




MARS HILL
UNIVERSITY 1856



**Master of Arts in
Criminal Justice (MACJ)
Handbook**



Revised as of August 2018

Mars Hill University

Master of Arts in Criminal Justice

Catalog Description

The Master of Arts in Criminal Justice Program (MACJ) provides individuals who have a four-year degree from an accredited institution of higher education with an opportunity to obtain a graduate degree in criminal justice. For those individuals with an undergraduate degree in criminal justice, the MACJ will add to the foundation of their knowledge obtained at the undergraduate level. For those students with an undergraduate degree in some field other than criminal justice, the MACJ core, required courses will provide a sufficient foundation that will greatly enhance the ability to matriculate to graduation. Criminal justice field personnel with an undergraduate degree in any field of study will be particularly well served by the MACJ degree. Field experience should assist with more easily grasping the many concepts associated with the MACJ courses. The curriculum provides a theoretical foundation of the discipline, combined with a thorough understanding of the scientific method and the importance of ethics associated with the use of human subjects in the scholarly research enterprise. Students who graduate from the MACJ Program should be well prepared to advance in their chosen careers, or to continue graduate education in a doctoral program.

The degree may be earned by full-time or part-time study. Courses are offered in the evenings and online.

Prerequisites

For those individuals who have completed a four-year degree from an accredited institution, there are no prerequisites. There are no restrictions related to the discipline associated with the completed undergraduate degree.

Admissions Process

The admissions process for the MACJ degree is outlined below:

1. The student will complete an application for admission by the due dates for application (March 1 for an expected, next summer or fall beginning date; October 1 for expected next spring beginning date).
2. The student will pay the established application fee of \$50, as determined by the Dean of Adult and Graduate Studies (AGS).
3. Three letters of reference must accompany each application and can be submitted either by regular mail or via email as an attachment and sent to the designated staff person in AGS. At least one of the letters must be from a former professor associated with the

applicant's undergraduate institution; the remaining two letters can be from either a personal or professional reference.

4. A 700-1000 word essay must accompany the application addressing why the student is interested in the MACJ degree as well as his/her motivation for completion of same.
5. If the applicant graduated from an accredited four-year institution with a GPA of 3.0 or higher, no standardized test scores (e.g. GRE, LSAT, etc.) will be required.
6. If an applicant is seeking any type of established, competitive financial support, or has an undergraduate GPA of less than 3.0, he/she must submit GRE or LSAT scores for review by the Chair of Criminal Justice.
7. Once the student's application is complete, all supporting materials will be forwarded to the CJ Chair for review. For those "borderline" applicants, the chair will enlist a second full-time faculty member in Criminal Justice to review the application materials and assist in the rendering of a decision about the application.

The CJ Chair will notify students in writing via email correspondence regarding the outcome of their application and, assuming admission, will have a graduate-level faculty member in criminal justice assigned to him/her for immediate consultation.

Full-Time Degree Program vs. Part-Time Degree Program

Students are able to begin in either the fall or spring semester. In some cases, a student could begin in a summer semester. These decisions will be made on a case-by-case basis and will depend on whether the CJ Chair determines that a student is sufficiently prepared to begin his/her study without having had any of the MACJ core courses. The core courses for the MACJ are offered only in the fall and spring semesters.

A student is considered full-time if he or she takes nine credits a semester. A student enrolled on a full-time basis should expect to complete the program in three semesters if they take at least three credits of coursework in the summer between year one and year two of the Program. Only on rare occasions will the CJ Chair approve a student for enrolling in more than nine credits. Please see Tables 1 and 2 for a recommended plan of study for MACJ students who choose either the non-thesis or thesis track.

Part-time students will typically take one or two 3-credit course(s) each semester, including summer, and can complete the program in 3-5 years of study.

