There are two Culminating Experience options for this degree beginning Fall 2021, and a third for students enrolled in the program prior to Fall 2021:

Option #1: Master's Thesis – 36 credit hours, including (6) credit hours of CJ 695: Criminal Justice Thesis

Option #2: MCJ Capstone Course – 36 credit hours, including CJ 650: CJ Master's Capstone (3 credits)

Option #3: *Comprehensive Exam – available ONLY to students who began the program prior to Fall 2021*

Option #1: Master's Thesis (available to all students)

The thesis option requires students to complete 36 credit hours of graduate coursework, which includes 18 credit hours of required courses, 12 credit hours of elective courses, and 6 hours of thesis credits. Students choosing to complete a thesis must identify a thesis committee comprising of one thesis chairperson and two thesis committee members (all members of the thesis committee must have graduate faculty status at GVSU), subject to the approval of the Dean of the Graduate School. This option requires an oral thesis defense and thesis submission in a University approved format. See “Degree Requirements” section for further thesis option details.

Option #2: MCJ Capstone Course (available to all students)

The MCJ Capstone course option requires students to complete 36 credit hours of graduate coursework, which includes 18 credit hours of required courses, 15 credit hours of elective courses, and three credit hours for the capstone course. See “Degree Requirements” section for further Capstone course option details.

Option #3: Comprehensive Examination (available ONLY to students who enrolled prior to Fall 2021)

The comprehensive examination option requires students to complete 36 credit hours of graduate coursework, which includes 18 credit hours of required courses and 18 credit hours of elective courses. Students choosing to complete the comprehensive examination will sit for a written exam (Part A) on three subject areas (criminological theory, criminal justice systems, and research methods), and an oral exam (Part B) which serves as the student's culminating experience. See “Degree Requirements” section for further comprehensive examination option details.

DEGREE REQUIREMENTS

New Graduate Student Orientation

New graduate students are required to attend an orientation meeting prior to the start of the semester for which they begin enrollment. The orientation meeting is typically held one week prior to the start of each semester. Students will be informed of the date, time, and place of the meeting at least two weeks in advance of the orientation.

Program of Study/Advising Sheet

The Program of Study/Advising Sheet (see Appendix E) functions as a contract between the student and the MCJ program. The Program of Study contains a list of courses which map the requirements for degree completion. **Students must submit their proposed Program of Study to the Graduate Program Director by the end of the second semester of coursework (or completion of 9 credit hours, whichever comes first).** Any change to the Program of Study must be approved by the Graduate Program Director.

Coursework

Students must complete 36 credit hours for the MCJ degree. These credit hours are comprised of required courses and elective courses, and may include pre-approved elective courses outside the MCJ program.

Any course substitutions not identified in the required, elective, or pre-approved outside elective courses requires prior approval from the Graduate Program Director.

Specific dates and deadlines for completion of degree requirements should be reviewed with the Graduate Program Director.

Required Courses – 18 credit hours

- CJ 604 Criminal Justice Policy and Program Evaluation
- CJ 606 Research Methodology and Data Analysis
- CJ 607 Criminology
- CJ 609 Criminal Justice Systems
- CJ 610 Race, Class, and Gender in the Criminal Justice System
- CJ 642 Victimology

Elective Courses – 12 credit hours if competing the thesis; 15 credit hours if completing the MCJ Capstone Course; 18 credit hours if completing the comprehensive examination.

- CJ 592 Social Justice Issues in the American Criminal Justice System
- CJ 600 Qualitative Methodology (*cross listed with SW 691*)
- CJ 601 Criminal Justice Leadership
- CJ 619 Legal Issues in Criminal Justice
- CJ 620 Policing & Society
- CJ 621 Corrections & Punishment
- CJ 622 Juvenile Justice Systems & Issues
- CJ 640 Graduate Internship
- CJ 680 Special Topics Seminar
- CJ 699 Directed Readings (*maximum 3 credit hours*)

Pre-Approved Outside Elective Courses – up to 6 credit hours

**Some courses listed below may require additional prerequisites; students may submit an override request to ask that the pre-requisite be waived so they may take the course as an outside elective.*

**Students must obtain approval (in writing) from the Graduate Program Director and/or Graduate Committee for outside elective courses not included on this list.*

- BUS 631 Leadership and Organizational Dynamics
- COM 642 Communication Law
- PA 535 Grant Writing
- PA 612 Human Resources in Organizations
- PA 614 Organization Theory
- PA 615 Public Financial Administration
- PA 616 Public Policy Analysis
- PA 641 Economic and Community Development
- PA 643 Strategic Management and Planning
- SW 600 Cultural Competency for Social Work
- SW 622 Clinical Diagnosis and Treatment Planning
- SW 660 Grant Writing and Resource Development
- SW 662 Substance Abuse and Social Work Practice
- SW 676 Community and Social Planning
- SW 678 Human Services Administration

OPTION #1: MASTER'S THESIS - (available to all students)

The thesis option requires students to produce an individual body of work that significantly contributes to knowledge within the criminological or criminal justice discipline or field. The thesis will consist of a research or scholarly activity that is appropriate in size and scope for the discipline or field. This project must be a single-authored document that will allow students completing the work to demonstrate a mastery of their discipline or field that reflects the ability to function effectively and independently in the creative or problem-solving process. The thesis option requires students to assemble a committee, prepare and defend a proposal of the thesis, and then present an oral defense of the completed thesis.

Traditionally, students who plan to go on for a PhD will pursue the Thesis. This is generally a 50-100 page original research paper; students utilize the skills they've learned throughout their degree program to 1) select a research topic, 2) recruit a Thesis committee, 3) defend their Thesis proposal in front of their committee 4) collect their data (qualitative or quantitative), 5) analyze their data, 6) draft their results, and then 7) defend their final Thesis in front of their committee. This is largely an independent research project, with support from the selected Thesis committee, that serves as the 'culminating experience' for the MCJ degree.

Pre-requisites (must be completed PRIOR to registering for CJ 695 Thesis credits)

- Completion of 18 credit hours of coursework, including CJ 606 Research Methods and Data Analysis
- Approved thesis committee (see Appendix I)

- Defended and approved thesis proposal (see Appendix I)
- If indicated, review and approval of research project by the GVSU Institutional Review Board (IRB)

****Note: Thesis Proposals and Final Theses must be submitted to the Graduate Program Director a minimum of one week in advance of the scheduled defense date in order to be made available for departmental review.***

Summary of Minimum Requirements for the Thesis Option

- Required Core Courses (18 hours)
- Elective Courses (12 hours)
- Thesis (CJ 695; 6 hours)

OPTION # 2: MCJ CAPSTONE COURSE (available to all students)

The MCJ Capstone course (CJ 650: Master's Capstone in Criminal Justice) serves as a more structured, collaborative culminating experience than the thesis. This course requires students to use skills garnered throughout the MCJ program for both group work, and a smaller, independent research project.

Perhaps more appropriate for practitioners or students who are not planning on pursuing a PhD, the assignments in this course are designed to reflect what you might experience in the field, and may incorporate program evaluation, case studies, reporting writing, etc. Students will complete an individual research project using secondary data, which is to be completed over the course of one semester. While this is an independent research project, it will be completed in a classroom format, with support from classmates (group problem solving) and the instructor.

Pre-requisites

- Completion of a minimum of 18 credits, which should include all of the required core classes for the MCJ program.

**Note: This class should normally be taken in the student's final semester of study; depending upon program start date, adjustments may need to be made on a case-by-case basis. Prior approval from the Graduate Program Director is needed to take the course prior to the final semester of study.*

Summary of Minimum Requirements for the Thesis Option

- Required Core Courses (18 hours)
- Elective Courses (15 hours)
- MCJ Master's Capstone (CJ 650; 3 hours)

OPTION #3 – COMPREHENSIVE EXAMINATION (available ONLY to students who enrolled in the program prior to Fall 2021)

The comprehensive examination option requires students to demonstrate their competency and mastery of criminological and/or criminal justice concepts in written (Part A) and oral (Part B) format.

Pre-requisites

- The comprehensive examination is a two-part examination: (1) Part A (written examination); and (2) Part B (oral section).
- Part A of the comprehensive examination can be taken after completion of 18 credit hours of coursework, to include: CJ 606: Research Methods and Data Analysis, CJ 607: Criminology.
- Part B of the comprehensive examination should normally be taken in the last semester or second to last semester of the MCJ program.
- Both Part A and Part B of the examination will be offered three times each year (i.e. Fall, Winter, and Spring/Summer semesters).
- Students must notify the Graduate Program Director, in writing, at least one month prior to the date of the examination they wish to take.

Comprehensive Exam Grading Process

- Part A of the exam is graded on a pass/fail basis. Potential grades can include: pass, pass with revisions, or fail. If a student passes, they have completed the requirement. If they pass with revisions, they must complete the revisions required by the comprehensive examination committee in the time frame specified by the committee. If the student fails, they must retake the failed section within one calendar year. Per University policy, students only have 8 years from their acceptance into the program within which to complete their degree, to include the comprehensive examination.
- Each subject area within Part A will be graded separately (criminological theory, criminal justice systems, and research methods); students may pass one area and fail another. Students will only need to revise the questions where they received a 'pass with revisions' or retake the area where they failed.
- Students will have two opportunities to complete Part A of the exam. Students who fail Part A on their second try will be dismissed from the program.
- Part B of the exam will be graded by a committee of three GVSU Graduate Faculty, two of which must be MCJ Graduate Faculty. Written approval must be submitted at the time of request for Part B to the Graduate Program Director. Potential grades can include: pass or fail. If a student passes, they have completed the requirement. If the student fails, they must retake the Part B within one calendar year. Per University policy, students only have 8 years from their acceptance into the program within which to complete their degree, to include the comprehensive examination.
- Students will have two opportunities to complete the Part B. Students who fail the Part B on their second try will be dismissed from the program.

Summary of Minimum Requirements

- Required Courses (18 hours)
- Elective Courses (18 hours)

RESPONSIBLE CONDUCT OF RESEARCH FOR GRADUATE STUDENTS

Each graduate student must complete Responsible Conduct of Research (RCR training) prior to completion of 50 percent of the graduate program and prior to engaging in any research activity (e.g. voluntary, independent, or supervised research, projects, and theses). In addition, per GVSU Graduate School Policy, RCR training must be completed within (3) years of the semester of graduation.

