



CALIFORNIA STATE UNIVERSITY, LONG BEACH DEPARTMENT OF CRIMINAL JUSTICE



Graduate Student Handbook 2009-2010

Note: The content of this handbook does not constitute nor should it be construed as a contract between any graduate student and the University, the College of Health and Human Services, or the Department of Criminal Justice. The Department of Criminal Justice, at its option, may change, delete, suspend, or discontinue parts or the policy in its entirety, at any time without prior notice subject to the limitations of any formal academic policy enacted by CSULB.

TABLE OF CONTENTS

1	INTRODUCTION	7
1.1	Welcome	7
1.2	Mission	7
1.3	Departmental Goals	7
1.4	Program-Level Learning Objectives.....	8
1.5	Changes in Policy	9
2	DEFINITION AND STATUS	10
2.1	Graduate Student.....	10
2.2	Conditional Graduate Student.....	10
3	ADMISSIONS	11
3.1	Course Prerequisites	11
3.2	Application Process	12
3.3	Application Materials.....	12
3.4	Application Deadline	14
3.5	No Review of Incomplete Applications	14
3.6	Review of Complete Applications	14
3.7	Financial Assistance	14
3.8	Out-Of-State Tuition Waivers.....	15
4	WHAT TO DO AFTER YOU HAVE BEEN ACCEPTED	16
4.1	Notification of Intent to Matriculate.....	16
4.2	Registration Using MyCSULB.....	16
4.3	CSULB Student ID Card	16
4.4	CSULB Email	17
4.5	Parking	18
4.6	Academic Load	18
4.7	Graduate Student Orientation Sessions	18

5	DEGREE REQUIREMENTS	20
5.1	18 Units of Required Core Courses.....	20
5.2	Successful Completion of the Qualifying Examination	20
5.3	18 Units of Elective Courses and a Capstone Experience	22
5.4	Authorized Graduate Elective Courses.....	22
5.5	Restrictions on Specific Graduate Elective Courses	22
5.6	Transfer Credit	23
5.7	Limitations on Credit by Examination	23
5.8	Limitation on Credit Units Earned While Not Matriculated.....	24
5.9	Limitations on Taking Undergraduate Courses for Elective Credit.....	24
5.10	Course Sequence Considerations	24
5.11	When to Take CRJU 551: Proseminar and Professional Literature	26
5.12	Grades	26
5.13	Withdrawal Policy.....	28
5.14	Academic Probation.....	29
5.15	Academic Disqualification Based on Grades.....	29
5.16	Academic Disqualification Based on Academic Dishonesty.....	29
5.17	Administrative Academic Probation	29
5.18	Administrative Academic Disqualification	30
5.19	Residency Requirements.....	30
5.20	Educational Leaves.....	30
5.21	Time Limitation: The Seven-Year Rule.....	31
5.22	GS 700	31
6	ADVANCING TO CANDIDACY	32
6.1	Requirements for Advancing to Candidacy	32
6.2	Advancing to Candidacy	32
6.3	Program Changes after Advancing to Candidacy.....	33

6.4	Advancing to Candidacy Is Required Before Starting Capstones	33
6.5	Advancing to Candidacy Secures Catalog Rights	33
7	THE COMPREHENSIVE EXAM AS CAPSTONE EXPERIENCE.....	34
7.1	Who Should Take the Comprehensive Examination?	34
7.2	Format of the Comprehensive Exam	34
7.3	Timing of the Comprehensive Exam.....	34
7.1	Grading of the Comprehensive Exam.....	35
7.2	Pass Rate for the Comprehensive Exam.....	35
7.3	Tips for Passing the Comprehensive Exam.....	36
7.4	Consequence of Failing the Comprehensive Exam.....	37
8	THE THESIS AS CAPSTONE EXPERIENCE.....	38
8.1	What Is a Thesis?	38
8.2	Who Should Write a Thesis?	38
8.3	Thoughts to Consider.....	38
8.4	Thesis Supervision.....	38
8.5	Selecting Thesis Committee Members	39
8.6	Starting Your Thesis Research	39
8.7	Institutional Review Board (IRB)	39
8.8	Registering for CRJU 694: Thesis I	40
8.9	Registering for CRJU 698: Thesis II	40
8.10	Thesis Style.....	40
8.11	Chapter 1: Thesis “Front Matter”.....	41
8.12	Chapter 2: Literature Review	41
8.13	Chapter 3: Research Methodology	42
8.14	Chapter 4: Results	43
8.15	Chapter 5: Discussion.....	44
8.16	Chapter 6: Conclusion	45

8.17	References and Appendices.....	46
8.18	Completing the Thesis	46
9	GRADUATION	47
9.1	Request to Graduate.....	47
9.2	Degree Clearing	47
9.3	Receiving the Degree	48
9.4	Commencement.....	48
10	SCHOLARLY CONFERENCES	49
10.1	Conference Information	49
10.2	Travel Assistance from the Department	49
10.3	Travel Assistance from the University	49
11	HONORS AND AWARDS.....	51
11.1	Graduate Dean's List	51
11.2	Department Graduate Student Honors	51
11.3	Department Outstanding Thesis Award.....	51
11.4	College Outstanding Thesis Award.....	52
11.5	Alpha Phi Sigma	52
11.6	Kay Holloway Memorial Scholarship.....	52
12	SPECIAL UNIVERSITY RESOURCES	53
12.1	Career Development.....	53
12.2	Disabled Student Services and the Americans with Disabilities Act.....	53
13	POLICIES AND STANDARDS OF CONDUCT	55
13.1	General Guidelines	55
13.2	Change of Personal Data.....	55
13.3	Attendance and Punctuality	55
13.4	Harassment.....	55
13.5	Nondisclosure of Confidential Information	55

13.6	Ethical Standards.....	56
13.7	Use of Internet and University Computers, Phones, and E-Mail	56
13.8	Smoking Policy.....	56
13.9	Diversity	56
13.10	Cell Phone Policy.....	56
13.11	Laptop Policy.....	57
13.12	Classroom Etiquette.....	57
13.13	Academic Integrity	58
13.14	Grade Appeals	59
13.15	Graduate Student Grievances	60

1 INTRODUCTION

This document has been developed by the Graduate Committee of the Department of Criminal Justice in order to familiarize graduate students with our Department and its key policies and procedures as they affect graduate students.

1.1 Welcome

Welcome to the Department of Criminal Justice at California State University, Long Beach ("CSULB")! We are happy to have you as a new member of our community of scholars. We want to take this opportunity to express our thanks to you for choosing our Department as the place for your graduate education. We are honored that you have placed your trust and confidence in us. There is no more important role that we as University faculty play than educating the scholars and professionals of tomorrow. We will do everything in our power to provide you with a world-class education, and to create a professional and intellectual environment within which you can fulfill your ambitions and exercise your talents to their fullest.

1.2 Mission

The Department of Criminal Justice evaluates, researches, and serves the justice professions through the interdisciplinary and comparative study of crime and criminal behavior, as well as the policies and systems designed to control criminality. The Department promotes life-long learning among students who develop into justice professionals prepared to ethically lead public and private efforts that make communities safer and that promote the equitable application of the law across all boundaries, both perceived and real. Our curricular offerings provide both a substantive and practical knowledge base that links multidisciplinary social-scientific theories and methods with effective and responsible public policy and the ethical practice of the justice professions within a free, multicultural, constitutional democracy.