**Table 1: Recommended Plan of Study for MACJ Students
Non-Thesis Track = 30 credits**

YEAR ONE OF THE MACJ PROGRAM			
FALL		SPRING	
CJ500	3	CJ501*	3
CJ502	3	CJ503	3
MAJC Elective*	3	CJ504	3
Total credit hours 9		Total credit hours 9	
<p>Summer Recommendation is 3 credits of MACJ electives. This will vary depending on targeted graduate date of the student and whether the student is seeking funding across the summer (six credits of course work is required for those students).</p>			
YEAR TWO OF THE MACJ PROGRAM			
FALL		SPRING	
MACJ electives	9	This fourth semester of the MACJ will be needed only for those students who did not take courses in the summer between Year One and Year Two or who did not complete the core courses offered in the spring of the student's first year.	Credit hours will vary
Total credit hours 9			

**Denotes online courses.*

MACJ Core Courses:

CJ500
CJ501*
CJ502
CJ503
CJ504

MACJ Electives

CJ510*
CJ512
CJ513
CJ527*
CJ530*
CJ540
CJ600

**Table 2: Recommended Plan of Study for MACJ Students
Thesis Track = 30 credits**

YEAR ONE OF THE MACJ PROGRAM			
FALL		SPRING	
CJ500	3	CJ501*	3
CJ502	3	CJ503	3
MAJC Elective*	3	CJ504	3
Total credit hours 9		Total credit hours 9	
<p>Summer Recommendation is at least 3 credits of MACJ electives with 3 credits of CJ600, Thesis Preparation. This will vary depending on targeted graduate date of the student and whether the student is seeking funding across the summer (six credits of course work is required for those students).</p>			
YEAR TWO OF THE MACJ PROGRAM			
FALL		SPRING	
MACJ electives CJ600, Thesis Preparation	3 3-6	This fourth semester of the MACJ will be needed only for those students who did not take courses in the summer between Year One and Year Two or who did not complete the core courses offered in the spring of the student's first year.	Credit hours will vary
Total credit hours 9			

**Denotes online courses.*

MACJ Core Courses:

CJ500
CJ501*
CJ502
CJ503
CJ504

MACJ Electives

CJ510*
CJ512
CJ513
CJ527*
CJ530*
CJ540
CJ600

Non degree and/or Provisional Students

Individuals returning to school after years of working full-time can have the option of beginning the MACJ degree as a non-degree-seeking student. This provides time for the student to re-acclimate to class work without placing a burden on family and work responsibilities. Or, the Program may admit a student on a provisional basis. Students may take up to nine credits of criminal justice courses in a non-degree or provisional mode. After that time, the student must have completed all admission requirements to be formally accepted into the program (for non-degree students) or have demonstrated that he/she is capable of maintaining a GPA of 3.0 for removal of provisional admit status. If the student is accepted or moved to degree-seeking status (and off of provisional admit status), the credits taken up to that point will be transferred into the MACJ program, provided the student earned a grade of “B” or better in the courses.

Transfer of Credits

It will be possible to transfer graduate course credits to MHU and have the credits applied toward the MACJ degree. With the Department Chair’s approval, students may transfer up to six credits: (1) if the student earned a grade of B or better; (2) if the courses were from an accredited university, they appear on a graduate transcript, and were not used toward the completion of a degree; and (3) if those courses were completed within five years of the time the student will first register for classes in the MHU MACJ Program. Internship credits completed at a prior institution will not transfer into the MHU MACJ Program.

Time Limitation

Work toward the MACJ must be completed within six years immediately preceding the completion of requirements for the degree. Extension of time limits will only be granted based on compelling reasons or circumstances. Extensions must have the approval of the student’s advisor, the Chair of Criminal Justice, and upon consent of the Dean of AGS. Requests must be submitted in writing detailing the reasons for and circumstances surrounding the request. The request must also detail any remaining degree requirements and a timeline for completion.

Program Completion and Graduation

Continual enrollment in courses is required for all MACJ students during the fall and spring semesters once they enroll in their first semester of the program. Should a student fail to enroll in a course for one full calendar year, he/she will be considered to have withdrawn from the program. In those cases, students can complete a written request to the Criminal Justice Chair explaining why they believe they are ready to resume studies and outline a timeline for the completion of program requirements. Should those students who are allowed to resume study in the MACJ Program fail to adhere to that agreed-upon plan of study, they will be terminated from the program.

Students must apply to graduate to have a degree conferred. The application for graduation can be found online via MyMHU. Students should apply to graduate during the semester prior to the semester in which they will complete degree requirements. Students should work closely with

their academic advisor to ensure they have met all requirements for the MACJ at the time they apply for graduation. All requirements for the degree must be completed before a student will be allowed to graduate from the MACJ Program.