GRADUATE STUDENT POLICIES AND REGULATIONS

MCJ Program students are expected to be aware of, and observe all the policies and regulations outlined in this handbook and the Graduate Education Policies and Procedures Manual. Students are expected to remain informed about the general policies concerning graduate studies and specific requirements of the MCJ program. For a complete list and description of graduate academic policies and regulations, please visit: <https://www.gvsu.edu/gs/policies-and-procedures-58.htm>

Academic Honesty and Conduct

Section 5 of the Student Code address academic honesty and the integrity of scholarship and grades at GVSU. Section 6 of the Student Code addresses the process for academic grievances at GVSU. The full GVSU Student Code, student rights and responsibilities, FAQs, and other resources can be found here: <https://www.gvsu.edu/osccr/>

Allegations of academic misconduct should be brought immediately to the attention of the SCCJLS Unit Head and the MCJ Graduate Program Director. The Unit Head and the Graduate Program Director shall immediately conduct a preliminary investigation to ascertain the legitimacy of the alleged misconduct. Allegations of misconduct that are substantiated at this level shall be reported to the Dean of the College of Community and Public Service for appropriate University-level action.

Academic Renewal

A graduate student may request a “fresh start” when changing to a new graduate program leading to a graduate degree at Grand Valley State University. A “fresh start” is defined as beginning a new graduate program and having the prior graduate academic record exempt from the new graduate program grade point average (GPA) and academic review process. All graduate courses previously taken at Grand Valley State University, however, will remain on the student’s academic record. To be considered for a fresh start, the student must submit a petition to the Dean of the Graduate School seeking readmission and must meet select criteria. For more information about the select criteria, please consult the Graduate Education Policies and Procedures Manual.

Academic Review

All graduate students are expected to maintain a minimum of a 3.0 graduate grade point average at all times. For more information about graduate policies regarding academic expectations, please consult the Graduate Education Policies and Procedures Manual. In addition, see the policy on Minimum Graduate Program Grade Point Average (below).

Award of a Graduate Degree

The University may award a graduate degree only when a student meets all program requirements and their graduate program grade point average is equal to or greater than a “B” (3.0) average. Credit at the graduate level will only be awarded for grades of C (2.0) or better. Grades below C will be calculated in a student’s GPA, but the credits will not count toward the degree. The student must fulfill all requirements for the degree within a period of eight consecutive years. The date of entry into the first graduate course counted toward the degree is viewed as the starting point of the eight-year period.

Awarding Two or More Graduate Degrees at the Same Level

The University may award more than one graduate degree at the same level. For more information about the awarding of two or more graduate degrees at the same level, please consult the Graduate Education Policies and Procedures Manual.

Continuous Enrollment for the Project or Thesis Phase of the Degree Program

To complete requirements for the degree, students in this program may select to complete a thesis. Students begin the master's thesis phase of their program by enrolling in CJ 695 (Thesis). Thereafter, they must continue to enroll in either CJ 695 or CJ 696 (Continuous Enrollment) for at least one credit every semester until they have completed all requirements for the thesis.

Course Withdrawals

A graduate student may seek a timely withdrawal or late withdrawal from a course and receive a grade of "W". For a full semester course, this policy differentiates between withdrawals that are sought or made before and after the end of the ninth week of classes. A withdrawal from one or more courses does not remove the student from the graduate program. To completely withdraw from the graduate program a student must execute a program withdrawal request. For more information about how to request a course withdrawal, please consult the Graduate Education Policies and Procedures Manual.

Course Waivers, Course Substitutions, and Individual Program Plans

Any curriculum decisions, including waivers of course requirements, substitution of courses, or an individual program plan are made by the Graduate Program Director, in conjunction with the Graduate Committee in the School of Criminology, Criminal Justice & Legal Studies. Any student wishing to have a required course waived, substituted, or who wishes to propose an individual program plan must submit a Course Waiver or Course Substitution request in writing to the Graduate Program Director. The Graduate Program Director and Graduate Committee will review the request and either support or deny the proposed changes. The decision of the Graduate Committee is then provided to the student, in writing, by the Graduate Program Director and placed in the student's file.

Credit Load

Full-time graduate students register for nine or more credit hours per semester. Permission from the Dean of the College of Community and Public Service is required for more than 15 hours per semester.

Deferred Grade

The grade of 'X' (deferred) is a temporary grade that may be given only in a course that cannot be completed in one semester. Such courses are usually research projects (CJ 695 and 699). This grade is given only for work that is satisfactory in every respect but for which students need more than one semester to complete. An 'X' grade must be removed within two calendar years from the date of assignment, otherwise it will be changed to NC.

Dual Level Enrollment

Undergraduate students at GVSU may register for graduate credit (500 and 600 level) prior to completing a baccalaureate degree. For eligibility information, please consult the Graduate Education Policies and Procedures Manual.

Dual-Listed Courses

Graduate students may receive credit from a dual-listed course only when the course is considered sufficiently rigorous and of an advanced nature as determined by both the program faculty and Graduate Council. For more information about dual-listed courses, please consult the Graduate Education Policies and Procedures Manual.

Exception to Policy Requests

The Dean of The Graduate School is responsible for the review and final approval or denial of Petitions for Exception to graduate student policies. The student's academic advisor, Graduate Program Director, or dean of the college where the program resides, must support all exceptions in order for the Dean of The Graduate School to approve them. The student must complete the appropriate Petition for Exception form as provided on The Graduate School website. All materials must be submitted to The Graduate School either via email or as a paper copy. For more information about exception to policy requests (e.g. Petition for Exception to Twelve-Credit Hour Limit, Petition for Exception to Eight-Year Time Limit to Degree Completion, Petition for Exception to Graduate Student Policies, Petition to Return), please consult the Graduate Education Policies and Procedures Manual.

Graduate students who wish to return to Grand Valley following an academic dismissal must submit a written appeal to the dean of the appropriate academic division. Graduate students who wish to change to a different program within Grand Valley must complete the application process for that program and be accepted into that program. No additional application fee is required, and the applicant need not supply duplicate copies of official transcripts already on file.

Academic Grievance Policy

Academic grievances are generally defined as those 1) involving procedures, policies, and grades in courses, 2) those involving program degree requirements, or 3) graduate degree requirements such as total credit or residency requirements. Filing of a grievance is required by the end of the following regular semester after notification of grade or receipt of adverse decision. Appeals of decisions must take place 30 days after receipt of notification. The resolution of academic grievances is based on two principles: first, that the resolution of a grievance should be sought at the lowest possible level, and second, that pathways for appeal exist for both faculty members and students.

Students with academic grievances should first address such complaints directly to the person causing the alleged grievance in order to reach a settlement. If such an approach fails to resolve the matter, the Graduate Program Director should be consulted and may attempt an agreeable settlement. If the alleged grievance is not resolved at this point, the student may then contact the Director of the School of Criminology, Criminal Justice & Legal Studies. The final step in the grievance process should be to consult the Dean of the College of Education & Community Innovation. The formal process for student grievances is spelled out in detail in the GVSU Graduate Bulletin under the section on General Academic Policies and Regulations.

Incomplete (I) Grades

The grade of I, Incomplete, indicates that a student was doing satisfactory work, but due to nonacademic reasons beyond the student's control, the student was unable to complete the remaining requirements of the course. A student cannot graduate with an Incomplete on their record. The grade of Incomplete is only appropriate when all of the following conditions are met: (a) the student is doing satisfactory work in the course and the unfinished requirements can be clearly delineated, (b) the unfinished requirements

constitute a relatively small part of the course, and the Incomplete is requested in the last 20 percent of the semester, (c) the student has justifiable reason(s) why the work cannot be completed by the end of the semester.

An Incomplete grade form must be submitted to the department chair and to the Dean's Office. A student is expected to complete course requirements according to the following schedule: fall semester Incomplete grades, end of winter semester; winter and spring/summer Incomplete grades, end of fall semester. Instructors are required to file a change of grade form or request an extension of the I grade at the end of each semester. An extension may be granted by the instructor under exceptional circumstances, such as illness or call to military service.

The Registrar's Office will notify the student, the instructor, and the appropriate dean's office six weeks prior to deadline for a grade change. If the instructor is not available during the process for removing the Incomplete, the unit head shall decide on how to proceed. A student for which the Incomplete course was a prerequisite may take a subsequent course only if the instructor of the course and the instructor who granted the Incomplete both grant permission. For more information please consult the Graduate Education Policies and Procedures Manual.

Independent Study/Independent Readings Courses

No independent study/readings (CJ 699) or individualized courses will be allowed in areas where courses exist and are taught at least once per year. Only graduate degree-seeking students who have completed the core requirements or have special permission from the CECI Dean may take individualized graduate courses or do graduate-level independent projects. All independent study topics and the amount of credit to be earned must be approved by the faculty member who agrees to supervise the project. In addition, the faculty member and student will work together to complete a CJ 699 syllabus detailing the parameters of the independent study; the CJ 699 syllabus must be approved by the Graduate Program Director and/or Graduate Committee prior to the start of the semester for the proposed independent study. A maximum of (3) hours of credit can be granted for independent study toward degree requirements, unless otherwise approved by the Graduate Program Director and/or Graduate Committee.

Leave of Absence

Students have 8 years to complete the coursework for degree. Students who have not enrolled for 24 consecutive months must follow the program requirements in the GVSU catalog that are in effect at the time of their re-entry. A graduate student may request a leave of absence for a maximum of two years from a graduate program for good cause (examples of cause include, but are not limited to, medical issues, caring for family members, non-optional military commitments, maternity leave, and work requirements). For more information about how to request a leave of absence, please consult the Graduate Education Policies and Procedures Manual.

Minimum Graduate Program Grade Point Average

The University may award a graduate degree only when a student meets all program requirements and their graduate program grade point average (GPA) is equal to or greater than a "B" (3.0) average. The graduate program grade point average is computed from all required and elective courses taken for the degree(s) currently being pursued. It excludes all courses older than eight years at the time the degree is awarded unless a course is included in the degree program through an approved policy exception. The Dean of The Graduate School may exclude one or more courses from the calculation of the graduate program grade point average.