1.3 Departmental Goals

The Department offers interdisciplinary and comparative educational opportunities for students at the certificate, minor, baccalaureate, and master's levels. These curricula rigorously prepare students for entry into the justice professions and/or for admission to graduate programs in criminal justice, criminology, law, and other related fields. Additionally, these curricula are designed to achieve the following goals:

1. Subject Mastery – Through the in-depth exploration of social scientific and legal research, the Department's students shall learn about the causes of crime; the tools and methods used to study, prevent, and control crime; the institutions, principles, and actors involved in the apprehension, prosecution, punishment, and reintegration of offenders; and the legal and political framework under which the justice system and its primary actors operate.
2. Cogent and Persuasive Communication – In addition to fostering the development of substantive and practical knowledge, the major in criminal justice should hone students' effective speaking and writing skills, thereby helping them communicate more cogently and persuasively.

3. Critical Thinking and Problem Solving – Graduates should be able to raise relevant and critical questions concerning crime and its control and be prepared to meaningfully address such issues from a variety of perspectives. In doing so, students should demonstrate their comprehension of relevant criminological theories and justice structures as well as their ability to practically apply such knowledge to contemporary justice issues, particularly as they relate to the dynamics of inequality in social relations.
4. Effective Evaluation – Graduates should be able to read, understand, analyze, and synthesize relevant information, including qualitative and quantitative social scientific data and substantive and procedural legal doctrines relevant to criminal justice, and evaluate the public policy implications of such information.
5. Professionalism and Ethics – Graduates must understand the ethical implications of the work of justice professionals and be prepared to act with honesty and integrity as leaders who become agents of positive change in the justice system.

1.4 Program-Level Learning Objectives

The master's degree program offered by the Department of Criminal Justice is designed to empower students as critical thinkers, ethical actors, and competent communicators concerning matters of crime and justice at the local, state, national, and international levels, to include, at degree-appropriate levels, the abilities to:

1. assess the philosophy, theories, policies, practices, processes, and reforms of the major institutions of social control;
2. explain the inter-dependent operations of the major components of the criminal justice system (i.e., police, courts, correctional agencies) and the political, legal, ethical, and socioeconomic environments in which they operate, as well as the implications of these relationships for victims, offenders, justice professionals, and society;
3. analyze the major historical and contemporary issues facing the criminal justice system, including events, information, programs, policies, and concepts that affect the operation of criminal justice agencies and actors, as well as issues affecting contemporary urban society and respect for racial, ethnic, cultural, and gender diversity;
4. evaluate the nature, extent, causation, and prevention of crime, including the ability to apply and critique the major theories relevant to those causes;
5. apply the skills and methods in criminal justice research, including the acquisition, analysis, interpretation, dissemination, and policy implications of both quantitative and qualitative data;
6. apply the philosophy, theories, and principles of substantive, procedural, and evidentiary criminal law that regulate and guide the criminal justice system and its primary actors; and
7. communicate effectively, both orally and in writing, and demonstrate basic knowledge of information technology as applied to criminal justice research and practice.

1.5 Changes in Policy

This handbook supersedes all previous graduate student handbooks, manuals, and memos. While every effort is made to keep the contents of this document current, The Department of Criminal Justice reserves the right to change, delete, suspend, or discontinue parts or the policy in its entirety, at any time without prior notice subject to the limitations of any formal academic policy enacted by CSULB.

2 DEFINITION AND STATUS

2.1 Graduate Student

As used in this Handbook, a “graduate student” is a person who: has applied to a master’s program offered by the Department of Criminal Justice; has been accepted for admission into such a master’s program; and has duly matriculated into a master’s program offered by the Department by registering for courses after having been formally accepted.

2.2 Conditional Graduate Student

As used in this Handbook, a “conditional graduate student” is a person who either has applied to a master’s program offered by the Department of Criminal Justice; has been conditionally accepted for admission into such a master’s program contingent upon the completion of prerequisite courses; and who registered for and takes courses after a conditional acceptance as part of a plan to become a duly-admitted (non-conditional) graduate student.

3 ADMISSIONS

The Department of Criminal Justice offers the Master's of Science degree in two venues, both of which requires 36 semester units of course work. One option is a full-time program designed to be completed over the course of two academic years (four semesters); it is referred to as the "M.S." program. The other option is a part-time program offered off-campus for students whose work and/or family schedules prevent them from attending graduate school on a full-time basis. It is referred to as the "M.S.-E" program (the "E" stands for "extension") and is designed to be completed in 18-19 months of classes offered exclusively on Saturdays.

3.1 Course Prerequisites

Some of our graduate courses have undergraduate prerequisites that must be taken before graduate students may enroll in them.

A. The four (4) prerequisites are:

1. CRJU 101. Graduate students must have taken CRJU 101: Introduction to Criminal Justice in Society, or an equivalent introductory criminology/criminal justice course during their undergraduate careers that exposed them to the primary components of the criminal justice system. Alternatively, students may take a qualifying exam demonstrating their understanding of the criminal justice system at a sufficient level to waive this requirement.
2. CRJU 304. In order to register for CRJU 504: Advanced Criminological Theory, graduate students must have taken CRJU 304: Criminological Theory or an equivalent undergraduate course in theoretical criminology. Alternatively, students may take a qualifying exam demonstrating their understanding of basic criminological theory at a sufficient level to waive this requirement.
3. CRJU 320. In order to register for CRJU 520: Research Methods, graduate students must have taken CRJU 320 or an equivalent undergraduate-level social scientific research methods course (in psychology, sociology, political science, or the like).
4. CRJU 325. In order to register for CRJU 525: Advanced Statistics, graduate students must have taken CRJU 325 or equivalent undergraduate-level social scientific applied statistics course (in psychology, sociology, political science, or the like).

B. Use ASSIST (<http://www.assist.org>) to determine which courses are equivalent and transferable to CSULB.

C. Some substitutions for prerequisites are permissible (e.g., a course in theoretical juvenile delinquency or the psychology of criminal conduct may be substituted for criminological theory; applied statistics courses in mathematics may be substituted in lieu of a social scientific statistics course). Contact the Graduate Advisor for details.

D. Prospective graduate students are strongly encouraged to complete the four prerequisite courses before applying to our master's programs since the completion of these courses is taken into consideration when making admissions decisions.

However, prospective students who have not completed one or more of these prerequisites may still be considered for conditional admission. After successfully completing the prerequisite courses, conditional admitted students will have their status changes to be a duly-admitted graduate student. Conditionally admitted students are advised, though, that any courses taken at CSULB to satisfy prerequisite requirements will be computed into their graduate GPA.

3.2 Application Process

Applying to the master's program in criminal justice at CSULB requires a dual application. One version of the application must be electronically submitted to the University using CSU Mentor (<http://www.csumentor.edu>). However, being accepted to the University is only the first step; prospective students must also be admitted to the master's program in criminal justice. That is accomplished by submitting hard-copies all of the materials specified below to the Department of Criminal Justice's Graduate Program Coordinator.

When completing the online application at CSU Mentor:

- A. The first item on the application form asks: TERM APPLYING FOR. Whether applying for the full-time, on-campus master's program or the accelerated, off-campus M.S.-E program, students should indicate the fall semester and the year in which they desire to enroll (we do not admit students in the spring semester).
- B. The second item asks: MAIN CAMPUS/OFF-CAMPUS CENTER. Applicants for the full-time, on-campus master's program should indicate "Main Campus"; applicants for the accelerated, off-campus M.S.-E program should indicate: "Special Session Degree Program."
- C. The third item asks: MAJOR/PROGRAM OBJECTIVE. Applicants for the full-time, on-campus master's program should indicate "Criminal Justice M.S."; applicants for the accelerated, off-campus master's program should indicate: "Criminal Justice M.S.-E."

3.3 Application Materials

All of the following materials must be received before the applicable deadline:

- A. Dual University Applications – A complete University Application must be submitted electronically via CSU Mentor. Please note that if you are applying for the off-campus, M.S.-E, please indicate this where it asks for "Program of Study." When completing the electronic application online, be sure to print-out *two copies* of the university application; then:
 1. send a hard-copy of the completed application to the Criminal Justice Department; and
 2. keep a copy for your own records.
- B. GRE Scores – Official GRE scores (General Test Scores) must be sent directly to CSULB from Educational Testing Service (ETS). Scores must be from within three (3) years of the date of application and they must be received by CSULB before the application deadline.