Degree Requirements

The MACJ Program offers both a thesis and non-thesis track. The thesis track requires 24 credits of graduate course work with an additional six (6) credits used for the planning, implementing, and writing of the thesis (CJ 600). All students selecting this track must prepare a master's thesis under the direction of an MACJ faculty member and successfully defend the thesis before the thesis committee prior to graduation (see below).

The non-thesis track will require 30 credits of course work plus the successful completion of the comprehensive examinations.

All students must maintain a 3.0 GPA to remain in good academic standing in the proposed MACJ Program. The Chair of CJ will notify the student and his/her academic advisor if the student drops below a 3.0 GPA. Students who drop below a 3.0 GPA will be made aware that they are on academic probation until such time a 3.0 GPA is reached. The student will not be able to sit for comprehensive exams or enroll in thesis credits without a GPA of 3.0 or if they have deferred or missing grades on their transcript.

Core Courses. The following 15 credits are required:

- CJ500 - Advanced Criminological Theory
- CJ501 - Advanced Research Methods in Criminal Justice
- CJ502 - Public Policy and Criminal Justice
- CJ503 - Advanced Statistics in Criminal Justice
- CJ504 - Criminal Justice Organization and Management

Electives. Students, in consultation with their faculty advisor, may select from those courses listed below (15 credits for non-thesis track students; 9 credits for thesis-track students):

- CJ510 Concepts and Practices in Police Administration
- CJ512 Juvenile Justice: Issues and Practice
- CJ513 Courts in the Criminal Justice System
- CJ527 Criminal Justice Colloquium
- CJ530 Administration and Legal Aspects of Corrections
- CJ540 Qualitative Methods in Criminal Justice
- CJ557, 558 Directed Readings
- CJ560 Independent Study
- CJ561 Internship

Please see Appendix A for a list of the MACJ course descriptions.

Independent Studies, Directed Readings, and Internship Credits

The independent study or directed readings courses are used sparingly, not to exceed three credits. This should allow the student an opportunity to enhance his/her research skills or exploration into critical topics in criminal justice without reducing the amount of time spent in the more traditional classroom.

A 500-level internship opportunity (CJ561) is available for students seeking field experience prior to completing the MHU MACJ Program. All such internships will be approved by either the Department Chair or the MACJ Coordinator. Students wishing to enroll in CJ561 must have a GPA of 3.25, have completed six graduate-level credits, or have permission of the program. Students may not complete internships where they are currently employed. They will be able to seek out internship possibilities on their own and then consult with the CJ Chair or the MACJ Coordinator for approval of those opportunities. Between three and six credits may be earned through the internship program. The MACJ Program will not accept internship credits from institutions outside MHU.

Human Subjects Review and Institutional Review Board Required Training

All MACJ students must complete the online training module for the use of humans in the social sciences. This training is covered extensively in CJ501, Advanced Research Methods. Students can complete this training, however, in advance of taking that course. The link to the training is: <http://my.mhu.edu/course/view.php?id=14>.

Please know that students cannot engage in any type of research involving human subjects prior to completing this training. If you have any questions about this issue, please consult with a CJ faculty member.

Thesis vs. Comprehensive Exam

Early on, students will need to determine which of the two tracks available to them in the MACJ Program they will pursue: the thesis track or the comprehensive exam track. The information here is intended to assist you with making this important decision. Before doing so, however, it is important to meet with your academic advisor and discuss the matter with him or her.

The Thesis

The thesis is intended to be an *original research project* conducted in consultation with a thesis committee. This is a scholarly effort that requires reliance on peer-reviewed works and scientifically-sound research methods. As such, the thesis goes well beyond the type of project that is required in the typical graduate-level classroom. Students who take this route should be prepared to conduct themselves in a scholarly fashion.

The thesis committee should be comprised of at least two faculty members from the MACJ Program, one of whom will serve as Chair of the committee. Students are free to select a third faculty member from among the following options: 1. a faculty member from within the MACJ

Program; 2. A faculty member from outside the MACJ program but internal to MHU; 3. a retired faculty member from the MACJ Program group; 4. a faculty member from outside MHU who has some expertise in the subject area of the thesis. If a faculty member begins service on a master's thesis committee but leaves MHU prior to the completion of the thesis, he/she may continue to serve on that committee until the thesis is defended and finalized. Only the Chair of the committee must have graduate faculty status. Consult with the CJ Chair for a list of MACJ faculty who are part of the graduate faculty.