Minimum Number of Credit Hours Required for the Master's Degree

A minimum of thirty-three (33) graduate-level credits must be earned for a Master's degree to be awarded. Graduate-level credits for the master's degree are earned in those courses that are numbered 500 and above that do not meet the definition of a leveling course. At least twenty-four (24) credits must be earned at GVSU. For a list of the types of credit that are not considered to be graduate-level credit for the purpose of this policy, please consult the Graduate Education Policies and Procedures Manual.

Non-Degree Seeking Status

Students with a baccalaureate degree who are not seeking a graduate degree may be granted non-degree seeking status. Typically, a maximum of between 6 and 12 semester credits may be earned at Grand Valley State University as a non-degree seeking student and then transferred to a degree program. Students interested in non-degree seeking status should consult with the Graduate Program Director to discuss potential options.

Preparation of Theses

Master's theses must be overseen and approved by a committee consisting of at least three (3) members. At least one (1) committee member must be from outside the candidate's specific research topic of study. All committee members must hold graduate faculty status (full, associate, or adjunct). The chair of the committee must hold full graduate faculty status. The Dean of The Graduate School must approve individuals external to GVSU as members for thesis committees. Qualified individuals will be given adjunct faculty status for three (3) years from the time of approval to serve on thesis or dissertation committees. The Graduate School will review the committee membership for adherence to policy. Upon registering for the initial credit of CJ 695, the student must complete a Graduate School-sponsored thesis or dissertation workshop during the concurrent semester. There must be an announced, public proposal and defense of the thesis. All graduate students who are working on their thesis and have completed all other credit requirements for their degree program must remain continuously enrolled in at least one thesis credit for each subsequent semester until the completion of the thesis. The completed thesis must adhere to the GVSU Guidelines for the Preparation of Theses and Dissertations as regularly reviewed and approved by Graduate Council. After obtaining final approval from the committee and the CECI Dean, the completed thesis is reviewed by The Graduate School for adherence to the GVSU Guidelines for the Preparation of Theses and Dissertations. Approval of The Graduate School is required before the thesis is accepted by Grand Valley State University. An electronic version of the final thesis or dissertation must be submitted for inclusion in the GVSU institutional repository managed by the University Library. Exceptions to this policy require the approval of the Dean of The Graduate School.

Project and Thesis Credits and Workload

Programs must count a minimum of six (6) thesis credits for a degree, and may count a maximum of nine (9) thesis credits for a degree. Students should enroll in the number of thesis credit hours per semester that is consistent with the following workload guideline: 1 credit hour is expected to average between three and six (3-6) clock hours per week of work, or forty-five to ninety (45 – 90) hours per semester. All programs must offer variable levels of these credit enrollment in a given semester (e.g. 1-6 credit hours for xxx1-695).

Transfer of Credit to the Graduate Program

Graduate credit from regionally accredited institutions or the equivalent will be considered for transfer to a degree program where the credit:

- is relevant to the student's degree program as determined by the Graduate Program Director of the program to which the credit would be applied, and
- for which a grade of B (3.0 out of 4.0 scale) or above was earned, and
- is applicable to any graduate degree at the institution from which the credit was awarded, and
- is not a culminating experience, and
- is not an independent learning, project, or similar experience.

The acceptance of credit in transfer is at the discretion of the Graduate Program Director and/or Graduate Committee of the degree program to which the credit will be applied.

The following is the maximum amount of transfer credit that may be applied to a graduate degree:

- nine credits for a degree program with a length of 33 credits;
- 30% of the degree program for a degree program longer than 33 credits.
- Exceptions to this policy must be recommended by the Graduate Program Director and approved by the Dean of The Graduate School.

GRADUATE STUDENT FUNDING OPPORTUNITIES

Graduate Assistantships

Position Function

Graduate Assistantships (GAs) serve several functions, the first of which is to provide graduate students with a part-time, paid work experience. Generally, this experience will be directly related to their field of study and will allow them to expand and/or apply their discipline knowledge and skills under supervision. Second, they provide GVSU faculty and/or university staff assistance in carrying out special projects or other assignments that require the advanced discipline skills of graduate students. Consequently, GAs facilitate direct interaction between faculty and graduate students through a unique educational experience while providing faculty more opportunity to fulfill their teaching, service and scholarship responsibilities. Third, GAs may serve in an instructional role where appropriate. Service in an "instructional role" requires that the graduate student works under the direct supervision of a tenure track faculty member who has final grading responsibility for the course. In all cases, the activities assigned are to have educational value for the graduate student and are not to be used in lieu of hiring student employees for clerical and office support. The opportunities provided to graduate students assigned a GA clearly enhance the graduate student's experience, enriches their education, and broadens their range of professional skills. See Appendix F for the MCJ Program GA Position Description and Appendix G for the GA Application.

Position Qualifications

To qualify for a GA at GVSU, the student must be fully admitted as a degree-seeking student in a GVSU graduate program at the time of appointment. Subsequently, a full-time GA must successfully maintain a minimum course load of 9 graduate credit hours per semester (up to 24 credits per year) or 5 graduate credit hours per semester for a half-time GA. A graduate student enrolling in more than 15 graduate credit hours in a semester while concurrently a GA must receive approval from the Dean of the Graduate School. The duties performed by the GA must significantly focus on instructional or research responsibilities in order to be compliant with the Internal Revenue Service definition of the tuition reduction exemption for

GAs. If the GA responsibilities are non-instructional or non-research, then the tuition remission and stipend received by the student may be subject to Federal, State, and Local withholding tax.

Position Duties

A typical full-time GA includes the following: a 20-hour per week work assignment for 15 weeks per semester; a minimum stipend as specified on the Graduate Assistantship appointment form; and tuition credit for up to 24 graduate credits per fiscal year, unless the student is eligible for reimbursement of tuition from another source. A typical half-time Graduate Assistantship includes the following: a 10-hour per week work assignment for 15 weeks per semester; a minimum stipend as specified on the Graduate Assistantship appointment form; and tuition credit for up to 12 graduate credits per fiscal year, unless the student is eligible for reimbursement of tuition from another source. Students that fail to maintain eligibility or carry out the assigned work in a satisfactory manner in a multi-semester GA may forfeit continuation of a GA position for future semesters, thereby forfeiting both stipend and tuition grant.

GA Orientation

All graduate students assigned a Graduate Assistantship must attend both the MCJ Graduate Student Orientation, provided by the School of Criminology, Criminal Justice & Legal Studies, and the university orientation which explains Graduate Assistant rights and responsibilities, provided by The Graduate School.

GA Award/Denial Decision Making

Applications for Graduate Assistantships are due to the Graduate Program Director on the final Friday of January during the Winter semester. Interested applicants must complete and submit all forms in advance of the deadline for consideration. The Graduate Committee will review applications and announce awards for the upcoming academic year by April, with confirmation granted by the end of July.

Justice & Society Graduate Scholarship

This scholarship was established by the GVSU School of Criminal Justice faculty to recognize and reward students who have demonstrated the potential to excel in criminal justice graduate studies at GVSU.

More information on the Justice & Society Graduate Scholarship is available here:

<https://www.gvsu.edu/cj/scholarships-174.htm>

For additional graduate student funding opportunities, please visit: <https://www.gvsu.edu/financialaid/>

GRADUATE STUDENT RESOURCES

Academic Resources

Career Center
616-331-6708 or 616-331-3311
<http://www.gvsu.edu/careers/>

Data Inquiry Lab
<http://www.gvsu.edu/datainquirylab/>

Knowledge Market
<https://www.gvsu.edu/library/km/>

PACES Professional Development
616-331-7105
<http://www.gvsu.edu/paces/>

Padnos International Center
616-331-3898
<http://www.gvsu.edu/pic/>

Registrar's Office
616-331-3327 or 616-331-2025
<http://www.gvsu.edu/registrar>

Speech Lab
616-331-8115
<http://www.gvsu.edu/speechlab/>

Statistical Consulting Center
616-331-3355
<http://www.gvsu.edu/scc/>

The Graduate School
616-331-7105
<http://www.gvsu.edu/gs/>

University Libraries
616-331-3500
<http://www.gvsu.edu/library>

The Writing Center
616-331-2922
<http://www.gvsu.edu/wc/>

Health and Wellness Resources

Campus Recreation
616-331-3659
<http://www.gvsu.edu/rec/>

Campus and Student Life Resources Graduate
Student Association
<http://www.gvsu.edu/gsa/>

GVSU Family Health Center
616-988-8774
<http://www.gvsu.edu/fhc/>

Office of Student Life
<http://www.gvsu.edu/studentlife/>

University Counseling Center
616-331-3266
<http://www.gvsu.edu/counsel/>

Veteran's Network
<http://www.gvsu.edu/veterans/>

Support and Social Justice Resources

Campus Interfaith Resources
616-331-5702
<https://www.gvsu.edu/campusinterfaith/>

Center for Women and Gender Equity
616-331-2748
<http://www.gvsu.edu/cwge/>

Disability Support Resources
616-331-2490
<http://www.gvsu.edu/dsr/>

LGBTQ Resource Center
616-331-2530
<http://www.gvsu.edu/lgbtrc/>

Office of Multicultural Affairs
616-331-2177
<http://www.gvsu.edu/oma/>

ADDITIONAL GRADUATE STUDENT RESOURCES

The GVSU Graduate School offers a variety of student resources, ranging from information on financial aid to assistance for students who plan to write a thesis. Please explore their [student resources website](#) to see what is available.

Tips For Online Learning

Are you new to online or hybrid learning? GVSU has [lots of resources and support available for online learning](#). The Knowledge Market (which is part of the University Libraries) has a variety of [online learning resources](#) available for students.

Resources for International Students

Are you an international student? There are additional support resources available to support you as you transition to GVSU. Please explore the [International Student](#) website for more information.

Graduate Student Writing Resources

Whether you are looking for guidance on how to utilize a new citation style, questioning what quality writing looks like in your specific GVSU program, searching for thesis/dissertation information, or researching how to complete a writing assignment for class, the Graduate School has compiled a vast array of [graduate writing resources](#) to help.

