



Master of Arts in Criminal Justice (MACJ) Handbook*

Department of Criminal Justice

Please refer to the Mars Hill University (MHU) Graduate Catalog for additional policies associated with MHU graduate programs.

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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 enough 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 is offered online and may be earned by full-time or part-time study.

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/Criteria for Admission

The admissions process and criteria for the MACJ degree are outlined below:

1. Complete the online application for the MACJ Program at:
<https://www.mhu.edu/academics/graduate-degrees/master-criminal-justice/apply/>
2. Pay the established application fee of \$50. Please note that these fees are waived for graduates of Mars Hill University.
3. Submit two letters of reference, one of which must be from a former professor associated with the applicant's undergraduate institution; the remaining letter can be from either a personal or professional reference.
4. Write and submit a 700-1000-word essay that addresses why you are interested in the MACJ Program and your motivation to complete the Program.
5. A minimum GPA of 3.0 is required with the undergraduate degree conferred by an accredited four-year institution.

6. Consideration for admission as a provisional student is available for those applicants with an undergraduate GPA lower than 3.0.
7. Once the student's application is complete, all supporting materials will be forwarded to the CJ Chair or MACJ Program Coordinator for review.

The CJ Chair or the MACJ Program Coordinator 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.

Financial Aid and Tuition Costs

Mars Hill University strives to maintain a competitive tuition and fee schedule to remain accessible to our students. For information about possible financial aid for graduate students at MHU, please contact a Financial Aid Counselor at 828-689-1123. You can find the latest tuition costs at:

<https://www.mhu.edu/future-students/traditional-undergraduate/financial-aid/>,

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

Students can 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 or the MACJ Program Coordinator determines that a student is sufficiently prepared to begin their 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 they take 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 or the MACJ Program Coordinator 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
Comprehensive Exam or CJ580 Option = 30 credits**

YEAR ONE OF THE MACJ PROGRAM			
FALL		SPRING	
CJ500	3	CJ501	3
CJ502	3	CJ503	3
MAJC Elective or CJ504	3	Elective	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 and/or CJ504 CJ580 (if this option is taken)	3-6 3	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		Total credit hours: Varies	

MACJ Core Courses:

CJ500
CJ501
CJ502
CJ503
CJ504

MACJ Electives

CJ506
CJ510
CJ512
CJ513
CJ527
CJ530
CJ540
CJ557,558
CJ560
CJ561
CJ580
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
Elective or CJ504	3	Elective	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	
Elective or CJ504	3	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
CJ600, Thesis	6		
Total credit hours: 9		Total credit hours: Varies	

MACJ Core Courses:

CJ500
CJ501
CJ502
CJ503
CJ504

MACJ Electives

CJ506
CJ510
CJ512
CJ513
CJ527
CJ530
CJ540
CJ557, 558
CJ560
CJ561
CJ580
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 can achieve a B- or better for removal of provisional admit status. If the student is accepted or moved to degree-seeking status (and offered 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 approval of either the CJ Chair or MACJ Program Coordinator 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 MACJ Program Coordinator in consultation with the CJ Chair. 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, they will be considered to have withdrawn from the program. In those cases, students can complete a written request to the CJ Chair or the MACJ Program Coordinator explaining why they believe they are ready to resume studies and outline a timeline for the completion of program requirements. Should those students who can resume study in the MACJ Program fail to adhere to that agreed-upon plan of study, they will be terminated from the program.

In the semester prior to graduation, students should complete the intent to graduate process in Self-Service. From the Self-Service homepage, choose “Graduation Overview.” On the next screen select “Apply” under “Application Status.” After completing this process, contact the campus Registrar for a review of your status. 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 consists of two options: 1) the completion of 30 credits of coursework plus the successful completion of the comprehensive examinations; or, 2) The completion of 27 credits of course work and CJ580, Theory and Public Policy (synthesis paper).