If a student chooses the thesis route, he/she should consult with a member of the MACJ faculty with whom he/she has developed a mentoring relationship, with his/her academic advisor, or with an MACJ faculty member who has expertise in the topical area in which the student is most interested in pursuing for the thesis. The purpose of this initial consultation should be: (1) to determine the feasibility of the research given the time and resources that will need to be allocated to the project; (2) to seek agreement from the faculty member as to his/her willingness to serve as Chair of the thesis committee; (3) to determine other faculty members who would be appropriate to serve on the committee; (4) to discuss the implications for the ethical treatment of human subject participants (e.g. issues associated with MHU's Institutional Review Board); and (5) to develop a time line to be used for completion of tasks associated with the thesis.

Before work on the thesis is begun, the student, under the guidance of his/her thesis committee chair, should put together a proposal to be presented to the thesis committee members in order to give them an opportunity to review the proposed research. This is generally referred to as a "Thesis Prospectus." Typically, this prospectus consists of the following sections: (1) a statement of the problem (introduction); (2) a review of the pertinent literature; and, (3) a review of the methodology to be used in the collection of data for the study. In the methods section there should be a section that addresses human subjects review issues. A concluding section should address the importance of the study either to the criminal justice field, the literature on the topic of the thesis, or both.

Once the prospectus has been completed, a defense date should be set. At the defense of the prospectus, the student presents his/her proposed research and receives feedback from the committee members. The student should have a hard copy of the prospectus in the hands of all committee members no later than two weeks prior to the defense date. The criminal justice staff assistant in Cornwell can work with the student to reserve a room in which the defense will be held. The student has the responsibility for requesting any technology that will be needed for the defense (PowerPoint capabilities or overheads for the use of transparencies, etc.). The staff assistant can assist the student with this as well.

Following the defense of the prospectus, the student can expect to make some changes to the proposed research project. The Chair, however, should continue to work closely with the student and has the responsibility of making sure that all members of the committee are satisfied with the proposal before the student continues with the project. Once the student receives notice from the Chair that the other members of the committee are satisfied with the proposal, the student is free to continue working on the thesis itself.

It cannot be stressed enough the importance of the student working closely with the Chair of the thesis committee from this point forward. The process of defending the thesis works very much like the process associated with defending the prospectus, including getting a copy of the document out to committee members no later than two weeks before the defense date, arranging a room in which the defense will be held, and making sure that all committee members can be present at the defense.

Although there is no hard and fast rule about the amount of time needed to complete a thesis, below is a hypothetical time line, based on beginning the process with an expectation to graduate in a spring semester:

Early summer prior to the spring semester in which you intend to graduate – meet with faculty member to discuss topic, develop a time line, etc.

Mid-summer – finalize topic and talk with other faculty members whom you have chosen to serve on the committee to secure their commitment.

Mid-summer forward leading up to the fall semester: write the prospectus and have it reviewed by the chair of the thesis committee; and prepare the Human Subjects Review application for the MHU IRB if applicable.

Late summer: Consult with the Chair of the Thesis Committee and committee members regarding a time for the prospectus defense.

Weeks just prior to the beginning of the fall semester or early in the fall semester: Defend the prospectus.

Fall semester: complete the data collection and analysis for the thesis, completing final chapters (this will be the Data Analysis and the Summary and Conclusions chapters) and have these chapters reviewed by the chair of the thesis committee.

January of the Spring semester: in consultation with the chair of the thesis committee, set a defense date for the thesis, getting a copy of the thesis out to the committee members two weeks in advance of that date once an approval by the Chair is given to do so.

By mid-March, defend the thesis.

Across March and April: finalize the thesis based on feedback from committee members and chair.

Early May: Submit the final copy of the thesis, complete with signature page (signed off on by all members of the thesis committee and the CJ Department Chair).

As you can see, the thesis process can take between 6-9 months to complete. This is why it is important to begin the process early enough such that it can be accomplished without placing an unnecessary hardship on either the student or faculty members. In some cases (e.g. when

secondary data sources are going to be utilized) less time may be required. Even in those cases, however, one should expect to work no less than six months on a master's thesis.