Graduate Student Thesis Information

Planning on writing a thesis? Be sure to begin with the [Graduate School Thesis Information](#) website for information on policies, procedures, and deadlines.

CONTACT INFORMATION

Master of Criminal Justice Program (MCJ Program)

Dr. Jacquelyn Doyon-Martin, Graduate Program Director
Associate Professor
Office: 273C Richard M. DeVos Center
Phone: 616-331-7178
Email: martijd@gvsu.edu

College of Education & Community Innovation

Dr. Sherril Soman, Dean
Office: 458C Richard M. DeVos Center
Phone: 616-331-2987
Email: somans@gvsu.edu

School of Criminology, Criminal Justice & Legal Studies

Dr. Patrick Gerkin, Director
Professor & Unit Head
Office: 289C Richard M. DeVos Center
Phone: 616-331-7130
Email: gerkinp@gvsu.edu

The Graduate School

Dr. Jeffrey Potteiger, Associate Vice Provost
Office: 318C Richard M. DeVos Center
Phone: 616-331-7105
Email: potteigj@gvsu.edu

NOTES

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APPENDIX A: FACULTY AND STAFF

Faculty & Staff

For more detailed faculty biographies, please visit: www.gvsu.edu/cj/.

*** Indicates graduate faculty status. Only those with graduate faculty status are able to chair and serve on a thesis committee.*

****Kathleen Bailey, Ed.D.** (Western Michigan University, 1998). Professor. Juvenile justice process, juvenile treatment and corrections, counseling youth and families. (baileyk@gvsu.edu, 331-7148, 237-C DeVos).

****Carrie Buist, Ph.D.** (Western Michigan University, 2011). Associate Professor. Queer criminology, feminist criminology, corrections, qualitative methods. (buistcar@gvsu.edu, 331-7141, 277-C DeVos).

Lisa Campione, Criminal Justice Assistant (campionl@gvsu.edu, 331-7130, 2nd Floor, DeVos)

Adrian Copeland, J.D. (Michigan State University-College of Law, 2003). Assistant Professor. Civil litigation, civil discovery, civil pretrials and trials. (copelaad@gvsu.edu, 331-7173, 253-C DeVos)

****Jaclyn Cwick, Ph.D.** (University of Missouri—St. Louis, 2016). Assistant Professor. Mass incarceration, research methods and statistics, communities and crime, life-course criminology. (cwickjac@gvsu.edu, 331-7138, 249-C DeVos).

****Jacquelynn Doyon-Martin, Ph.D.** (Western Michigan University, 2012). Associate Professor & Graduate Program Director. Critical criminology, environmental crime, prison education, juvenile justice. (martijd@gvsu.edu, 331-7178, 273-C DeVos).

****Patrick Gerkin, Ph.D.** (Western Michigan University, 2006). Professor & Unit Head. Criminology, restorative justice, white collar crime, and race and ethnic relations. (gerkinp@gvsu.edu, 331-7175, 283-C DeVos).

****Brian Johnson, Ph.D.** (Michigan State University, 1998). Professor & Undergraduate Program Coordinator. Law enforcement, private security, criminological theory. (johnsonb@gvsu.edu, 331-7142, 279-C DeVos).

****Tonisha Jones, Ph.D.** (Washington State University, 2010). Associate Professor. Criminal justice policy, race, gender and justice, human rights. (jontonis@gvsu.edu, 331-7187, 269-C DeVos).

****Naoki Kanaboshi, S.J.D.** (University of Wisconsin, 2008). Associate Professor. Constitutional law, criminal law and procedure, prisoner's rights. (kanabosn@gvsu.edu, 331-7136, 245-C DeVos).

****Christopher Kierkus, Ph.D.** (State University of New York Albany, 2006). Professor. Research methods, statistical analysis, criminology, program policy and evaluation. (kierkusc@gvsu.edu, 331-7132, 239-C DeVos).

****Brian Kingshott, Ph.D.** (University of Exeter, 2003). *Professor Emeritus*. Terrorism, ethics and organizational crime, international policing. (kingshob@gvsu.edu).

****Jina Lee, Ph.D.** (Michigan State University, 2017). Assistant Professor. Policing, quantitative data analysis, women and crime, sentencing and corrections. (leejina@gvsu.edu, 331-7130, 251-C DeVos).

Laura Marsh, M.S. (Western Michigan University). Visiting Professor & Criminal Justice Internship Coordinator. Juvenile Justice. (marshla1@gvsu.edu).

****Jennifer Marson, Ph.D.** (Western Michigan University, 2016). Assistant Professor. Genocide and state crime, international crime and justice, restorative justice. (marsonj@gvsu.edu, 331-7134, 214C DeVos).

****Kristine Mullendore, J.D.** (Boston University, 1977). *Professor Emeritus*. Criminal law, constitutional law and civil liberties, paralegal progression and education. (mullendk@gvsu.edu).

****Joshua Sheffer, J.D.** (University of Notre Dame, 2001). Assistant Professor & Legal Studies Program Coordinator. Civil litigation, school violence and law, civil pretrial and trial, legal research. (sheffjos@gvsu.edu, 331-7150, 255-C DeVos).

****John Walsh, Ph.D.** (Indiana University, Bloomington, 2009). Professor. Corrections, policing, communities, culture and crime. (walshi@gvsu.edu, 331-7131, 247-C DeVos).

****Williamson Wallace, J.D.** (Thomas M. Cooley Law School). Director of Criminal Justice Training. Law Enforcement; Criminal Law; Terrorism; Federal Aviation Security. (wallacew@gvsu.edu, 331-8515, 158 LMH)

Rayshena Wilson, Academic Department Coordinator (wilsora@gvsu.edu, 331-7152, 2nd Floor, DeVos)

APPENDIX B: LISTING OF COURSES

CJ 600 Qualitative Methods (crosslisted with SW 691)

This course examines qualitative methods focusing primarily on participant-observation, asking questions, writing field notes, and the transformation of these primary field data into written ethnographic documents. Students will also explore unstructured and semi-structured interviewing, direct observation, open-ended survey questions, and sampling from pre-existing texts. *Prerequisite: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Three credit hours. Offered fall and winter semesters; cross-listed with SW 691.*

CJ 601 Criminal Justice Leadership

Concerns visionary leadership applied to the administration of criminal justice. Includes an orientation to criminal justice graduate studies. *Prerequisite: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Three credits. Offered as an elective..*

CJ 604 Criminal Justice Policy and Program Evaluation (Required)

Survey of policy and program evaluation methods. Well-known criminal justice policy and program evaluation studies will be critiqued. Policy formulation models and strategies will be studied and applied to crime control and other criminal justice problems. *Prerequisites: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Required of all students. Three credits. Offered Winter semester of odd numbered years.*

CJ 606 Research Methodology and Quantitative Data Analysis (Required)

This course examines basic and advanced concepts of research methodology and data analysis. Students will become familiar with research and data analysis techniques necessary for review of criminal justice system issues. Students will learn to critically evaluate research and understand how to create professional, empirical, and evaluation research proposals. *Prerequisites: Admission to MCJ graduate program. Required of all students. Three credits. Offered winter semester.*

CJ 607 Criminology (Required)

This course focuses on defining crime, tracing the evolution of criminological theories, and identifying the role that theory plays in the operation of the criminal justice system. *Prerequisites: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Required of all students. Three credits. Offered fall semester of odd- numbered years.*

CJ 609 Criminal Justice Systems (Required)

In-depth study of system development, management philosophies, and current issues within all the major CJ systems components, including policing, corrections, and courts. *Prerequisite: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Required of all students. Three credits. Offered fall semester of odd-numbered years.*

CJ 610 Race, Gender, Class, and the Criminal Justice System (Required)

Critical study of race, gender, class, and their intersections within the criminal legal system. *Prerequisite: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Required of all students. Three credits. Offered fall semester of even-numbered years.*

CJ 619 Legal Issues in Criminal Justice

Provides students an opportunity to analyze the impact of constitutional, statutory, case, and administrative law on all segments of the criminal justice system. Ethical principles and professional standards are also studied. *Prerequisites: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Three credits. Offered as an elective.*

CJ 620 Policing & Society

In-depth study of past and present policing, organizational and law enforcement system development, and current issues surrounding policing in the 21st century. *Prerequisite: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Three credits. Offered as an elective.*

CJ 621 Corrections & Punishment

In-depth study of past and present philosophies and systems of punishment and corrections, as well as management philosophies and current issues surrounding corrections and punishment in the United States. *Prerequisite: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Three credits. Offered as an elective.*

CJ 622 Juvenile Justice Systems & Issues

In-depth study of juvenile justice organizations, organizational and system development, management philosophies and current issues of most concern to regional and national juvenile justice executives. *Prerequisite: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Three credits. Offered as an elective.*

CJ 640 Graduate Internship

A supervised criminal justice or private security agency administrative internship. Course is required of students who have no work experience in criminal justice or private security. Those who have prior work experience may earn internship credit with advisor approval. Credit/no credit. *Prerequisite: Admission to GVSU graduate program AND permission of MCJ Graduate Program Director. Students must establish contact with their preferred internship agency and receive approval from the GPD to register a minimum of (2) weeks before the start of the semester. Three credits. Offered every semester.*

CJ 642 Victimology (Required)

Examines patterns, current practice and trends concerning crime victims, including the role of victims in crime, their treatment by the criminal justice system, victims-blaming arguments, victims' decisions to report crimes and help prosecute offenders, victim assistance programs, victim compensation and restitution, and victim empowerment. *Prerequisite: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Required of all students. Three credits. Offered winter semester of even-numbered years.*

CJ 650 Masters Capstone in Criminal Justice

A graduate level seminar that will integrate learning from the core master's degree coursework. This course will synthesize material pertaining to criminal justice systems theories, criminology, empirical research and program creation and implementation. The outcome of the class will be a master's level research paper and presentation. This class will serve as the culminating experience for MCJ. program for students who elect not to write a thesis. *Prerequisite: Admission to MCJ graduate program AND permission of MCJ Graduate Program Director; completion of CJ 606; this class should generally be taken in the final semester of the degree program. Three credits. Offered every winter semester.*