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):

CJ506	Victim Services Management
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
CJ580	Theory and Criminal Justice Policy (synthesis paper)

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

Policy on Academic Probation/Suspension from the Program

The policy below follows that as listed in the MHU Graduate Catalog:

- A student who earns one grade below a B- will receive a notice of academic warning. The student will be required to meet with their Advisor and Program Director to review the circumstances and to receive counsel and guidance.
- A student who earns two grades below a B- will be placed on probation and notified by the Program Director and the student is required to meet with their Advisor to devise an action plan.
- Upon satisfactory completion of the action plan, a student may have their probationary status removed. Students will be notified in writing by the Program Director when they are no longer on probation.
- A student who earns three grades below a B- will be dismissed from the graduate program. The student will be notified in writing by the Program Director. Appeals can be filed with the Division Dean.
- A student who receives an F grade will have their status automatically reviewed by the program. They will be notified within ten working days by the Program Director whether they will be allowed to continue the program and of the specific conditions of continuation, if applicable.
- Two (2) F grades result in expulsion. The student will be notified in writing by the Program Director. The student can file an appeal with the Provost.
- All correspondence between students and the program will be copied to the Registrar for documentation.

Please know that in some cases, the student may not be able to sit for comprehensive exams or enroll in thesis credits or in CJ580 if the Department Chair or MACJ Program Coordinator determines that the student has failed to achieve and maintain an overall GPA indicating a mastery of graduate-level effort.

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 CJ Chair or the MACJ Program 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 Program 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/mod/quiz/view.php?id=3331>.

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, Comprehensive Exams, or CJ580, Theory and Public Policy Synthesis Paper

Early on, students will need to determine which option they will take when it comes to the required culminating experience in the MACJ Program. The three options are outlined below and should be decided on only after careful consideration and in consultation with their academic advisor.

The Thesis (6 credits)

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.

Selection of a Topic and Thesis Committee Chair

If a student chooses the thesis route, they 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.

The Thesis Committee

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.

The Thesis Prospectus

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 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. The prospectus must include a copy of the approved IRB proposal. 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.

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.

Implementing and Completing the Thesis

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. It is the responsibility of the student and the thesis committee Chair to check the availability of parties to set the date of the thesis defense.

Estimated Time to Complete the Thesis

Although there is no hard and fast rule about the amount of time needed to complete a thesis, below is a hypothetical timeline, 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 timeline, 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; Prepare and submit the IRB proposal to the MHU IRB.

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 either the MACJ Program Coordinator or the CJ Chair).

As you can see, the thesis process can take between 6-9 months to complete. Therefore, 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
References
Appendices

Comprehensive Exams

The comprehensive exams in the MACJ program are an elective option for those students who choose not to complete a thesis or complete CJ580. 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. Every effort will be made to select questions requiring thoughtful, integrative answers rather than questions with specific factual answers.

Students who intend to complete comprehensive exams 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 or the MACJ Program Coordinator. 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 way comprehensive exams are structured with students given the option of focusing entirely on either one or the other of these two content areas.
2. To sit for comprehensive exams, a student must be in good academic standing as described earlier in this handbook.
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. This option, however, is not available if the exam has been failed twice.
6. The exams will focus on the following substantive areas: theoretical criminology, research methods, criminal justice policy, and organization and management.
7. Exam questions will be made available via email and as a Word document. As noted above, there are a total of four essays associated with the exam. Each essay **MUST** meet a 2,000-word minimum and rely heavily on the scholarly literature beyond textbooks or non-peer-reviewed sources. The time frame for the completion of the comprehensive exams is two weeks. Technology used to electronically proctor exams in online classrooms will be utilized to ensure that no breeches in academic integrity occur. Should a breach in academic integrity be discovered, the student will fail all sections of the comprehensive exams and be expelled from the MACJ Program. Additional guidelines for the comprehensive exams will be discussed with and provided to all students interested in this option.

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

Essay 1: The student will choose EITHER a research method 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

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. 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.