Although there is some variation across theses, the typical thesis consists of the following sections:

Chapter 1: Statement of the Problem

Chapter 2: Review of the Literature

Chapter 3: Methodology

Chapter 4: Data Analysis and Findings

Chapter 5: Summary and Conclusions

Comprehensive Exams

The comprehensive exams in the MACJ program are an elective option for those students who choose not to complete a thesis and are graded on the pass/fail scale. These exams are intended to test the student's general knowledge and his or her ability to integrate and synthesize the major concepts associated with the core courses taken in the MACJ Program.

MACJ faculty will be invited by the CJ Chair or MACJ Coordinator to submit questions for the exams. Those who have taught the core courses in the MACJ program will be specifically asked to submit questions related to the content areas in which they have taught. The faculty for each content area will meet and select questions to be included in the comprehensive exams. Every effort will be made to select questions requiring thoughtful, integrative answers rather than questions with specific factual answers.

Students who intend to follow the non-thesis track should be advised that preparation for the comprehensive exams begins in the classroom. Careful attention should be paid to the major theories, concepts, critical criminal justice issues, policy areas, and contemporary research introduced in the course setting with a goal of retaining all course notes and reading material for use in preparing for the comprehensive exams.

Comprehensive Exam Rules and Procedures

1. No student can take the comprehensive exams until they have completed the core courses of the MACJ Program (CJ500, CJ501, CJ502, CJ503, CJ504), plus an additional six credits of electives/supporting courses, without permission of the CJ Chair. It could be possible, for example, to make an exception for a student who intends to sit for the comprehensive exams in the semester in which he/she is enrolled in either CJ502 (Public Policy and Criminal Justice) or CJ504 (Criminal Justice Organization and Management). This is because of the manner in which comprehensive exams are structured with students given the option of focusing entirely on either one or the other of these two content areas.

2. In order to sit for comprehensive exams, a student must have a GPA of 3.0 or better.

3. The CJ Chair or MACJ Coordinator will schedule the date for exams during each full semester. The exams will normally be administered during October and February of the fall and spring semesters, respectively. No exams will be offered during the summer.
4. Students have two opportunities to take and pass the comprehensive exams. Only the “failed” section of the exam will need to be repeated. After two failed exams, the student will be removed from the Program.
5. Students who do not pass the comprehensive exams **on the first attempt**, have the option of switching to the thesis track.
6. Content of the Comprehensive Exams: The exams will focus on the following substantive areas: theoretical criminology, research methods, criminal justice policy, and organization and management.

Number of Essay Questions: The comprehensive exams will consist of two sections focusing on the four substantive content areas. Each session will consist of two essays, as noted below.

Section 1: Theory and Research Methods - Morning Session, 9:00 a.m. to 1:00 p.m.

Essay 1: The student will choose EITHER a research methods OR a theory question.

Essay 2: The student will write on one combined theory and methods question.

Section 2: Organization and Management and/or Public Policy – Afternoon Session, 2:00 to 6:00 p.m.

The student will choose two questions out of a list of four questions. Two of the questions listed will be organization and management questions and two will be criminal justice public policy questions. The student is free to choose to either concentrate in one area, or to write essays in both areas.

Grading of Comprehensive Exams: The comprehensive exams will be graded anonymously by MACJ faculty and/or adjuncts. All essays will be graded by two faculty members, and will be scored in the following manner:

High pass	= 3
Pass	= 2
Fail	= 1

Because there are two essays per section, and because grades will come from two graders, a student can receive up to 12 points per section. Students are required to receive a minimum of 8 points (66%) to pass each section. Students who receive a failing grade will be allowed to retake that section of the comprehensive exam.

7. Exam setting and allowable materials: Students will be placed in a quiet setting (e.g. secluded classroom) and given access to a MHU computer. All exams are closed books/notes. The student will be provided with blank paper to be used for initial outlining of the answers, rough drafts, etc. No other materials will be made available to the student. The exams will be proctored by the MACJ Chair or other MACJ faculty.

Faculty Advisors

Upon admission to the program, each student is assigned a faculty advisor. One way to make the most of your academic experience is by getting to know your advisor. Your advisor is likely to be your best resource in academic and career planning.