CJ 680 Special Topics Seminar

A seminar for the study of important topics not ordinarily covered in other courses. Course may be taken more than once when topic is different. *Prerequisite: Admission to GVSU graduate program or permission of MCJ Graduate Program Director. Three credits. Offered on sufficient demand.*

CJ 695 Criminal Justice Thesis

Preparation of an extensive research and writing assignment under faculty supervision. Involves working with a thesis committee and formal defense of the thesis. *Prerequisites: Admission to MCJ graduate program, 18 credits of graduate coursework completed, thesis committee approval, successful thesis proposal defense, and permission of MCJ Graduate Program Director. Credit/no credit (Pass, Pass with distinction, Fail). One to six credits. Offered every semester.*

CJ 699 Directed Readings

A library research or readings project, program proposal, research proposal, or other activity requiring extensive readings that enhance the student's knowledge. *Prerequisite: Admission to GVSU graduate program and permission of MCJ Graduate Program Director. One to three credits. Offered every semester.*

APPENDIX C: COURSE OBJECTIVES OF ALL GRADUATE COURSES

CJ 600 Qualitative Methods Course Objectives: Upon completion of this course, the student will:

1. *Synthesize* and formulate informed research questions based on a preliminary review of the literature — from the perspective of a qualitative methodologist
2. *Analyze* assigned readings utilizing various andragogical learning venues (individually, group work, one-on-one instructor interactions, and written reports)
3. *Demonstrate* informed decisions and/or observations regarding effective qualitative methodology strategies as they are practiced in multiple research venues (e.g. interviews, participant observation, covert participant observation)
4. *Evidence* verbal and written skills as outlined in course requirements

CJ 601 Leadership Course Objectives: Upon completion of this course, the student will:

1. *Explain* and critically *evaluate* major leadership theories.
2. *Understand* the relationship between management and leadership techniques.
3. *Develop* a strategic view of organizations and *understand* the role of leaders in successfully implementing an organizational mission and strategy.
4. *Evaluate* how successful leadership is exercised and *learn* how to apply theories of leadership to one's own style and the style of others.
5. *Recognize* how leaders exercise power and authority in an effective and responsible manner.
6. *Evidence* student's verbal and written skills as outlined in course requirements.

CJ 604 Criminal Justice Policy and Program Evaluation Course Objectives: Upon completion of this course, the student will:

1. *Understand* the history, goals and types of programs within program evaluation field
2. *Develop* an understanding of the formation of public policy
3. *Understand* and *analyze* the interrelationship between communities, organizations, and citizens in the policy and program development process
4. *Demonstrate* student's knowledge and critical assessment skills pertaining to issues and problems in policy and program development and evaluation
5. *Analyze* legislation and other forms of crime policy in terms of the etiology of crime
6. *Analyze* how empirical and popular methods are used to evaluate public policy and programs
7. *Evidence* verbal and written skills as outlined in course requirements

CJ 606 Research Methodology and Quantitative Data Analysis Course Objectives: Upon completion of this course, the student will:

1. *Demonstrate an understanding* of the history and different philosophies of social science research
2. *Analyze* and critique various research methods utilized in criminal justice
3. *Conceptualize*, organize, and produce a criminal justice project or thesis proposal (to include human subjects approval)
4. *Demonstrate* verbal and written skills as outlined in course requirements

CJ 607 Criminology Course Objectives: Upon completion of this course, the student will:

1. *Understand* the process of developing and evaluating criminological theories
2. *Review* and critically *assess* major theoretical perspectives in criminology
3. Compare and contrast different theoretical paradigms based on their philosophical underpinnings and policy implications
4. *Explore* and *evaluate* whether the discipline of criminology has made adequate progress since its inception and speculate where the field needs to move in the future
5. *Evidence* verbal and written skills as outlined in course requirements

CJ 609 Criminal Justice Systems Course Objectives: Upon completion of this course, the student will:

1. *Understand* and *analyze* the history, culture, and structure of criminal justice systems.
2. *Understand* organizational theories and their application to the structure and function of contemporary criminal justice systems.
3. *Understand* human resource management and its application to organizational efficiency and the delivery of services to the public.
4. *Research* and *analyze* current issues facing criminal justice administrators with particular attention paid to political, social, and economic trends.
5. *Evidence* verbal and written skills as outlined in course requirements.

CJ 610 Race, Gender, Class, and the Criminal Justice System Course Objectives: Upon completion of this course, the student will:

1. *Summarize* and *analyze* the history, culture, and implications of race, gender, and class in the criminal justice system. (*Comprehension and Analysis*)
2. *Discuss* the importance of theoretical application as related to explaining the issues surrounding race, gender, and class in the criminal legal system. (*Comprehension*)
3. *Examine* and *critically assess* issues/experiences/policies as related to race, gender, and class in the criminal legal system. (*Knowledge and Evaluation*)
4. *Demonstrate* critical thinking skills and written work as related to course material (*Application*)

CJ 619 Legal Issues in Criminal Justice Course Objectives: Upon completion of this course, the student will:

1. *Critically* evaluate and *apply* personal values, moral beliefs, and ethical systems to contemporary legal and or ethical issues
2. *Understand* and *analyze* different conceptions of justice
3. *Understand* and *critique* theories of moral development in relation to the criminal justice system
4. *Identify* and *analyze* current ethical and legal issues in the criminal justice system, including those faced by law enforcement, lawyers and judges, and corrections professionals
5. *Assess* and *evaluate* past and present professional and policy solutions to ethical and legal issues in the criminal justice system
6. *Evidence* verbal and written skills as outlined in course requirements

CJ 620 Policing and Society Course Objectives: Upon completion of this course, the student will:

1. *Understand* and *analyze* the history and culture of police organizational management.
2. *Understand* organizational theories and their application to the structure and function of contemporary law enforcement agencies.
3. *Understand* human resource management and its application to organizational efficiency and the delivery of services to the public.
4. *Research* and *analyze* current issues facing the law enforcement administrator with particular attention paid to political, social, and economic trends.
5. *Evidence* verbal and written skills as outlined in course requirements.

CJ 621 Corrections and Punishment Course Objectives: Upon completion of this course, the student will:

1. *Understand* and *analyze* the history, culture and structure of correctional systems
2. *Understand* organizational theories and their application to the structure and function of contemporary correctional systems
3. *Understand* human resource management and its application to organizational efficiency and the delivery of services to the public
4. *Research* and *analyze* current issues facing correctional administrators with particular attention paid to political, social, and economic trends

5. *Evidence* verbal and written skills as outlined in course requirements

CJ 622 Juvenile Justice Systems and Issues Course Objectives: Upon completion of this course, the student will:

1. *Understand* and *analyze* the history, culture and structure of the juvenile justice system
2. *Understand* organizational theories and their application to the structure and function of contemporary juvenile justice system
3. *Understand* human resource management and its application to organizational efficiency and the delivery of services to the public
4. *Research* and *analyze* current issues facing the juvenile justice system administration with particular attention paid to political, social, and economic trends
5. *Evidence* verbal and written skills as outlined in course requirements

CJ 640 Graduate Internship Course Objectives: Upon completion of this course, the student will:

1. *Prepare* and complete work assigned by their internship site supervisor.
2. *Demonstrate* the ability to interact appropriately and professionally with others throughout their internship site activities.
3. *Recognize* and *Review* areas of the internship placement that may benefit from program/policy change; *recommend* evidence-based strategies that could be adapted into practice.
4. *Compare* and *contrast* daily operations of internship placement site(s) with organization structures (formal and informal), official and operative goals, and formal mission statements.
5. *Evidence* verbal and written skills as outlined in course requirements.

CJ 642 Victimology Course Objectives: Upon completion of this course, the student will:

1. *Develop* and *synthesize* a historical and theoretical understanding of victimology and the victim's rights movement
2. *Analyze* the latest trends and patterns in victimization
3. *Understand* and critique how crime victims are perceived and dealt with by the media, the justice system, and society
4. *Understand* and critique the concepts of victim-precipitation, victim-blaming, victim-defending and restorative justice
5. *Evidence* verbal and written skills as outlined in course requirements

CJ 650 Master's Capstone Seminar in Criminal Justice Course Objectives: Upon completion of this course, the student will:

1. *Examine* and *analyze* criminological and criminal justice theories and research (*analysis*).
2. *Examine* and critically assess criminal justice policies from creation to implementation (*evaluation*).
3. *Review* and *synthesize* knowledge from the core criminal justice curriculum and create an original research paper (*synthesis*).
4. *Evidence* critical thinking skills in relation to course materials through written assignments and oral communication. (*application*).

CJ 699 Directed Student Readings Course Objectives: Upon completion of this course, the student will:

1. *Interpret* assigned readings utilizing one-on-one instructor interactions and written reports
2. *Evidence* student's verbal and written skills as outlined in course requirements
3. [Additional objectives to be determined by instructor and student as applicable]

APPENDIX D: COHORT SCHEDULE

The Cohort Schedule is built on a cohort system/model. It is recommended primary admissions/enrollment occur in the Fall semesters.