1. Analytic Writing Score – A score of 4.0 or higher (out of a maximum possible score of 6.0) *must* be earned on the GRE writing test to qualify for admission. Scores of 5.0 or higher are strongly preferred. Prospective applicants scoring 3.5 or lower on the analytic writing section of the GRE should not apply for admission to either of the master's programs in criminal justice, as they will be automatically denied admission.
2. Verbal and Quantitative Scores – While the Department of Criminal Justice does not require any minimum scores on the verbal or quantitative sections of the GRE, the chances for admission are quite low for applicants who do not score of at least 400 on both the verbal and quantitative sections of the GRE (for a combined score of at least 800). Combined scores of 900 or higher are strongly preferred.

The General Test is offered year-round at computer-based test centers in the U.S., Canada, and many other countries. To find computerized testing locations, visit the ETS Test Center Listing web site (<http://etsis4.ets.org/tcenter/tcenter.jsp>).

- C. Letters of Recommendation – We must receive three (3) current letters of recommendation. Letters from college professors who can address an applicant's research, writing, and analytical skills are strongly preferred. If, however, an applicant is unable to obtain letters from former professors, then letters from work supervisors who can similarly address research, writing, and analytical skills may be submitted. Please be sure to let references know that their letters of recommendation must be *received* by CSULB no later than the application deadline.
- D. Transcripts – Applicants must submit one set of *official* transcripts from each and every college and university attended, including those from community colleges. Official transcripts must be sent from those institutions directly to CSULB's Enrollment Services. Please note: A minimum GPA of 2.5 overall is required for admission into CSULB's graduate programs. However, the Department of Criminal Justice typically only accepts students who earned a cumulative GPA of 3.0 or higher. Applicants with GPAs between 2.5 and 3.0 will be considered for admission, but must present a strong application which helps to compensate for the low GPA (e.g., unusually strong letters of recommendation; high GRE scores; years of experience in criminal justice field; etc.).
- E. Résumé – Applicants must submit a résumé which describes the applicant's academic achievements (including honors, awards, and extracurricular activities), as well as the applicant's relevant work, internship, and volunteer experiences.
- F. Essay – Applicants must submit a typewritten personal statement application essay of approximately 1,000 words. This essay should address the applicant's personal goals and objectives for earning a master's degree in criminal justice at CSULB.

With the exception of official transcripts and official GRE scores (both of which should be sent directly to CSULB's Enrollment Services), all of the other items listed should be sent in hard-copy to the Graduate Program Coordinator. The materials should be addressed as follows:

Mrs. Connie McCarroll
Department of Criminal Justice Graduate Program Coordinator
California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840-4603

3.4 Application Deadline

The Department of Criminal Justice admits students once per year for fall start dates. The application deadlines are:

May 1: Fall semester application deadline to full-time M.S. program.

May 31: Application deadline to the next annual cohort of the accelerated, off-campus M.S.-E program.

3.5 No Review of Incomplete Applications

The deadlines listed above in Section 3.4 are the dates on which application files *must be complete*. Thus, applicants must ensure that we receive all of the required materials (e.g., three letters of recommendation, GRE scores, official transcripts, etc.) by the applicable deadline (i.e., May 1st for M.S. program; May 31st for the M.S.-E program). Applications that are incomplete by the due date will not be reviewed. Applicants are, therefore, strongly encouraged to submit their application materials early.

3.6 Review of Complete Applications

The Graduate Committee of the Department of Criminal Justice reviews all complete applications shortly after the application deadline. Applicants to either master's program should expect to be notified of the Committee's decision within a month of the respective application deadline.

3.7 Financial Assistance

For information about financial aid and/or scholarships, students should refer to the following resources:

- A. The CSU Mentor website (<http://www.csumentor.edu>) for general financial aid information, links to scholarship databases, and other valuable campus information;
- B. The website for information on Federal Aid Programs: (<http://www.ed.gov/offices/OPE>)
- C. The web sites (<http://www.fastweb.com>) and (<http://www.finaid.org>) for additional scholarship information;
- D. The Office of Financial Aid (562-985-4641) for information about available scholarships and/or loans;
- E. The web site (www.fafsa.ed.gov) to obtain a FAFSA application to complete and submit to determine eligibility and availability of federal and/or state financial support;
- F. The current year's copy of The Graduate Fellowship and Assistantship Guide (The Office of Federal Programs of the American Association of State Colleges and Universities, 1307 New York Avenue, NW, Fifth Floor, Washington, D.C. 2005-4701) to determine other possible sources of support;
- G. The website (<http://www.csulb.edu/projects/grad/financial.html>) for regional, state, and federal scholarships and CSULB scholarships.

- H. Websites (<http://www.fastweb.com>) and (<http://www.collegeaid.com>) both offer students the opportunity to construct a personal financial aid profile. From this information, these organizations determine which scholarships, loans, grants, etc. are appropriate for the student. They also email students periodically when new and appropriate scholarships are introduced into their databases.

3.8 Out-Of-State Tuition Waivers

Students who are U.S. citizens but whose domicile (permanent reside) is located outside the state of California may apply for an Out-Of-State Tuition Waiver. Waivers are given on a limited basis and only to students whose undergraduate GPA and GRE scores are exemplary. Students interested in applying for such a waiver should contact the Department of Criminal Justice Graduate Program Coordinator.

4 WHAT TO DO AFTER YOU HAVE BEEN ACCEPTED

4.1 Notification of Intent to Matriculate

Students are notified of their acceptance into one of the master's programs in the Department of Criminal Justice by our Graduate Advisor. Upon receiving an offer of admission, a student must contact the Graduate Advisor with his/her decision whether the student will accept or decline the offer of admission.

4.2 Registration Using MyCSULB

- A. Your CSULB ID Number – Upon your admission to the University, you were assigned a CSULB identification number. It should have been sent to your mailing address. When you receive it, make sure that you keep that number because you will need it to register for your classes.
- B. Registration – After you have your CSULB ID number, you may register for classes using MyCSULB (<https://my.cms.csulb.edu/>).
 1. All graduate students in the full-time M.S. program must register for the following two classes in their first semester of study:
 - a. CRJU 504: Advanced Criminological Theory
 - b. CRJU 520: Advanced Criminal Justice Research Methods
 2. All graduate students in the full-time M.S. program must also register for one elective course during their first semester. In their first semester of graduate study, students may choose to enroll in any elective course numbered CRJU 604 to CRJU 689 (see Section 5.4) that suits their scheduling needs.
 3. If you experience problems registering for any course, contact the Department of Criminal Justice's Graduate Advisor. He or she can help you troubleshoot registration issues, usually by issuing electronic permits for you to register for specific courses that may have prerequisites.
- C. Check the online CSULB *Schedule of Classes* (or look online at MyCSULB) to determine when and where each of your courses will meet. Make a note of the meeting times and locations so that you know where you will need to go for your first class. Students should download a map of CSULB's campus in order to help them locate campus buildings. Maps are available online at this link:

<http://daf.csulb.edu/maps/>

4.3 CSULB Student ID Card

Go to the ID Card Services Office located on the southwest end of The University Bookstore building (facing the Psychology Building). Present a photo ID (driver's license, state ID card, passport, etc.); proof of registration; a completed ID card application; and a completed agreement form. You will need your CSULB ID Card to check-out books from the Library, obtain software, and to use various facilities on-campus.