To prevent any problems, you should obtain approval in advance for anything you wish to do in your program of study. Types of issues you should discuss with your advisor include: (1) transferring credits from other institutions of higher education; (2) approving enrollment in non-criminal justice electives; (3) approving enrollment in 400-level courses; (4) preparing for comprehensive exams or for the master's thesis; and, (5) discussing possibilities for independent studies.

You will want to meet with your advisor to discuss your course selections before registering for classes. The course schedule is posted to Self Service, usually each March and October. Students have the responsibility of making sure they are aware of the program requirements for graduation and should attend all meetings with advisors with a proposed plan of study based on those guidelines. As noted above, the faculty advisor is there to assist students with making progress in the MACJ Program and to talk with them about additional graduate work beyond the master's degree or how best to use the MACJ degree in the criminal justice field.

Academic Integrity

Mars Hill University is committed to the fundamental values of honesty, trust, fairness, respect, responsibility, and courage. Our Honor Code calls us to uphold these core values in the work that we do and the lives that we lead. As a community, we honor and expect honest work, fair and respectful treatment of all members of the community, and trust as the touchstone of our work with one another. When members of our community break this code, it is our duty as an academic community to repair what has been damaged and to follow clear guidelines that support and promote the fundamental values of academic integrity.

Mars Hill University Honor Code

We, the students of Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

Mars Hill University Honor Pledge

On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

Academic Responsibilities of Students in and out of the Classroom

1. All coursework you submit is a representation of your knowledge and understanding of the material. Your work represents you.
2. Collaborating and assisting other students is encouraged. However, behavior that keeps another student from learning (e.g., aiding another student in the submission of work that is not their own) is not acceptable and does not support the values of this university.
3. Your actions in the classroom can enhance or hinder the ability of other students to learn. All behavior in and out of the classroom must contribute to a positive and productive learning environment.

Mars Hill University is committed to maintaining academic integrity in this and all other courses it offers. Academic integrity—scholarship free of fraud and deception—is an important educational objective of the Criminal Justice Program. Academic dishonesty can lead to a failing grade and includes, but is not limited to, the following:

- cheating
- plagiarism
- fabrication of information or citations
- facilitating acts of academic dishonesty by others
- unauthorized prior possession of examinations
- submitting the work of another person or work previously used without informing the instructor and securing written approval
- tampering with the academic work of other students

Additionally, students enrolled at Mars Hill University are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others, and a civil community.

Handling of Violations of Academic Integrity

When there are possible violations of academic integrity, the MHU Academic Integrity Guidebook outlines procedures for: 1) classifying the violation into one of three possible categories (minor, standard, and major), 2) reporting possible violations, 3) appealing reports of violations, and 4) how reported violation records will be kept. See the MHU Academic Integrity Guidebook for full descriptions of these procedures.

For a digital PDF of the Academic Integrity Guidebook for Mars Hill University, please contact Joseph Jenkins, Assistant to the Dean of AGS, at jjenkins@mhu.edu.

One of the most common forms of plagiarism, intended or not, is what is often referred to as “copy/paste” plagiarism. These instances occur when the student has not appropriately

paraphrased another author's work. See the illustration below on what constitutes appropriate and inappropriate paraphrasing.

Produced by Writing Tutorial Services, Indiana University, Bloomington, IN:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

Plagiarism: What It is and How to Recognize and Avoid It

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Borden's lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and

provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original
- uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an interpretation; consequently, you need to cite your source.

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

Procedures for Termination from the MACJ Program

When the Chair of Criminal Justice or the MACJ Program Coordinator determines that a student must be terminated for unsatisfactory scholarship, the student will be given advance notice, in writing, which in general terms shall advise the student of the academic reasons for the termination. Examples of unsatisfactory scholarship may include, but are not limited to, maintaining a GPA below the required 3.0 minimum for more than one semester, failure to obtain satisfactory grades (earned grade of A or B) in required courses for the program, failing to receive a B or better on the thesis project (for those who take the thesis track), or failing to pass the comprehensive examinations (for those taking the comprehensive exam track).

Upon receipt of this notice the student will have an opportunity to seek a review of the decision. If the student desires such a review, the student must, within ten days of receipt of the notice, submit a written appeal to the Dean of AGS. The Dean will meet with the student to hear the nature of the appeal and request any additional information, if necessary. The Dean will have the final decision.