	Fall (even)	Winter (odd)	Fall (odd)	Winter (even)	Spring/ Summer
REQUIRED CORE (18 credit hours)					
604 – Criminal Justice Policy & Program Evaluation	X				
606 – Research Methods & Data Analysis		X		X	
607 – Criminology			X		
609 – Criminal Justice Systems			X		
610 - Race, Gender, and Class in the Criminal Justice System	X				
642 – Victimology				X	
ELECTIVES (OFFERED AS NEEDED) (12 – 15 credit hours)	(X)	(X)	(X)		(X)
592 – Social Justice Issues in the Am Criminal Justice System					
600 – Qualitative Research Methods (crosslisted SW 691)					
601 – Criminal Justice Leadership					
619 – Legal Issues in Criminal Justice					
620 – Policing & Society					
621 – Corrections & Punishment					
622 – Juvenile Justice Systems & Issues					
680 – Special Topics in Criminal Justice					
STUDENT-INITIATED ELECTIVE COURSES					
640 – Graduate Internship (<i>with GPD approval</i>)	X	X	X	X	
699 – Directed Studies (<i>with GPD approval</i>)	X	X	X	X	
THESIS/CAPSTONE (3 – 6 credit hours)					
650 – Capstone Seminar in Criminal Justice (3 credits)		X		X	
695 – Criminal Justice Thesis (6 credits)	X	X	X	X	

APPENDIX E: SAMPLE PROGRAM OF STUDY/ADVISING SHEET

MASTER OF CRIMINAL JUSTICE GRADUATE PROGRAM OF STUDY

Name:

G#:

Email:

Semester Admitted to MCJ Program:

CORE REQUIREMENTS (18 credit hours)

Course	Title	Hours	Semester/Year	Grade
CJ 604	Criminal Justice Policy & Program Evaluation	3		
CJ 606	Research Methods & Data Analysis	3		
CJ 607	Criminology	3		
CJ 609	Criminal Justice Systems	3		
CJ 610	Race, Gender, and Class in the CJ System	3		
CJ 642	Victimology	3		

CRIMINAL JUSTICE ELECTIVES (12 credit hours if completing the Thesis; 15 if completing Capstone)

Course	Title	Hours	Semester/Year	Grade

PRE-APPROVED OUTSIDE ELECTIVES (3 - 6 credit hours to count towards elective credits; additional hours with approval from MCJ GPD and/or Graduate Committee)

Course	Title	Hours	Semester/Year	Grade

Select One: CAPSTONE (3 credit hours) OR THESIS (6 credit hours)

Course	Title	Hours	Semester/Year	Grade
CJ 650	Criminal Justice Capstone	3		
CJ 695	Criminal Justice Thesis	6		

Comments:

Projected Graduation:

APPROVALS (signatures)

Date:

Student:
Jacquelynn Doyon-Martin, Ph.D.—MCJ Graduate Program Director

APPENDIX F: SAMPLE GRADUATE ASSISTANT POSITION DESCRIPTION

JOB TITLE	Graduate Assistant
WORK TYPE:	Student
TERMS:	Full-time (20 hours/week) / Part-time (10 hours/week)
START DATE:	Beginning of Fall Semester
END DATE:	End of Winter Semester
COMPENSATION:	Tuition Waiver for 9 Credit Hours and \$4,000 stipend per semester (FT) Tuition Waiver for 4.5 Credit Hours and \$2,000 stipend per semester (HT)
LOCATION:	Pew Campus, Grand Rapids
COLLEGE:	Education & Community Innovation
UNIT:	School of Criminology, Criminal Justice & Legal Studies

POSITION DESCRIPTION

The Graduate Assistantship is an appointment under the School of Criminology, Criminal Justice & Legal Studies, in the College of Education & Community Innovation at Grand Valley State University (GVSU). Under the supervision of a regular faculty member, the Graduate Assistant is responsible for assisting with: (1) research-related duties and tasks associated with the acquisition, analysis, or dissemination of knowledge, and (2) instructional support duties and tasks associated with the support of the teaching of a course. Research projects should ideally be related to the student's research area of interest, with assigned duties and tasks designed to enhance student's knowledge of the techniques in their field, hone their research skills, and develop a collegial collaboration with their faculty supervisor that may result in joint scholarly output. Instructional support projects should be designed to develop the student's pedagogical experience and professional skills. The supervising faculty is responsible for providing ongoing feedback and a formal assessment at the conclusion of the assistantship.

GRADUATE ASSISTANT DUTIES AND RESPONSIBILITIES

The following list is representative of the duties and responsibilities of a Graduate Assistant, but this list is not all-inclusive, nor is every Graduate Assistant responsible for all of the below. Duties and responsibilities are subject to modification at the discretion of the supervising faculty member.

Research-Related Duties (75% time allotment):

- Research and collect data through library research or other project specific methodology.
- Interpret, synthesize, and analyze data.
- Schedule, organize, and report on the status of research activities.
- Plan and modify research techniques, procedures, tests, equipment or software management.
- Write and edit materials for publication and presentation.
- Request or acquire equipment or supplies necessary for the project.

- Manage and respond to project-related email.
- Attend project meetings, seminars, and conferences, as necessary.
- Meet with faculty supervisor on regular basis to maintain ongoing communication regarding quality of the graduate assistant's performance.
- Perform other research-related duties as required.

Instructional Support Duties (25% time allotment):

- Prepare instructional materials.
- Proctor examinations.
- Grade student assignments.
- Input grades into gradebook.
- Hold office hours.

Requirements:

- Students hired as a Graduate Assistant must attend the Graduate School's New Graduate Student Orientation, the SCJ's New Graduate Student Orientation, and complete the Office of Research Compliance and Integrity's Responsible Conduct of Research training.

Note: Graduate Assistants are only responsible to work the number of hours per week stipulated by their contract. There may be some weeks that the number of hours necessary to complete tasks may exceed the stated number of hours; these must be rebalanced by reduced hours on other weeks. Graduate Assistants are not expected to be present during GVSU breaks or holidays.

QUALIFICATIONS

Required Qualifications:

- Admission to a graduate degree program at GVSU.

Desired Qualifications:

- Subject knowledge and oral/written communication skills to discuss and document research progress.
- Ability to work independently, accurately and to problem solve technical and methodological issues that arise during the course of research.
- Ability to apply sound research techniques, methodology, and logical critical analysis.
- Strong organization and interpersonal skills.
- Competence with technology.
- Willingness to learn statistical data analysis software such as SPSS, SAS, and NVivo.

Eligibility:

- GVSU Master of Science in Criminal Justice students are eligible for consideration.

WORK STATION

The Graduate Assistant's work station is a shared office located in the SCCJLS, on the GVSU Pew Campus. Workstations consists of a desk, filing cabinet, mounted shelving, and desktop computer.

Graduate Assistants who share an office will stagger their schedules to ensure each student has sufficient access to a workstation to carry out the terms of their appointment and responsibilities.

ORIENTATION

Students hired as a Graduate Assistant are required to attend two graduate student orientations at the beginning of the Fall or Winter Semester (based on the student's assistantship start date):

The Graduate School - New Graduate Student Orientation. Topics covered include:

- Graduate School's Dean Welcome
- Research and Scholarship and University Libraries
- Resources and Support Services
- Information Technology, Transportation, Textbooks & Dining

The SCCJLS – New Graduate Student Orientation. Topics covered include:

- Professionalism in Graduate School and Beyond
- The MCJ Graduate Handbook and Thesis Guidebook
- Academic Expectations
- Writing Papers at the Graduate Level
- Seeking Help and Building Relationships

Faculty supervisors are required to attend the Graduate School's New Graduate Student Orientation (via in-person or virtual) as well as the SCCJLS New Graduate Student Orientation (in-person). Faculty supervisors are also required to review Faculty Handbook Policy 1.09 A-J, the Graduate School's Graduate Education Policies and Procedures Manual, the MCJ Handbook, University Policies PC 9.1, 9.2, 9.3, 9.4, and the Student Code.

SUPERVISION

The supervising faculty is responsible for providing ongoing feedback and a formative assessment mid-year, and a summative assessment at the conclusion of the assistantship, that evaluates the following performance factors:

- Student quantity of work
- Student quality of work
- Student attendance
- Student dependability
- Student independence
- Student-faculty compatibility
- Student-faculty Relationship
- Quality of work assigned
- Student learning goals met
- Student skills/abilities achieved
- Student's academic and professional strengths
- Student academic and professional areas in need of continued improvement

The SCCJLS Graduate Program Director is responsible for disseminating appropriate evaluation forms, reviewing and assessing submitted forms, and proactively addressing any cited issues to ensure a high-quality learning experience.

SELECTION PROCESS

To apply for this position, the student must submit a resume, personal statement, and application form. Student's application materials will be reviewed, and positions assigned, by the MCJ Graduate Committee.

CONTACT INFORMATION

Jacquelynn Doyon-Martin, Ph.D.
Associate Professor
MCJ Graduate Program Director
School of Criminology, Criminal Justice & Legal Studies
Grand Valley State University

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401 Fulton St. W
Grand Rapids, MI 49504
616-331-7178 (office)
616-331-7155 (fax)
martijd@gvsu.edu (email)

APPROVED BY:	
DATE APPROVED:	
DATE REVIEWED:	

APPENDIX G: GRADUATE ASSISTANT POSITION APPLICATION

Master of Science in Criminal Justice Program Graduate Assistantship Application

Please print or type. You may use additional pages as necessary.

Return form to: Dr. Jacquelynn Doyon-Martin, Director of Graduate Program via MAIL: School of Criminology, Criminal Justice & Legal Studies, Grand Valley State University, 401 W. Fulton, Grand Rapids, MI 49504 OR email: martijd@gvsu.edu

Name: (last, first, MI) Preferred Pronouns:	G #:
Address:	
Phone Number:	GVSU Email:
Alternate email:	
Current GPA: _____ For Fall _____ I am/will register(ed) for: _____ credits, Classes: _____ For Winter _____ I am/will register(ed) for: _____ credits, Classes: _____	
I would be available to work on campus with faculty for: _____ 10 hours week _____ 20 hours week	
I have been awarded a Graduate Assistantship in the MCJ Program in the past: _____ YES _____ NO If YES, please list the year(s) of award below, and whether the position was half-time, or full time:	

SKILLS

Criminal Justice Background: _____ YES _____ NO If yes, please explain:
I have taken an undergraduate research methods course: _____ YES _____ NO I have taken an undergraduate statistics course: _____ YES _____ NO

COMPUTER PROFICIENCY:

Word: _____ High _____ Medium _____ Low _____ None

Excel: _____ High _____ Medium _____ Low _____ None

PowerPoint: _____ High _____ Medium _____ Low _____ None

SPSS: _____ High _____ Medium _____ Low _____ None

SAS : _____ High _____ Medium _____ Low _____ None

The Graduate Assistantship (GA) is a natural extension of the graduate school experience. In other words, this position not only serves as a venue to earn a stipend and tuition waiver, but also as the center for several opportunities to enhance your education and future career plans.