CJ580, Theory and Criminal Justice Policy (3 credits)

This option requires the development of a major synthesis paper that describes the intersection between an identified criminological theory and public policy. The paper concludes with policy recommendations related to the selected problem to be explored. Those recommendations must be grounded in the identified theoretical perspective and its major concepts and follow the considerations for public policy analysis as noted in the assigned readings for this course. Below is an example from the course syllabus of a typical semester schedule for the completion of the paper:

Week 1: Zoom conference with introduction to the course; Review of the course syllabus and guidelines for the synthesis paper. Date for this conference will be posted in Moodle and/or via an email notification.

Assignment 1: Review the course syllabus and paper guidelines.

Assignment 2: Begin to think carefully about the topic on which you will focus this paper.

Week 2:

Assignment 1: Read all required course materials that are uploaded in Moodle via the course announcements section of the course platform.

Assignment 2: Begin a discussion with the instructor via email or individual Zoom conference about the selected topic for this paper. Try to finalize the topic selection by the end of this week.

Week 3:

Assignment 1: Participate in Zoom web conference for discussions related to the assigned reading materials.

Assignment 2: Identify reliable sources that will be used for the Statement of the Problem.

Assignment 3: Write a first draft of the Statement of the Problem and submit that via the space provided in Moodle under this week's lesson module. Refer to the paper guidelines for instructions.

Week 4:

Assignment 1: Schedule a Zoom web conference meeting for a one-on-one discussion with the instructor for feedback on the Statement of the Problem.

Assignment 2: Identify reliable resources for the Review of the Literature and Theoretical Overview

Assignment 3: Identify the theory that will provide the foundation for the paper and write up an overview of the theory. See guidelines posted in Moodle under this week's lesson module.

Week 5:

Assignment 1: Complete the written overview of the identified theory and upload to the space provided in Moodle under this week's lesson module.

Assignment 2: Continue identifying and reading reliable sources for the Review of the Literature.

Week 6:

Assignment 1: Participate in Zoom web conference as per the email invitation. The purpose of this meeting is to review together the guidelines for the Review of the Literature and linking that to the Theoretical Overview.

Assignment 2: Continue working on the Review of the Literature with Theoretical Overview.

Week 7:

Turn in a first draft of the Review of the Literature with Theoretical Overview by the due date posted in Moodle under this week's lesson module.

Week 8:

Assignment 1: Schedule an individual Zoom web conference with the instructor to receive feedback on Review of the Literature and with Theoretical Overview.

Assignment 2: Work on revisions to the Statement of the Problem and Review of the Literature with Theoretical Overview.

Week 9:

Assignment 1: Continue to work on revisions to the Statement of the Problem and Review of the Literature with Theoretical Overview.

Assignment 2: Submit revised work by the due date posted in Moodle and in the space provided in Moodle under this week's lesson module.

Week 10:

Assignment 1: Review carefully the guidelines for the next section of the paper – Policy implications/recommendations; aka Putting Theory to Work.

Assignment 2: Participate in Zoom web conference as per the email invitation. The purpose of this meeting is to review the guidelines for this next section of the paper.

Assignment 3: Begin work on this section of the paper.

Weeks 11 – 12:

Assignment 1: Finalize the Putting Theory to Work section of the paper. Upload a first draft in the space provided in this week's Moodle lesson module and by the posted deadline.

Week 13:

Assignment 1: Schedule a Zoom web conference with the instructor to receive feedback on the Putting Theory to Work section of the paper.

Assignment 2: Work on revisions to this section of the paper.

Week 14:

Assignment 1: Put the final paper together and write a summary and conclusions section. Please refer to the paper guidelines for instructions.

Assignment 2: Submit the final paper as a Word document to the instructor via email. See the due date for this submission in the Moodle lesson module.

Week 15:

Assignment 1: Prepare and deliver an oral presentation of the paper via Zoom web conference following the guidelines as posted in Moodle and found in the guidelines for the paper.

The work completed in CJ580 will be assessed in the following manner:

Development of a research question with supporting Statement of the Problem to be explored	25 points
Review of the literature and current policies	25 points
Synthesis of supporting theory	25 points
Policy recommendations/conclusions reached	25 points
Final paper	80 points
Oral presentation	20 points
Participation in Zoom web conferences	100 points

Additional information about this option will be provided students who are interested in this option and in consultation with the MACJ Program Coordinator or CJ Chair.