4.4 CSULB Email

- A. Official CSULB Account Required – All graduate students in the Department of Criminal Justice are *required* to have an official CSULB email account and use it as their primary means of electronic communication for all university-related business and activities. While the CSULB computer systems allow students to designate other non-official email accounts as their primary mode of contact (e.g., an account through Yahoo, Gmail, Hotmail, or your home internet service provider), the Department requires that its graduate students register their official CSULB email account as their primary method of communication with the university and, therefore, the Department. Email messages from the Department Chair, Graduate Advisor, or Graduate Program Coordinator will only be sent to official CSULB email addresses. Thus, failing to use your official CSULB email address will mean you will miss important information about meetings, conferences, upcoming deadlines, scholarships, research opportunities, changes in the schedule of classes, course cancellations, registration, and both the qualifying and comprehensive examinations.
- B. Creating an Account – After you have a CSULB student identification number, you may create your email account online at this web site:
<http://www.csulb.edu/namemaster/>.
- C. Checking Email Regularly – Because email is the official means by which the Department will communicate with its graduate students, it is your responsibility to check your CSULB e-mail account regularly. We highly recommend that you check your e-mail at least once per day.
- D. E-mail Etiquette – All email correspondence with faculty members should comply with the following guidelines
1. Subject Line – Please reference a relevant subject in the subject line of the e-mail (e.g., “Mid-Term in CRJU 504”; “Thesis Progress”; “Need an Appointment for Help with Assigned Reading”; etc.) so that your message does not get “lost” among the dozens (sometimes even hundreds) of e-mail messages that faculty members receive each day.
 2. Salutation – It is considered good form to begin any correspondence with a polite greeting such as, “Dear Dr. Ireland.” This displays respect and modesty, both of which are simply good etiquette as well as good strategy. If you are trying to elicit a response that may require some effort on the part of the respondent, certainly it makes good sense to present yourself as intelligent and polite. It is never a good idea to address an email to “Professor” (without more); after all, you probably would not appreciate being referred to as “student” by your professors.
 3. Identify Yourself – Any and all e-mail messages you send to me must be “signed” with both your first and last name; failure to comply with this directive will result in your e-mail message being discarded.
 4. Compose Thoughtfully – While your friends and relatives may not care if you use proper grammar, spell correctly, use slang, or punctuate, the same is not true of formal correspondence. Ignoring the most basic rules of grammar or failing to take the time to proofread correspondence directed to faculty or staff will only serve to make you appear uneducated and unconcerned. This means that you ought not use “instant messaging” shorthand in email correspondence. Messages that are written with e-jargon such as “I M going 2 B L8 2day” will be

ignored. Worse yet, you may make such a negative impression in your email correspondence with faculty members that they will remember that when you ask them to serve on a thesis committee or write you a letter of recommendation. So, be professional!

5. **Timing** – It is unwise to send an email message late at night when the question needs to be answered before class the next morning. So plan ahead! As a rule, any properly-labeled and signed e-mail message that you send to a faculty member will usually receive a response within 24 hours to 48 hours, although longer response times may occur over weekends, holidays, furloughs, or vacation periods.

4.5 Parking

In order to park on the CSULB campus, a valid parking permit is required. To obtain your parking permit, you will need to visit Parking and Access Services in person (their web site is <http://daf.csulb.edu/offices/ppfm/parking/>). Student parking permits cost roughly \$123 per semester.

4.6 Academic Load

Nine (9) units of graduate coursework per semester is the normal academic load for a full-time graduate student. If a candidate wishes to exceed this limit, it should be discussed with the Graduate Advisor. Under no circumstances should full-time graduate students exceed twelve (12) units in a semester. Students who are employed full-time are advised not to exceed six (6) units per semester.

4.7 Graduate Student Orientation Sessions

There are two different orientation sessions designed to acclimate new graduate students to CSULB. The first is an optional university-wide orientation session for all students matriculating into a master's program at CSULB. Although optional, we strongly advise all new criminal justice master's students to attend the university-wide Graduate Student Orientation Program. The second is a mandatory orientation session just for students who are matriculating into the master's program in criminal justice.

- A. **University Orientation for All New Graduate Students** – Each fall semester, the Graduate Studies Office offers a one-day graduate student orientation session for students who have been admitted to the University and to a CSULB Master's Degree program. This year, the Graduate Student Orientation Program will take place on Saturday, August 22, 2009 from 8:30 a.m. to 2:30 p.m. in Lecture Hall, Room 151 (LH-151). Please note that PRE-REGISTRATION IS REQUIRED.
 1. The morning sessions will focus on the graduate education experience, specific University academic and administrative policies and procedures, and the many resources and support services that are available to you as a new graduate student. These sessions will be interactive, and time will be allotted for your inquiries.
 2. There will also be an optional workshop on library resources in the afternoon. For more information, please contact Rachel Brophy, Student Programs Coordinator, at rbrophy@csulb.edu or (562) 985-4546.

3. The registration fee for the Graduate Student Orientation Program is \$25.00. This fee covers printed materials, a continental breakfast, and a barbecue lunch. The registration deadline is Friday, August 14, 2009. For a Registration Form, visit this link:

<http://www.csulb.edu/divisions/aa/projects/grad/orientation/registration/>

4. **Parking Fees/Instructions:** Parking permits are required and should be purchased at the yellow kiosks located near all parking lots for a fee of \$4. It is recommended that you park in lot 7 (located off of 7th Street/East Campus Drive). If that lot is full, please park in lots 1, 14, or 16. Please allow travel time from the parking lot to the orientation room. Please do not park at the meters unless you plan to feed them, and do not park in disabled spaces unless you have the appropriate placard. If you need additional parking assistance, please visit the Visitor's Information Center (VIC), located off of Bellflower Boulevard/Beach Way.
- B. Department of Criminal Justice Orientation – Each fall, the Department of Criminal Justice hosts a departmental orientation session that lasts 60 to 90 minutes. The session provides an overview of the Department, its programs, its faculty, and this Handbook. Academic advising and assessment of entering students' knowledge base also occur. This year, the Department has decided to host its orientation program off-campus on Wednesday, August 26th. The event will start promptly at 5:00pm at Acapulco's Restaurant in Long Beach (6270 E. Pacific Coast Highway). When that information session concludes, we will be joined by other faculty members in the Department of Criminal Justice, as well as many of our current graduate students. Thus, your attendance at this session will not only orient you as a new master's student in our Department, but will also allow you to make new social connections with your professors and peers.
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5 DEGREE REQUIREMENTS

The master's degree in criminal justice requires 36 semester units of course work. The program consists of six core courses and between four and six elective courses.

5.1 18 Units of Required Core Courses

All graduate students must complete the following core courses with a grade of A or B. Graduate students earning a C or below in a core course will be required to retake the course for a passing grade. The core courses are:

- CRJU 504: Criminological Theory (3 units)
- CRJU 520: Advanced Criminal Justice Research Methods (3 units)
- CRJU 525: Advanced Statistics for Criminal Justice (3 units)
- CRJU 530: Criminal Justice Ethics, Values, & Diversity (3 units)
- PPA 500: Foundations of Public Policy & Administration (3 units)
- CRJU 551: Proseminar & Professional Literature in Criminology & Criminal Justice (3 units)

5.2 Successful Completion of the Qualifying Examination

Regardless of whether a student plans to write a thesis or take the comprehensive examination as his/her capstone experience, all students must take and pass the qualifying examination (also known as the "qualifier") in order to advance to candidacy.

- A. Structure and Composition of the Exam – The qualifier is comprised of between 120 and 150 multiple-choice questions. It tests three subjects: criminological theory (CRJU 504), criminal justice research methods (CRJU 520), and applied statistics in criminal justice (CRJU 525). The qualifying exam is administered over the course of three hours. Here is the approximate breakdown of questions:

Table 1: Structure of Multiple-Choice Qualifying Examination

Criminological Theory	Research Methods	Statistics
70-75 Questions	30-35 Questions	20-25 Questions
Approximately 57% of Exam	Approximately 25% of Exam	Approximately 18% of Exam

Everything tested on the multiple-choice qualifying examination should have been covered in CRJU 504, CRJU 520, and CJRU 525. In fact, the textbooks used in those three courses should be all most students need in order to prepare for the qualifier.