After this review, the Dean of AGS will either sustain or reject the request for termination. The Dean of AGS will provide written notice of the decision to the CJ Chair, the Chief Academic Officer, and to the student within three (3) weeks of receipt of the student's written request to the Dean of AGS. In the event of a reversal, such written notice shall contain a statement of the basis on which the decision was made.

A registration hold may be placed on the student's records while action is pending under these procedures.

Professional Criminal Justice Organizations

Several criminal justice professional organizations provide students with an opportunity to join the organization at a reduced annual membership fee. Students are encouraged to discuss these organizations with their professors, advisors, the Chair of CJ, or Coordinator of the MACJ Program for additional information and about opportunities to travel to the annual meetings of these organizations to present a paper, be part of a roundtable discussion, or to network with people in the field.

Academy of Criminal Justice Sciences (ACJS) The Academy of Criminal Justice Sciences is an international organization established in 1963 to foster professional and scholarly activities in the field of criminal justice. ACJS currently has a large number of active members that continue to meet the organization's objectives of advancing the knowledge base in the fields of criminal justice education, research, and policy analysis. More information on ACJS can be found at www.acjs.org.

American Society of Criminology (ASC) The American society of Criminology is an international organization concerned with criminology, embracing scholarly, scientific, and professional knowledge concerning the etiology, prevention, control and treatment of crime and delinquency. This includes the measurement and detection of crime, legislation and practice of criminal law, as well as the law enforcement, judicial, and correctional systems. More information on ASC can be found at www.asc41.com.

Southern Criminal Justice Association (SCJA) The Southern Criminal Justice Association (<https://www.southerncj.org/>) is a regional association comprised of criminal justice faculty and students of colleges and universities across the southern states. Criminal justice practitioners are also active members of this association

APPENDIX A - COURSE DESCRIPTIONS

CJ 500. ADVANCED CRIMINOLOGICAL THEORY (3) Provides an analysis of the research and critiques of the major theories of crime causation. Prerequisites: admission to program or permission of program.

CJ 501. QUANTITATIVE METHODS FOR CRIMINAL JUSTICE (3) Quantitative methods and techniques of research design and implementation for theory and crime causation. Prerequisites: to be taken concurrently with CJ 503, permission of program.

CJ 502. PUBLIC POLICY AND THE CRIMINAL JUSTICE SYSTEM (3) Studies the concepts and processes of political and legal activity within the criminal justice system and their impact on society. Prerequisites: admission to program or permission of program.

CJ 503. ADVANCED STATISTICS IN CRIMINAL JUSTICE (3) Provides a firm basis of knowledge in statistical analysis using examples from the field of criminal justice and criminology. Prerequisites: to be taken concurrently with CJ 501, permission of program.

CJ 504. CRIMINAL JUSTICE ORGANIZATION AND MANAGEMENT (3) Provides modern management theory, administration, and research in criminal justice as applied to criminal justice organizations. Prerequisite: permission of program.

CJ 510. CONCEPTS AND PRACTICES IN POLICE ADMINISTRATION (3) Discusses application of police research and management principles to the contemporary policing context. Prerequisite: Permission of program.

CJ 564. ADMINISTRATIVE AND LEGAL ASPECTS OF CORRECTIONS (3) This course addresses historical and contemporary correctional policy, accountability, and possible remedial alternatives. Prerequisite: Permission of program.

CJ 565. COURTS IN THE CRIMINAL JUSTICE SYSTEM (3) An analysis of the function and role of the courts and the personnel involved in the American criminal justice system. Prerequisite: Permission of program.

CJ 567. JUVENILE JUSTICE: ISSUES AND PRACTICE (3) This course is a systematic analysis of the juvenile justice system and issues related to juvenile delinquency and constitutional law. Prerequisite: permission of program.

CJ 568. QUALITATIVE METHODS (3) This course is for students wishing to conduct original research, implement qualitative research design, and enhance quantitative skills. Prerequisite: permission of program

CJ 590. CRIMINAL JUSTICE COLLOQUIUM (1-3) This course offers in depth study on a small group level or individually into a specific topic related to Criminal Justice. Prerequisites: admission to program.

CJ 594. RESEARCH TOPICS (1-6) Supervised student activities on research projects on an individual basis. Prerequisite: admission to program.