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, CJ580, or 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 November. Students have the responsibility of making sure they are aware of the program requirements for graduation and should stay in communication with their advisor about 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 Appeals Procedure

When a student believes that a decision of an academic nature has been made unfairly or improperly, he or she may appeal that decision. An appeal should be initiated only when the student considers the case serious and for which substantial supporting evidence is available. The following are categories of decisions that may be appealed: grading in a course, breaches of academic integrity (discussed above), and transfer credit evaluations.

Appealing a Grade in a Course

To appeal a grade, a student must have verifiable evidence that the grade is inconsistent with the work done in the course or that an instructor failed to consider valid and verifiable extenuating circumstances that interfered with the student's opportunity to complete and submit required course assignments in a timely manner. Grades that are assigned through the academic integrity violation procedure are only eligible for appeal as outlined in the Academic Integrity Policy. If there is an academic integrity violation being discussed or appealed in a particular course, a student may not submit any additional grade appeals related to that course until academic integrity proceedings have been completed. Upon learning the decision of the AI Board, either party may request a review of the decision by the Chief Academic Officer.

To appeal a grade, a student must proceed through the following steps:

1. The student must make an appointment to meet with the instructor to discuss the decision being appealed. Whenever possible, this meeting must take place in person. If an academic integrity violation occurred in the course for which the student is appealing a grade, the following must be taken into consideration:
 - A test or assignment grade of F or a course grade of F assigned as a sanction by the instructor may only be appealed to the Academic Integrity Board and must follow the appeal guidelines and timeframe in the Academic Integrity Policy.
 - A course grade of F assigned as a sanction by the Academic Integrity Board is reviewable only by the CAO.
 - A test or assignment grade assigned as a sanction by the Academic Integrity Board is reviewable only by the CAO. A test or assignment grade assigned by the instructor as a sanction for an academic integrity violation may only be appealed to the Academic Integrity Board and must follow the appeal guidelines in the Academic Integrity Policy. However, in either of these cases, a student may appeal other grading in the course if they meet the above criteria for a grade appeal. The student should be aware that information related to the academic integrity violation may be disclosed in the grade appeal proceedings.

2. If the student is not satisfied after having met with the instructor, the student may appeal the instructor's decision to the instructor's supervisor, typically either the department chair or the division dean. The supervisor will convene a meeting of the student, the instructor, and him- or herself, will hear the reason for the appeal and examine the evidence, and will issue a ruling in writing to both parties.
3. If the supervisor's ruling is considered unacceptable, either party may lodge a formal appeal of the ruling in writing to the Chief Academic Officer, who will refer the matter either to the Committee on Admissions, Academic Standards, and Financial Aid (AASFA), or to a special Board of Academic Appeal, at his or her discretion. A meeting of the committee or board will take place within two weeks of submission of the formal appeal, during which both the student and the instructor will provide relevant evidence. Within one week of this meeting, the chair of the committee or board will issue a decision about the appeal, which is final and binding.

Appealing Breaches of Academic Integrity

MHU University Honor Code and Pledge

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

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.

All Mars Hill University students and faculty pledge to uphold the Honor Code in all academic settings, including work produced outside of class or outside the university campus. Faculty and students are governed by the university's academic standards and regulations, which are designed to ensure excellence and the integrity of all academic work. The standards and regulations are administered by the Office of Academic Affairs. Information about academic integrity responsibilities for students and instructors, category descriptions of violations of academic integrity, procedures for reporting violations of academic integrity, procedures for appealing decisions for academic integrity violations, and all forms related to reporting and appealing academic integrity violations and decisions can be found in the MHU Academic Integrity Guidebook located on myMHU and the campus website.

A student who has been accused of an academic integrity violation may appeal the instructor's decision or sanction through the Academic Integrity Appeal Board. See MHU Academic Integrity Policy for appeal procedures and timeline for submitting an appeal. Upon learning the decision of the AI Board, either party may request a review of the decision by the Chief Academic Officer.