- B. Timing of the Exam – The qualifying examination is administered at different times depending upon whether students are in the full-time M.S. program or the accelerated M.S.-E program.
1. Full-Time M.S. Students – Because all full-time graduate students take CRJU 504 and CRJU 520 in the fall semester of their first year of graduate study, and then take CRJU 525 in the spring semester of their first year of graduate study,

all full-time graduate students are expected to take the qualifying examination at the end of their first year in the master's program (usually in May).

Students who pass the qualifying examination *and* who have also successfully completed CRJU 530 and PPA 500 during their first year of full-time study (see roadmap on page 25) will then advance to candidacy (see Part 6). Students who fail the qualifying examination will be given the opportunity to take the qualifier a second time. If passed the second time around, students will then advance to candidacy (provided they have also successfully completed CRJU 530 and PPA 500). Any student who fails the qualifier on the second attempt, however, will be disqualified from the M.S. program.

2. M.S.-E Students – Students in the accelerated M.S.-E program will take the qualifier as soon as practicable after completing CRJU 504, CRJU 520, and CRJU 525. That should be approximately 20 to 26 weeks after the start of a new cohort. Students who pass the qualifying examination will be advanced to candidacy after they successfully complete CRJU 530 and PPA 500. Students who fail the qualifier will be permitted to continue taking courses in the M.S.-E program while studying to retake the qualifier. If the student passes the qualifying exam the second time around, he/she will then advance to candidacy (after completing CRJU 530 and PPA 500). If, however, a student fails the qualifier on the second attempt, he or she will be disqualified from the M.S.-E program.
- C. Grading – The qualifier is graded on a pass/fail basis. We expect students to be able to answer roughly 70% of the questions correctly. We may, however, adjust for exam difficulty by converting raw scores on an exam to standardized Z scores. (If you do not know what a Z score is, you need to study your statistics before taking the qualifying exam.) Thus, we may “curve” the test to a certain degree if it appears one version of the test was considerably more difficult than another. In most instances, students who score within a standard deviation of the mean generally pass the test. Students who score more than one standard deviation below the mean usually fail the exam.
- D. Pass Rate – To date, our pass rates have been quite high. As illustrated in Table 2, over 80% of all students who have taken the qualifier have passed it since we first administered the exam in the spring of 2008. Moreover, the pass rate increases when retests are taken into account. Specifically, of the people who failed the qualifying exam the first time and then retook the exam for a second time, only 2 students of 119 (1.6%) failed the exam a second time. That, of course, means that 98.4% of master's students pass the qualifier within the two attempts they are permitted.

Table 2: Qualifying Exam Pass Rates

Date	Students Passing Qualifying Exam
May 2008	41 of 49 (84%)
December 2008	27 of 29 (93%)
February 2009	18 of 19 (95%)
May 2009	11 of 22 (50%)
Totals	97 of 119 (81.5%)

5.3 18 Units of Elective Courses and a Capstone Experience

- A. M.S. Students – Graduate students in the on-campus, full-time master's program have two options to complete the master's in criminal justice.
1. Thesis Option – Graduate students may elect to take four (4) elective courses totaling at least 12 credit units *and* take both CRJU 694: Thesis I, and CRJU 698: Thesis II.
 2. Comprehensive Examination Option – Graduate students may elect to take six (6) elective courses totaling at least 18 credit units *and* pass the comprehensive examination.

Details about both capstone experiences are contained in Parts 7 and 8 of this Handbook.

- B. M.S.-E Students – Graduate students in the accelerated, M.S.-E program complete the master's degree by taking and passing the comprehensive examination. Details about the exam are contained in Part 7 of this Handbook.

5.4 Authorized Graduate Elective Courses

Any of the following courses may be used to satisfy the elective requirements for the master's degree.

- CRJU 604: Terrorism, Homeland Security, & Criminal Justice (3 units)
- CRJU 621: Administration & Management of CJ Organizations (3 units)
- CRJU 631: Legal Issues in Criminal Justice (3 units)
- CRJU 640: Criminalistics: Forensic Science in the Crime Laboratory (3 units)
- CRJU 641: Investigating High-Tech Crimes (3 units)
- CRJU 642: Forensic Psychology & the Criminal Justice System (3 units)
- CRJU 643: Forensic Pathology & the Medical-Legal Investigation of Death (3 units)
- CRJU 690: Advanced Special Topics in Criminology & Criminal Justice (3 units)
- CRJU 691: Instructional Strategies for Criminal Justice Professionals (3 units)
- CRJU 695: Directed Readings/Independent Study in Criminal Justice (3 units)
- CRJU 697: Directed Research in Criminology & Criminal Justice (3 units)

With the written consent of the Graduate Advisor, graduate-level courses in related disciplines (e.g., psychology, public policy, social work, sociology, political science, law) may also be used to satisfy the elective requirements for the master's in criminal justice.

5.5 Restrictions on Specific Graduate Elective Courses

- A. CRJU 690: Advanced Special Topics in Criminology & Criminal Justice – Students may take up to a maximum of three (3) *different* special topics courses totaling a maximum of nine (9) units.
- B. CRJU 691: Instructional Strategies for Criminal Justice Professionals – As a rule, this course is by invitation only. Graduate students who are interesting in serving as a teaching assistant ("TA") must have a full-time member of the faculty willing to sponsor them in a teaching assistantship. Moreover, all prospective TAs must be approved by the Department Chair in advance of the start of a semester. If

approved, students may take this course twice (over two different semesters) earning a maximum of six (6) units for serving as a TA.

- C. CRJU 695: Directed Readings/Independent Study in Criminal Justice – Students who are interested in studying a topic that is not offered in our curriculum may seek permission from the Graduate Advisor to engage in independent study on the topic. If approved, a student doing an independent study will be assigned a faculty supervisor with whom the student must develop a plan of study and the assessments on which the student's performance will be based. As a rule, students taking an independent study are expected to write a comprehensive 25-30 page term paper evidencing their mastery of the self-studied material. If approved, students may take CRJU 695 twice (over two different semesters), thereby earning a maximum of six (6) units towards their master's degree through independent studies.
- D. CRJU 697: Directed Research in Criminology & Criminal Justice – This course is by invitation only. Faculty members who seek to mentor graduate students in research will invite students to work with them on research projects. Students may earn up to six (6) units of academic credit toward their master's degree for working with a full-time faculty member on his/her research.

5.6 Transfer Credit

- A. A maximum of six (6) units of *graduate credit* may be transferred from another accredited university provided that a grade of "B" or higher was earned. Any course(s) with a grade of "C" or lower will not be accepted as transfer credit toward the master's degree in criminal justice.
- B. No graduate credit shall be awarded for any undergraduate course work taken to complete the requirements of an undergraduate degree.
- C. No graduate credit shall be awarded for any undergraduate course taken to fulfill the prerequisites for the master's degree in criminal justice listed in Section 3.1 of this Handbook, regardless of whether the courses were taken as part of the requirements of an undergraduate degree or if they were taken after the completion of a baccalaureate degree.

5.7 Limitations on Credit by Examination

- A. No "credit by examination" may be used to satisfy master's degree requirements. Master's students may, however, seek "credit by examination" for prerequisite courses. Requests for such examinations must be made to Graduate Advisor and approved by the Department Chair. Credit by examination is restricted to courses published in the current CSULB *Catalog*.
- B. All course credit by examination will be recorded as CR (Credit) and will not be included in calculation of grade-point averages. Such credit may not be used to remove a grade of "D" or "F" in a course already attempted, nor may course credit by examination be granted for any course which is a prerequisite to one for which credit has already been received.