Please write an extensive Personal Statement (in Microsoft Word or PDF format) addressing the following:

- 1) What are your reasons for attending graduate school (e.g. why have you selected this path, what are your future career goals, how will the MCJ program help you to reach these goals)?
- 2) In terms of academic inquiry, which research areas/topics are you already knowledgeable in? Which research areas/topics are you most interested in, or would you like to learn more about?
- 3) What are your methodological strengths? Do you prefer qualitative (e.g., ethnographic) or quantitative (e.g. statistical) research methods? Why?
- 4) As part of your experience as a GA, are there any specific skills or abilities that you would like to develop/enhance (e.g. statistical skills, presentation skills, etc.)?
- 5) What deficits/weaknesses do you feel you currently have that may be related to your position as a GA? What strengths do you possess?
- 6) What are your expectations of working as a GA/Research Associate (e.g. tasks you will be asked to complete, experiences you hope to be a part of)?
- 7) Why do you feel you should be granted an assistantship?

[Attach your Personal Statement to this application]

To maintain a Full-Time assistantship, I understand that I am expected to carry 9 credit hours and I must be registered for such BEFORE an assistantship will be processed. To maintain a Half-Time assistantship, I understand that I am expected to carry 6 credit hours and I must be registered for such BEFORE an assistantship will be processed.

Signature: _____

Date: _____

APPENDIX H: COMPREHENSIVE EXAMINATION PART A READING LIST AND SAMPLE QUESTIONS

Reading List

Area 1: Criminal Justice Systems

Beckett, K., & Sasson, T. (2003). *The politics of injustice: Crime and punishment in America*. Thousand Oaks, CA: Pine Forge Press.

Black, D. (2010). *The behavior of law*. San Diego, CA: Academic Press.

Bursik, R. J., & Grasmick, H. G. (2002). *Neighborhoods and crime: The dimensions of effective community control*. Lanham, MD: Lexington Books.

Kleiman, M. A. R. (2010). *When brute force fails: How to have less crime and less punishment*. Princeton, NJ: Princeton University Press.

Lipsky, M. (2010). *Street-level bureaucracy: Dilemmas of the individual in public services*. New York, NY: Russell Sage Foundation.

Potter, G. W., & Kappeler, V. E. (2006). *Constructing crime: Perspectives on making news and social problems*. Prospect Heights, IL: Waveland Press, Inc.

Sherman, L. W., Farrington, D. P., Welsh, B. C., & MacKenzie, D. L. (Eds.). (2002). *Evidence-based crime prevention*. New York, NY: Routledge.

Simon, J. (2009). *Governing through crime: How the war on crime transformed American democracy and created a culture of fear*. New York, NY: Oxford University Press.

Tonry, M. (2006). *Thinking about crime: Sense and sensibility in American penal culture*. New York: Oxford University Press.

Zimring, F. E. (2008). *The great American crime decline*. New York, NY: Oxford University Press.

Policing System Specific

Braga, A. & Weisburd, D. (2010). *Policing problem places: Crime hot spots and effective prevention*. New York: Oxford University Press.

Crank, J. P. (2004). *Understanding police culture* (2nd ed.). Cincinnati, OH: Anderson Publishing Company.

Herbert, S. (2006). *Citizens, cops, and power: Recognizing the limits of community*. Chicago, IL: The University of Chicago Press.

Skogan, W. G., & Hartnett, S. M. (1999). *Community policing, Chicago style*. New York, NY: Oxford University Press.

Skolnick, J. H. (1994). *Justice without trial: Law enforcement in democratic society* (3rd ed.). New York, NY: Macmillan College Publishing Company.

Court System Specific

Bennett, W.L. & Feldman, M. (2014). *Reconstructing Reality in the Courtroom: Justice and Judgment in American Culture*. New Orleans, LA.: Quid Pro Books.

Eisenstein, J., Flemming, R. B., & Nardulli, P. F. (1999). *The contours of justice: Communities and their courts*. Lanham, MD: University Press of America.

Feeley, M. M., & Rubin, E. L. (2000). *Judicial policy making and the modern state: How the courts reformed America's prisons*. Cambridge, UK: Cambridge University Press.

Nolan, J. (2003). *Reinventing Justice: The American drug court movement*. New Jersey: Princeton University Press.

Scheingold, S. (2004). *The politics of rights: lawyers, public policy, and political change*. Ann Arbor, MI: University of Michigan Press.

Corrections System Specific

Garland, D. (2002). *The culture of control: Crime and social order in contemporary society*. Chicago, IL: The University of Chicago Press.

Irwin, J. (2013). *The jail: Managing the underclass in American Society*. Berkeley, CA: University of California Press.

Mauer, M., & Jones, S. (2013). *Race to incarcerate: A graphic retelling*. New York, NY: The New Press.

Petersilia, J. (2009). *When prisoners come home: Parole and Prisoner Reentry*. New York: Oxford University Press.

Sykes, G. (2007). *The society of captives: A study of a maximum security prison*. Princeton: Princeton University Press.

Area 2: Criminological Theory & General Readings in Race, Gender, and Juvenile Justice

Agnew, R. (2005). *Why do criminals offend? A general theory of crime and delinquency*. Los Angeles, CA: Roxbury Publishing Company.

Anderson, E. (1999). *Code of the street: Decency, violence, and the moral life of the inner city*. New York: W. W. Norton.

Barak, G., Leighton, P., & Flavin, J. (2010). *Class, race, gender, and crime: The social realities of justice in America* (3rd ed.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

- Beccaria, C. (1963). *On crime and punishment*. Indianapolis, IN: Bobbs-Merrill.
- Becker, H. (1963). *Outsiders: Studies in the sociology of deviance*. New York: Free Press.
- Belknap, J. (2007). *The invisible woman: Gender, crime and justice* (3rd ed). Belmont, CA: Wadsworth.
- Braithwaite, J. (1989). *Crime, shame and reintegration*. Cambridge, UK: Cambridge University Press.
- Bullard, R. (2000). *Dumping in Dixie: Race, class, and environmental quality* (3rd ed.). New York, NY: Westview Press.
- Chambliss, W. J. (1988). *On the take: From petty crooks to presidents* (2nd ed.). Bloomington, IN: Indiana University Press.
- Chambliss, W. J. (1988). *Exploring criminology*. New York, NY: Macmillan Publishing.
- Chambliss, W. J. (1973) The saints and the roughnecks. *Society*, 11: 24-31
- Chesney- Lind, M. & Pasko, L. (2003). *The female offender: Girls, women and crime*, (2nd ed). Thousand Oaks, CA: Sage.
- Chesney-Lind, M. & Shelden, R.D. (2014). *Girls, delinquency, and juvenile justice* (4th ed.). Hoboken, NJ: Wiley-Blackwell.
- Cullen, F. T. & Agnew, R. (Eds.). (2003). *Criminological theory: Past to present*, (2nd ed). Los Angeles, CA: Mayfield.
- Currie, E. (1998). *Crime and punishment in America*. New York, NY: Metropolitan Books.
- Fagan, J. & Franklin E. (Eds.) (2000). *The changing borders of juvenile justice: Transfer of adolescents to the criminal court*. Chicago, IL: University of Chicago Press.
- Foucault, M. (1977). *Discipline and punish*. Translated by A. M. Sheridan. New York, NY: Vintage Books.
- Garland, D. (2001). *The culture of control: Crime and social order in contemporary society*. Chicago, IL: The University of Chicago Press.
- Gottfredson, M. R. & Hirschi, T. (1990). *A general theory of crime*. Stanford, CA: Stanford University Press.
- Katz, J. (1988). *Seductions of crime: Moral and sensual attractions in doing evil*. New York, NY: BasicBooks.

- Kelling, G. L., & Coles, C. M. (1996). *Fixing broken windows: Restoring order and reducing crime in our communities*. New York, NY: Touchstone.
- Laub J. H., & Sampson, R.J. (2003). *Shared beginnings, divergent lives: Delinquent boys to age 70*. Harvard University Press.
- Lynch, M. J. (2007). *Big prisons, big dreams: Crime and the failure of America's penal system*. New Brunswick, NJ: Rutgers University Press.
- Lynch, M. J., & Groves, W. B. (1989). *A primer in radical criminology* (2nd ed.). New York, NY: Harrow and Heston, Publishers.
- Messerschmidt, J. W. (2004). *Flesh and blood: Adolescent gender diversity and violence*. Lanham, MD: Rowman & Littlefield Publishing Group, Inc.
- Messner, S. F., & Rosenfeld, R. (2007). *Crime and the American dream* (4th ed.). Belmont, CA: Thomson Wadsworth.
- Michalowski, R.J. and Ronald C. Kramer (Eds). (2006). *State-corporate crime: Wrongdoing at the intersections of business & government*. New Brunswick, NJ: Rutgers University Press.
- Platt, A. M. (1969). *The child savers: The invention of delinquency*. Chicago, IL: The University of Chicago Press.
- Reiman, J. & Leighton, P. (2010) *The rich get richer and the poor get prison: Ideology, class, and criminal justice* (9th ed.) Boston, MA: Allyn & Bacon.
- Sampson, R. J. (2012). *Great American City: Chicago and the enduring neighborhood effect*. Chicago, IL: The University of Chicago Press.
- Shover, N. & Wright, J.P. (2001) *Crimes of privilege: Readings in white-collar crimes*. New York, NY: Oxford University Press.
- Walsh, J. P. (2013). *The culture of urban control: Jail overcrowding in the crime control era*. Lanham, MD: Lexington Books.
- Western, B. (2006). *Punishment and Inequality in America*. New York, NY: Russell Sage Foundation.

Area 3: Research Methods

- Berg, B.L. & Lune, H.L. (2011). *Qualitative research methods for the social sciences*. Boston, MA: Pearson.
- Bourgois, P. (1995). *In search of respect: Selling crack in El Barrio*. Cambridge, UK: Cambridge University Press.

Ferrell, J. & Hamm, M.S. (Eds.). (1998). *Ethnography on the edge: Crime, deviance and field work*. Boston, MA: Northeastern University Press.

Hagan, F.E. (2013). *Research methods in criminal justice and criminology*. Upper Saddle River, NJ: Prentice Hall.

Maxfield, M. & Babbie, E. (2014). *Research methods for criminal justice and criminology*. Stanford, CT: Cengage.