Academic Appeals Procedure Basis for Appeals

When a student believes that a decision of an academic nature has been made unfairly or improperly, he or she may appeal that decision. An appeal should be initiated only when the student considers the case serious and for which substantial supporting evidence is available. The following are categories of decisions that may be appealed: grading in a course, breaches of academic integrity, and transfer credit evaluations.

Please refer to Appendix B: Plagiarism: What It is and How to Recognize and Avoid It.

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 many 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

Frequently Asked Questions

Please refer to Appendix C for a set of frequently asked questions about the MACJ Program.

MACJ Faculty

Please refer to Appendix D for a list of the MACJ faculty members.

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. ADVANCED RESEARCH METHODS in 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 506. VICTIM SERVICES AND MANAGEMENT (3) Students are provided with an overview of the professional stakeholders in and management of victim services delivery to ensure efficient, professional, and across-agency cooperative victim-centered responses.

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 512. 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 513. 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 527. 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 530. 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 540. 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 557, 558. DIRECTED READINGS (1- 3) Supervised readings in criminal justice. Credit awarded upon satisfactory completion of examination at the end of the semester. Prerequisite: admission to program.

CJ 560. 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. Prerequisites: CRIMJ 500 or permission of program.

CJ 561. INTERNSHIP (3 or 6) This course will be a supervised field experience in the discipline. A student may sign up for a maximum of 120 field hours (3 credits) or for a maximum of 240 hours (6 credit hours). Prerequisites: 6 graduate credits in Criminal Justice or permission of program.

CJ580. THEORY AND CRIMINAL JUSTICE POLICY (3) A synthesis of theory, research, and policy with conclusions reached about the implications of findings for the field of criminal justice.

CJ 600. THESIS PREPARATION (3 or 6) Prerequisites: completion of required courses and permission of program.

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

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>

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 Bordens 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 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 reader know the source of 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 to 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.

Appendix C: Frequently Asked Questions About the MACJ Program

Must I take the GRE? No, the GRE is not required for this Program.

When and where are classes offered? MACJ courses are all offered 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.

I travel a lot. What happens if it appears I will get behind in my courses? If you know ahead of time that you are going to be traveling, communicate with the instructor to see if arrangements can be made for missed work. However, as this is a totally online program, all effort should be meet course requirements when away from home.

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 (includes one course in a summer semester).

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 all our courses. We also invite well-prepared, practicing professionals to teach courses when regular faculty are not available to teach a course.

What about papers and tests, etc. in the courses? Most courses require extensive papers, often more than one. 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? Please refer to Tables 1 and 2 in this document for a recommended plan of study. The answer to this question will vary depending on full-time vs. part-time status.

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 or the MACJ Program Coordinator. 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, CJ580, or comprehensive exam option? Please refer to the information found in this document about these three options. You should consult with a faculty mentor about this matter, but only you should decide which track you will take. Further, this decision should be considered based on whether you intend to pursue the Ph.D. in criminal justice and the overall expectations of those programs to which you plan on applying.

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

I completed some graduate-level courses at another institution. Can I transfer any of those credits into this Program? Yes. Please refer to the policy about this matter earlier in this document.

Appendix D: MACJ Faculty

Craig Goforth, Ph.D., Associate Professor and Chair of Criminal Justice.
B.A., University of North Carolina at Asheville, 1982;
M.Ed., Western Carolina University, 1994;
Ph.D., Northcentral University, 2010.

Kweilin Lucas, Ph.D., Assistant Professor and MACJ Program Coordinator
B.A., Indiana University of Pennsylvania, 2007;
M.A., Indiana University of Pennsylvania, 2008;
Ph.D., Indiana University of Pennsylvania, 2018.

Heather Zurburg King, Ph.D., Assistant Professor of Criminal Justice
B.S., University of Florida, 2007;
M.A., Florida Atlantic University, 2011;
Ph.D., Florida State University, 2017.