5.8 Limitation on Credit Units Earned While Not Matriculated

Students who are conditionally admitted to a master's program in criminal justice may take graduate courses as a non-matriculated student through Open University, a program run through CSULB's College of Continuing and Professional Education. If units are earned in this manner and a student subsequently applies to and is accepted into a graduate program at CSULB, a maximum of nine (9) units may be counted toward a master's degree. Thus, any credit earned while on non-matriculated status in excess of nine (9) units may not be used to satisfy any of the unit requirements for the master's degree in criminal justice.

5.9 Limitations on Taking Undergraduate Courses for Elective Credit

Regardless of which capstone experience a graduate student selects, a *maximum of two* (2) undergraduate courses may be used to satisfy graduate elective course requirements, provided such courses are taken at the graduate level. This means additional graduate level expectations apply, which generally include writing and research requirements beyond those listed in the undergraduate syllabus for the course. Graduate students electing to take undergraduate courses for graduate credit must clarify such requirements with the course instructor, Graduate Advisor, or Department Chair. Only the following undergraduate courses may be taken for graduate credit:

- CRJU 340: Substantive Criminal Law (3 units)
- CRJU 350: Constitutional Criminal Procedure (3 units)
- CRJU 401: Victimology (3 units)
- CRJU 402: Crime and Inequality (3 units)
- CRJU 403: Comparative Criminal Justice and Transnational Crimes (3 units)
- CRJU 406: Delinquency and the Juvenile Justice System (3 units)
- CRJU 407: White Collar Crime (3 units)
- CRJU 410: Police Administration (3 units)
- CRJU 412: Criminal Investigation (3 units)
- CRJU 420: Legal Aspects of Corrections (3 units)
- CRJU 421: Probation, Parole, and Community Corrections (3 units)
- CRJU 422: Correctional Counseling (3 units)
- CRJU 423: Correctional Environments (3 units)
- CRJU 450: Domestic Violence and the Criminal Justice System (3 units)
- CRJU 460: Substance Abuse and the Criminal Justice System (3 units)

5.10 Course Sequence Considerations

The full-time M.S. degree program in criminal justice is designed to be completed in two academic years (four semesters). In order to facilitate students completing their degrees within this time frame, we strongly suggest that students follow the degree-completion roadmap contained on the next page of this Handbook.

If students need to vary from the sequence of courses as listed on the roadmap for any reason (the most common of which is completion of prerequisite courses), they should make an appointment with the Graduate Advisor to develop an alternate roadmap.

First Year of Full-Time Study for All M.S. Students

Fall (Semester 1)		Spring (Semester 2)	
Course	Units	Course	Units
1. CRJU 504: Criminological Theory	3	1. PPA 500: Public Policy and Administration	3
2. CRJU 520: Advanced CJ Research Methods	3	2. CRJU 525: Advanced Statistics for Criminal Justice	3
3. Any CRJU Elective Approved for Graduate Credit	3	3. CRJU 530: CJ Ethics, Values, and Diversity	3
Total Units	9	Total Units	9

All of these courses must be completed with a grade of "B" or higher.
At the end of the first-year of study, all students must take the Qualifying Examination (a/k/a "the Qualifier").

Note: CRJU 504 and CRJU 520 are only offered the fall semester. CRJU 525 is only offered in the spring semester. It is, therefore, imperative that students take these three required courses in the semesters indicated above.

Second Year of Full-Time Study for M.S. Students Completing the Degree via Comprehensive Examination

Fall (Semester 3)		Spring (Semester 4)	
Course	Units	Course	Units
1. Any CRJU Elective Approved for Graduate Credit	3	1. CRJU 551: Proseminar & Professional Literature in Criminology & Criminal Justice	3
2. Any CRJU Elective Approved for Graduate Credit	3	2. CRJU 695: Independent Study	3
3. Any CRJU Elective Approved for Graduate Credit	3	3. Any CRJU Elective Approved for Graduate Credit	3
Total Units	9	Total Units	9

At the end of the second year of study, students who opt to complete the M.S. degree by examination must take and pass the comprehensive examination.

Second Year of Full-Time Study for M.S. Students Completing the Degree by Writing a Thesis

Fall (Semester 3)		Spring (Semester 4)	
Course	Units	Course	Units
1. CRJU 551: Proseminar & Professional Literature in Criminology & Criminal Justice	3	1. CRJU 698: Thesis II	3
2. CRJU 694: Thesis I	3	2. Any CRJU Elective Approved for Graduate Credit	3
3. Any CRJU Elective Approved for Graduate Credit	3	3. Any CRJU Elective Approved for Graduate Credit	3
Total Units	9	Total Units	9

At the end of the second year of study, students who opt to complete the M.S. degree by thesis must submit a thesis approved by all committee members to the Department Chair at least four weeks in advance of the library's thesis-submission deadline.

Notes:

- Elective courses must be selected from CRJU 604, 621, 631, 640, 641, 642, 643, 690, 691, and 697. In addition, students may take a maximum of six (6) units of undergraduate-level elective courses from CRJU 340, 350, 401, 402, 403, 406, 407, 410, 412, 420, 421, 422, 423, 450, and 460.
- Students may take a maximum of nine (9) units of CRJU 690.
- Students may take a maximum of six (6) units of CRJU 695.
- Students may take a maximum of six (6) units of CRJU 691 during the second year of graduate study; the course is not open to first-year M.S. students.
- Students who do not meet all four of the prerequisite courses at the start of their graduate program must take additional courses to satisfy the prerequisite requirements. This will delay the completion of the M.S. degree unless the student takes summer courses, when available. Students who lack one or more of the prerequisite courses need to design a plan for degree-completion in consultation with the Graduate Advisor.

5.11 When to Take CRJU 551: Proseminar and Professional Literature

As the roadmap on the preceding page of this Handbook should make clear, students should take CRJU 551: Proseminar and Professional Literature in Criminology and Criminal Justice, at different times during their second-year of full-time graduate study depending on whether they are completing their master's degree by taking the comprehensive examination or by writing a thesis.

- A. Comprehensive Exam Students – Students taking the comprehensive examination should take CRJU 551 during the semester in which they plan to sit for the comprehensive exam. For the overwhelming number of students, that means they should take CRJU 551 during the spring semester of their second year of full-time graduate study. Doing so will help students prepare for the comprehensive exam, since students will conduct research and write their term papers for the course on the same topics which will be tested on the comprehensive examination. Thus, through the work students do in CRJU 551, they should be well-prepared to take and pass the comps. For more information on the comprehensive exam, see Part 7 of this Handbook.
- B. Thesis Students – Students who are writing a thesis as the capstone experience to their master's degree should take CRJU 551 in the same semester during which they register for CRJU 694: Thesis I. Doing so will help students prepare to complete their thesis in a timely manner, as students will conduct research and write their term papers for CRJU 551 on the same topics on which they are writing their thesis. Thus, CRJU 551 will facilitate the timely completion of the literature review section of thesis while students work on the other portions of their thesis in CRJU 694. For more information on writing a thesis, see Part 7 of this Handbook.

5.12 Grades

Students must earn a grade of "B" or higher in all required core curriculum courses (i.e., CRJU 504, CRJU 520, CRJU 525, CRJU 530, CRJU 551, and PPA 500). Students must earn grades of "C" or higher in all other graduate coursework.

Grades

- A. Definitions – The following definitions apply to grades assigned in graduate courses:
 - "A" Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
 - "B" Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.
 - "C" Performance of the student has been at an adequate level, meeting the basic requirements of the course, but performing at a level below that expected of graduate work.
 - "D" Performance of the student has been less than adequate, meeting only the minimum course requirements.
 - "F" Performance of the student has been such that minimal course requirements have not been met.