Mosher, C., Terance, J., Miethe, D., & Philips, D.M. (2002). *The mismeasure of crime*. Thousand Oaks, CA: Sage.

Venkatesh, S. (2008). *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. New York, NY: Penguin.

Students are also expected to conduct their own review of prominent (and recent) articles in the following academic journals: *Crime, Law, and Social Change, Criminology, Critical Criminology, Feminist Criminology, Journal of Research on Crime and Delinquency, Justice Quarterly, Law and Society Review, Quantitative Criminology, Social Justice, Theoretical Criminology, Violence Against Women, Women and Criminal Justice*

Sample Questions

Area 1: Criminal Justice Systems

1. Briefly describe the content of each of the following amendments to the United States Constitution: First; Fourth; Fifth; Sixth; Eighth and Fourteenth. Then explain their significance, singly and collectively, for criminal justice practice and policy. Be sure to include examples of these amendments —in action within the field of criminal justice.
2. Please define and analyze the Uniform Crime Report Index Crimes as they relate to the below listed graph. What does this graph illustrate in regards to enforcement and its relation to the aforementioned Index crimes?
3. Please discuss the criminal justice system within the United States. Include an analysis of each of its core elements and functions. How is discretion applied within each of these core functions by differing actors within the criminal justice system? How do these discretionary actions hinder or benefit individuals who are processed through the criminal justice system?
4. Using relevant empirical research and normative theories, concepts, and approaches, please explain how a specific criminal justice practice or policy should be changed to increase the quantity or quality of justice currently on offer. What obstacles do you anticipate could hinder the successful realization of your vision of justice and how might these best be overcome?
5. Law enforcement officers, prosecutors, judges, and probation officers are key actors in the criminal justice system. Discuss the role of law in how one of these criminal justice actors performs their official duties. What must they do (legal mandates), what can they not do (legal

limits), and what may they do (legalized discretion)? Are their discretionary decisions guided by legal standards and legal factors? Discuss the strengths and weaknesses in the measurement of the law in the extant literature involving your chosen criminal justice actor.

6. The degree to which criminological research shapes and informs public policy continues to be a subject of discussion and debate in the discipline. In the last 30 years, policy makers have often ignored criminological studies and the expertise and recommendations of academic researchers. Select ONE of the following national policy trends of the past 30 years – the “adultification” of juveniles, the “war on drugs”, the privatization of criminal justice agencies (i.e., prisons, jails, police, probation), or sex offender legislation
 - a. Summarize the important criminological research findings on this policy trend.
 - b. Evaluate the research findings on the topic you have selected.
 - c. Discuss the degree to which the research has informed public policy at the national or state level.
 - d. Discuss in detail TWO factors (other than research) that have had an impact in this policy area. Explain why they are significant.

Please cite the relevant research in your response to all parts of the question.

Area 2: Criminological Theory

1. Explain and critique one theory of crime. Provide an explanation of its main tenets as to crime causation. Then conceptualize and operationalize four variables appropriate to test this theory. Why are these variables appropriate to the particular theory you have explained?
2. Develop a graduate level course in criminological theory. How would you approach the course? What theories and perspectives would you cover and in what order? What would you identify as the key issues with which you would want the students to grapple in the course? What key readings would you require in the course and why would you require them?
3. Both —mainstream and —critical theoretical perspectives in criminology attempt to explain crime. Compare and contrast one mainstream theory and one critical perspective or theory in terms of their explanations of crime (i.e., how does each approach the task of explanation, how does each define crime, how does each explain crime, where are they similar, where are they different). In your view, is it possible to integrate these perspectives? Why or why not?
4. Many explanations have been offered for the dramatic reduction in U.S. crime rates during the 1990s. These explanations generally have not made significant use of theory. They have instead emphasized a single variable (e.g., the strong economy, increased incarceration, etc.) treated in isolation from theory rather than as part of a broader theoretical perspective.
5. Use a prominent criminological theory to explain the reduction in crime during the 1990s. Discuss the basic perspective and arguments of this theory, but give maximum attention to fully using its concepts and hypotheses to explain why crime decreased in the 1990s. Last, discuss empirical research that is relevant to the theoretical arguments you have made.

6. In criminological research there is an ongoing debate about the existence of racial discrimination in justice outcomes. Does extant empirical research support the existence of racial discrimination? If so, please explain how and what empirical innovations have been utilized to identify its existence. If not, what are the voids in research and what steps need to be taken in order to reconcile the discrepancy?

Area 3: Research Methods

1. Describe and explain three differing research methods applicable to the study of crime and justice. Compare and contrast the strengths and limitations of these differing methods.
2. There has been a good deal of research done on the sentencing phase in the criminal process. Much of this research looks at disparities in sentencing (e.g., gender, race). Recent research has begun to look at the role that employment plays in judges' decisions to sentence. Some researchers argue that judges will be less likely, for example, to give a man a harsh sentence if he is both gainfully employed and providing financial support to his family. This research is still in its infancy and more studies need to be conducted. One issue that needs to be addressed is the impact that employment has on the —in/outll decision [whether to sentence an individual to a period of incarceration (in) or some type of community based sanction (out)].
3. Explain the difference between quantitative and qualitative research strategies. Provide an example of a crime based research topic that can be analyzed quantitatively, as well as qualitatively. What differences might arise from these strategies?
4. Compare and contrast probability and non-probability sampling techniques. Discuss their rationale for use and which are most appropriate for differing types of research methods and populations.
5. Please describe and provide examples of the four levels of measurement within criminal justice data analysis. In addition, please explain which levels of measurement are appropriate for the calculations of mean, mode, standard deviation, chi-square analysis, correlation analysis, and regression analysis.
6. Your task is to design a quantitative research project that will assess whether employment influences the in/out decision. You should assume that you have been given access to official court records in Kent County, MI. This will be your primary data source for this study. You should address the following points in your answer making sure to incorporate into your discussion your understanding of the methodological terms and concepts you are asked to address.
 - a. Which research design (i.e., cross-sectional, longitudinal, experimental, quasi-experimental) is most appropriate for this study? Why?
 - b. Kent County processes approximately 18,500 cases each year. Discuss how you will sample these records in order to garner a sample of 500 cases. Be as specific as possible.
 - c. How will you operationalize —gainful employmentll for this study?
 - d. What control variables will you include and why?
 - e. Discuss the strengths and weaknesses of using official records for this study.

7. Design a qualitative research project to explore the nature of the connection between victimization experiences and support for the death penalty. Assume that you have located an organization that runs support groups for people who have suffered various types of personal victimization and that members of these groups will serve as your subjects. Both men and women participate in the various groups. The total number of participants is about 100 people.
 - a. State your research question(s).
 - b. Design an interview study to answer the question. Discuss the advantages and disadvantages for this research question of both one-to-one and group interviews.
 - c. Briefly describe at least one other qualitative method you could use to supplement the interview data.
 - d. Discuss the issues surrounding both formal and informal access to the members of the victimization groups.
 - e. List and describe the human subject protection issues raised by your design.

APPENDIX I: FORMS



Master of Science in Criminal Justice Program Grand Valley State University

COMPREHENSIVE EXAM PART A & PART B REQUEST FORM

I am requesting to take the comprehensive exam during the following semester:

Part A (Written) _____ Part B (Oral) _____

Fall Semester _____ Winter Semester _____ Spring/Summer Semester _____

Student Name _____

Date _____

Student Signature _____

Graduate Program Director Name _____

Date _____

Graduate Program Director Signature _____

** Note – This signed form will be placed in the student's file.*



**Master of Science in Criminal Justice Program
Grand Valley State University**

APPROVAL OF COMPREHENSIVE EXAMINATION PART B COMMITTEE

The following faculty members agree to serve as a Part B Committee for:

Student Name _____ Date _____

Student Signature _____

Faculty Member Name _____ Date _____

Faculty Member Signature _____

Faculty Member Name _____ Date _____

Faculty Member Signature _____

Faculty Member Name _____ Date _____

Faculty Member Signature _____

Graduate Program Director Name _____ Date _____

Graduate Program Director Signature _____

** Note – This signed form will be placed in the student's file.*



**Master of Science in Criminal Justice Program
Grand Valley State University**

COMPREHENSIVE EXAMINATION APPROVAL FORM

This acknowledges that the below student has passed Part A (written section)_____and/or
Part B (oral section)_____of the comprehensive examination.

Student Name_____

Date_____

Student Signature_____

Faculty Member Name_____

Date_____

Faculty Member Signature_____

Faculty Member Name_____

Date_____

Faculty Member Signature_____

Faculty Member Name_____

Date_____

Faculty Member Signature_____

Graduate Program Director Name_____

Date_____

Graduate Program Director Signature_____

** Note – This signed form will be placed in the student's file.*



**Master of Science in Criminal Justice Program
Grand Valley State University**

THESIS COMMITTEE APPROVAL FORM

The following faculty members agree to serve as a Thesis Committee for the below student.

Student Name _____ Date _____

Student Signature _____

Faculty Member Name (Chair) _____ Date _____

Faculty Member Signature _____

Faculty Member Name _____ Date _____

Faculty Member Signature _____

Faculty Member Name _____ Date _____

Faculty Member Signature _____

Graduate Program Director Name _____ Date _____

Graduate Program Director Signature _____

** Note – This signed form will be placed in the student's file.*



**Master of Science in Criminal Justice Program
Grand Valley State University**

THESIS PROPOSAL APPROVAL FORM

This acknowledges that the below student has submitted an acceptable Thesis Proposal entitled:

Student Name_____

Date_____

Student Signature_____

Faculty Member Name (Chair)_____

Date_____

Faculty Member Signature_____

Faculty Member Name_____

Date_____

Faculty Member Signature_____

Faculty Member Name_____

Date_____

Faculty Member Signature_____

Graduate Program Director Name_____

Date_____

Graduate Program Director Signature_____

** Note – This signed form will be placed in the student's file.*

**Grand Valley State University
The Graduate School**

THESIS FINAL APPROVAL FORM

You will need to download the Thesis Final Approval form (prepared by the GVSU Graduate School) here: <https://www.gvsu.edu/gs/forms-library-31.htm>