CJ 595. INTERNSHIP (3 or 6) This course will be a supervised field experience in the discipline. A student may sign up for a maximum of 280 field hours (3 credits) or for a maximum of 560 hours (6 credit hours). Prerequisites: 6 graduate credits in Criminal Justice or permission of program.

CJ 596. INDEPENDENT STUDY (3) Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. The student will obtain written approval of a faculty member prior to registration. Prerequisites: CJ 500 or permission of program.

CJ 600. THESIS PREPARATION (6) on campus. Prerequisites: completion of required courses and permission of program.

CJ 610. THESIS PREPARATION (6) off-campus

Frequently Asked Questions About the MACJ Program

Must I take the GRE? If you have a successful undergraduate record with a GPA of 3.0 (either as the cumulative GPA or for the last 60 hours of relevant course work), you do not have to take the GRE. The exception is if you are seeking funding associated with scholarships or assistantships.

What kind of score on the GRE do I have to get if my undergraduate GPA is less than 3.0?

There is no fixed minimum score needed on the GRE. The MACJ Program faculty are looking for evidence that you are likely to be successful in a graduate program. A strong undergraduate transcript--GPA over a 3.0--provides such evidence. A weak undergraduate transcript does not provide that evidence by itself.

When and where are classes offered? MACJ courses are offered in the evenings at the Asheville Center for Adult and Graduate Studies (Arden, NC) and online.

How often is each course offered? Core courses are scheduled once every year. Elective courses are scheduled at most once a year, some are scheduled once every three semesters, and some are scheduled once every two years.

How many nights a week does each class meet? Seated classes meet one night per week from 6:00 – 9:00 p.m., across the full semester.

I travel a lot. What happens if I miss a class? If you know ahead of time that you are going to be traveling, arrange to meet with your instructor before you travel. If you see that you are going to be missing several classes in a given semester, you should meet with the instructor to see whether he or she would advise that you not take the course in that particular semester.

How many courses should I take in a semester? People who work full-time typically take one or two courses a semester. Students who work part-time typically take three courses a semester.

If I am a full-time student, how long will it take? Full-time students typically take 9 credits per semester and complete the program within 18 months to 2 years.

If I am a part-time student, how long will it take to finish the program? We encourage part-time students to take three to five courses per year, including summers. At this rate a student will take three to five years to complete the program. Taking one course per semester and no summer courses will mean six years to completion.

Who teaches the courses? Our regular, full-time criminal justice faculty members teach almost all our courses. We also invite well-prepared, practicing professionals to teach courses when regular faculty are not available to teach a particular course.

What about papers and tests, etc. in the courses? Most courses require extensive papers, often more than one. Many have tests which may be in-class or out-of-class, open-book or closed-book. The process of testing varies considerably from course to course, but you can be certain, and with very few exceptions, that all MACJ courses will require critical, thoughtful, quality writing.

Do you give credit for life experience? Mars Hill University does not give graduate credit for life experience.

How many credits are required for the program? The program requires 30 credit hours which includes doing either a thesis or non-thesis track.

Should I plan on taking the required courses in order and then take the electives? Through the assigning of prerequisites to course descriptions, we have attempted to provide a structure wherein students come to the classroom with the necessary foundation on which to build their knowledge base. Further, this foundation should prove successful in preparing students to succeed in subsequent course work.

What happens if I fail the comprehensive exams? Students who fail the comprehensive exams will be given a second opportunity. Only, however, the section of the exam that the student failed (e.g. theory/methods or organization and management/public policy and criminal justice) will need to be re-taken.

If I change my mind about re-taking the comprehensive exams if I fail the first time around, can I change my mind, and complete a thesis instead? Yes, you can do that in close consultation with your faculty advisor and the Chair of Criminal Justice. Please note, however, that your time to graduation will be extended to allow adequate time for the development, completion, and defense of the thesis project.

Should I take the thesis or comprehensive exam track? Please refer to the information found in this document about the thesis and the comprehensive exams. You should consult with a faculty mentor about this matter, but only you should decide which track you will take.

How is a graduate course different from an undergraduate course? Graduate courses are more extensive in nature, covering much more material than is covered in the typical undergraduate course. On the average, you can expect to at least double the amount of reading and writing in the graduate classroom, and faculty expect much more out of students when it comes to coming class prepared to discuss the course materials. This is

why a full-time course load in graduate school nine credits, as opposed to 12 credits at the undergraduate level.