- “RP” Report in Progress. The “RP” symbol is used in connection with courses with requirements that may take more than one academic term to complete (e.g., CRJU 694: Thesis I, CRJU 698: Thesis II). The “RP” symbol indicates that work is in progress, but the assignment of a final course grade must await completion of additional work. Re-enrollment is permitted prior to assignment of a final course grade provided the cumulative units attempted do not exceed the total number applicable to the student’s educational objective. Work is to be completed within one (1) calendar year immediately following the end of the term during which it was assigned, except for graduate degree theses. If the “RP” symbol is not replaced by a final course grade within the specified time period or prior to the student’s declared graduation date, it will be changed to a “W.” An “RP” symbol cannot be replaced by an “I” (Incomplete) symbol; an “I” is not a final course grade.
- “I” Incomplete. Indicates that a portion of the required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. This grade must be made up within one calendar year immediately following the end of the term during which it was assigned, regardless of whether or not the student maintains continuous enrollment. Failure to complete the assigned work automatically results in an “I” being converted to an “F” for the course in question.
- “W” Withdrawal. Indicates that a student formally withdrew from the course. It carries no connotation of quality of student performance and is not used in calculating grade point average. See Section 5.11 for more information about how the Department of Criminal Justice interprets and applies the University’s policies on course withdrawals.
- “WU” Unauthorized Withdrawal. The symbol “WU” indicates that an enrolled student did not complete course requirements but did not withdraw from the course. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible (letter grades “A” - “F” or an “Incomplete”). For purposes of grade point average this symbol is equivalent to an “F.” A student who receives a “WU” may not complete additional work and have the “WU” changed to a letter grade.
- B. Minimum Passing Grade of “B” in Required Courses – Students must earn grades of “A” or “B” in all of their required, core curriculum courses (CRJU 504, CJRU 520, CRJU 525, CRJU 530, CRJU 551, and PPA 500). Thus, any student earning a “C” or lower in any of these core curriculum courses must repeat the course. Please note that there is no grade forgiveness (“repeat/delete”) policy in effect for graduate students. Thus, if a student needs to repeat a course, the grades earned the first time the student took the course will continue to be counted in the student’s graduate grade point average.
- C. Minimum Passing Grade of “C” in Elective Courses – No course in which a letter grade lower than a “C” has been earned may be used to fulfill the requirements of the master’s degree in criminal justice, although both “D” and “F” grades are computed in students’ cumulative grade point average. Graduate students are warned, however, that a maximum of two grades of “C” may be earned while matriculated in a master’s degree program in criminal justice. Students who earn three (3) or more grades of “C” will be dismissed from the program.

- D. “CR/NC” – Graduate students may enroll in undergraduate courses on a “Credit/No Credit” basis. However, no course in which a grade of “CR” has been assigned may be used to fulfill the requirements for the master’s degree. Thus, such courses are only for students’ edification.
- E. Minimum GPA for Graduation – No student will be awarded the master’s degree in criminal justice without a cumulative GPA of 3.0 or higher.

5.13 Withdrawal Policy

- A. Withdrawal in the First Two Weeks of a Semester – Students may withdraw during this period and the course will not appear on their permanent transcripts. To do this, a student must file a Complete Withdrawal Application to drop all classes or a Petition to Withdraw from a specific class or classes. Fees are not refundable after the second week of classes.
- B. Withdrawal between the Second and Twelfth Week of a Semester – Withdrawals during this period of a semester are permissible only for “*serious and compelling reasons*.”
 1. To withdraw from a course during this period, students must file a “Petition to Withdraw from a Class.” The form is available online at this link:

<http://www.csulb.edu/depts/enrollment/assets/pdf/withdrawalfinal.pdf>
 2. When completing the form, the student must state the “serious and compelling” reason(s) why he/she is seeking the withdrawal. Students are well-advised that the “W” is not intended to be used as a mechanism to avoid receiving the grade one has duly earned. Thus, poor performance in a course never constitutes a “serious and compelling reason,” and no course withdrawals will be authorized on the basis of a student earning low grades in a course.
 3. The withdrawal must first be authorized by the professor teaching the course from which the student seeks to withdraw.
 4. If the professor agrees to authorize the withdrawal by signing the Petition, the student must then obtain the permission of the Department Chair to withdraw. Students are forewarned that that the Department Chair may use more stringent criteria to assess whether a student has a “serious and compelling” reason for withdrawing from a course than the criteria used by individual professors. Indeed, students should be aware that the definition of “serious and compelling reasons” as applied by faculty and administrators becomes narrower as the semester progresses. As a rule, the Department Chair will authorize withdrawals from courses only if: (a) you have consistently made serious attempts to succeed in the course; and (b) you are able to explain serious and compelling reasons for your need to withdraw from the course. If these criteria are not met, the Department Chair will not authorize your withdrawal from any course unless there is an emergency situation necessitating withdrawal, such as accident or serious illness.
- C. Withdrawal During the Final Three Weeks of a Semester – Withdrawals in the final three weeks of a semester are not granted absent the most serious and compelling of reasons, such as the documented death of an immediate (not extended) family

member; a documented, serious medical condition that requires withdrawal from all courses; a call from reserve to active military service; etc. The procedure for withdrawal during this period are the same as in subsection B (above) with the addition that the Dean or Associate Dean of the College of Health and Human Services must also approve the student's request for withdrawal.

5.14 Academic Probation

Graduate students, including those conditionally admitted, must maintain an overall GPA of 3.0 at all times and in all units attempted subsequent to admission to the degree program. This requirement includes any undergraduate prerequisite coursework that a conditionally-admitted graduate student must complete. Students who fail to maintain a GPA of 3.0 or higher will be placed on academic probation.

5.15 Academic Disqualification Based on Grades

Once placed on academic probation, a student is given two semesters to bring his/her GPA to a minimum of 3.0. Only grades earned in major courses can offset a GPA deficiency in the major, and only grades earned at CSULB can offset a GPA deficiency at CSULB. Students unable to achieve the 3.0 GPA minimum will be disqualified from the graduate program. Disqualification will prevent the student from any further enrollment at CSULB.

5.16 Academic Disqualification Based on Academic Dishonesty

Section 13.13 contains the Academic Integrity Policy of the Department of Criminal Justice. Any student who violated that policing by engaging in an act of academic dishonesty may be disqualified from the graduate program on that basis, regardless of the student's grade point average. As with disqualification based on low grades, academic disqualification for acts of academic dishonesty also prevent the student from any further enrollment at CSULB.

5.17 Administrative Academic Probation

A graduate student may be placed on administrative academic probation by action of appropriate campus officials for any of the following reasons:

- A. Withdrawal from all or a substantial portion of a program of study in two successive semesters or in any three semesters;
- B. Repeated failure to progress toward the stated degree objective or other program objective (when such failure appears to be due to circumstances within the control of the student); and/or
- C. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students (example: failure to take placement tests, failure to complete a required practicum).

5.18 Administrative Academic Disqualification

A students who has been placed on administrative academic probation may be disqualified from further attendance if:

- A. The conditions for removal of administrative academic probation are not met within the period specified;
- B. The student becomes subject to academic probation while on administrative academic probation; and/or
- C. The student becomes subject to administrative academic probation for the same or similar reason for which they have been placed on administrative-academic probation previously, although not currently on such status.

5.19 Residency Requirements

No fewer than 24 semester units shall be completed in residence at the University. Students must be continuously enrolled in the program or take an educational leave. If not, students must reapply to the University.

5.20 Educational Leaves

- A. An approved Educational Leave of Absence permits a student to be absent from the University for a specified number of semesters (one semester minimum; one calendar year maximum) while authorizing the student to return and continue to study under catalog requirements that applied prior to the absence. Any student in good academic standing may request an Educational Leave. Newly admitted graduate students have no current record with which to evaluate academic standing; thus, new students are ineligible for an Educational Leave in their first semester of study.
- B. Students requesting an Educational Leave must complete an Educational Leave Form, in advance, including an explanation of their reasons for seeking the leave and a statement of when they intend to resume academic work. The completed form is to be submitted for approval to the student's Graduate Advisor and should be submitted to Enrollment Services (along with the applicable fee) at the end of the semester prior to the leave of absence. The minimum initial leave will be one full semester; the maximum will be one calendar year. A student may request, in writing, in advance, an extension of leave. Under no circumstance will the total number of approved educational leaves exceed two, nor will the duration of approved educational leaves extend beyond two calendar years. The completed Educational Leave form must be submitted for approval to the Department of Criminal Justice Graduate Advisor.
- C. While an approved Educational Leave permits a student to be absent from the University for a specified period of time, it does not grant permission for international students to remain in the U.S. during that time. Immigration regulations do not allow persons to stay in the U.S. on F-1 status if they are not enrolled in school. Thus, immigration rules make it necessary for international students to return home or be overseas during their Educational Leave. They may, however, re-enter the U.S. on F-1 status to resume study as long as their entry visa is not expired, and they have a valid I-20 endorsement for travel.

- D. If a student does not officially apply for an Educational Leave from the University and does not enroll for a semester, student status with the University is terminated. If a student does not return to the University by the specified semester on his/her approved Educational Leave, enrollment will also be terminated. In both cases, students must re-apply for admission to the University without any guarantee of readmission. Furthermore, without an approved Educational Leave of Absence, graduation requirements may have changed during the intervening time; the program of study may have been closed to non-residents; or other significant changes may have occurred. Any and all new restrictions and/or requirements will be imposed on the student if he or she re-applies and is re-admitted to the University after termination of enrollment.
- E. Students who plan to enroll for credit at another college/university during the leave period must obtain prior approval for the transfer of course credit to the student's program from the Graduate Advisor, Department Chair, and the College Dean.
- F. The period of an Educational Leave is counted in the calculation of elapsed time under the regulations governing the maximum period (i.e., 7 years) for completion of degree requirements.

5.21 Time Limitation: The Seven-Year Rule

All requirements of the master's degree must be completed within seven years of the date the student's program of study was initiated (i.e., the semester when the earliest course appearing on the student's program was completed). An extension of time beyond the limit may be granted by the Vice Provost for Academic Affairs and Dean of Graduate Studies if warranted by individual circumstances on the condition that outdated work is validated by a comprehensive examination in the relevant course or such other demonstration of competence as may be prescribed by the Department.

5.22 GS 700

GS 700 is intended to be taken when a student believes he/she will be graduating at the end of that semester and does not need or desire to take additional courses. GS 700 is cost-effective means by which to extend enrollment by one semester while completing the thesis or comprehensive exam. However, for each subsequent semester that a student enrolls in a GS 700 class, the cost of GS 700 doubles. Therefore, if a student knows that he/she will require more than the single semester to complete his/her thesis/project, it is recommended to take a formal Leave of Absence (although students on leave will not have access to the library). GS 700 forms are available at from the Department of Criminal Justice Graduate Advisor and Graduate Coordinator.

Students may only enroll in GS 700 after they have been Advanced to Candidacy (see Part 6 of this Handbook) and have completed all coursework for their master's degree program, yet still have to complete their thesis or the comprehensive exam. Students must enroll in GS 700 during:

- A. each semester they use any of the University's resources (including, but not limited to, faculty, staff, library, and/or other facilities/services); and
- B. the semester they are taking the comprehensive examination, submitting their thesis the University's Thesis Office, or graduating, if they are not enrolled in any other courses at the University. In other words, students *must be enrolled* in a course or GS 700 during the semester in which they intend to graduate!

6 ADVANCING TO CANDIDACY

Advancement to Candidacy is the next milestone students should complete after achieving classified status. Advancement to Candidacy confers the equivalent of catalog rights on graduate students. Advancement to candidacy also signifies approval of a finalized plan of graduate study.

6.1 Requirements for Advancing to Candidacy

Students earning a master's degree in criminal justice are required to complete all of the requirements listed in this section in order to advance to candidacy.

- A. The student must have completed the following 15 units of required, core curriculum courses with grade of "B" or higher in each course:
 1. CRJU 504: Advanced Criminological Theory
 2. CRJU 520: Advanced Criminal Justice Research Methods
 3. CRJU 525: Advanced Statistics for Criminal Justice Research
 4. CRJU 530: Criminal Justice Ethics, Values, and Diversity
 5. PPA 500: Public Policy and Administration
- B. The student must have passed the qualifying exam.
- C. The student must be enrolled at CSULB during the semester in which the advancement is to take place.
- D. The student must have at least a 3.0 cumulative grade point average. Please note that once a student advances to candidacy, he/she must continue to maintain at least a 3.0 cumulative GPA; otherwise, candidacy may be revoked.
- E. The student must have fulfilled the Graduation Writing Assessment Requirement ("GWAR"). This requirement is met by having earned a 4.0 or higher on the analytic writing section of the GRE. Since an analytic writing score of 4.0 or higher is required for admission all of the Department of Criminal Justice's master's programs, all criminal justice graduate students should have satisfied this requirement upon their admission. Thus, most criminal justice graduate students do not have to take the University's Writing Proficiency Exam ("WPE").

6.2 Advancing to Candidacy

- A. **Form** – After all of the requirements listed above in Section 6.1 have been satisfied, students must complete an "Advancement of Candidacy Form" (also called the "Program Plan") and then have the completed form approved by both the Department of Criminal Justice Graduate Advisor and the Associate Dean of the College of Health and Human Services. Please note that these forms must be *typed*. Advancement to Candidacy Forms may be obtained from the Department of Criminal Justice Graduate Advisor and on the Departmental web site at this link:

<http://www.csulb.edu/colleges/chhs/departments/criminal-justice/degrees/masters/index.htm>

- B. **Timing** – Advancement to Candidacy must take place at least one semester before graduation. It is recommended that students Advance to Candidacy before the beginning of their second year of graduate school, if possible, in order to avoid a delay in graduation. Following the graduation roadmap on page 25 will help to ensure that you will be able to advance to candidacy after the completion of your second semester of full-time graduate study (assuming that you pass the qualifying exam).
- C. **Approval** – Once a student's Advancement to Candidacy Form has been approved, he/she will receive a letter from the Associate Dean of the College indicating the semester he/she was Advanced to Candidacy, as well as the semester the master's degree must be finished in order not to lose credit for courses completed earlier in the program of study (i.e., all coursework must have been completed within a seven year period). Students also receive a copy of the fully executed documents.

6.3 Program Changes after Advancing to Candidacy

Once a student's graduate program of study has been approved on an Advancement to Candidacy Form, changes to the program require the completion of another form (i.e., a "Change of Program Form"). These forms may be obtained from the Department of Criminal Justice Graduate Advisor and on the Departmental web site at this link:

<http://www.csulb.edu/colleges/chhs/departments/criminal-justice/degrees/masters/index.htm>

These forms must be signed by the student, the Graduate, the Department Chair, and the Dean of Graduate Studies.

6.4 Advancing to Candidacy Is Required Before Starting Capstones

Students must Advance to Candidacy before they arrange to take the comprehensive exam or initiate research for a thesis.

6.5 Advancing to Candidacy Secures Catalog Rights

Policy and degree requirements (i.e., "catalog rights") applicable to the candidate are those in effect at the time the student is Advanced to Candidacy, not the time of admission.

7 THE COMPREHENSIVE EXAM AS CAPSTONE EXPERIENCE

As stated above in Section 5.3, all criminal justice graduate students must complete a capstone experience in order to earn the master's degree in criminal justice. The two capstone experiences offered by the Department of Criminal Justice are a comprehensive examination option and a thesis option. This section of the Handbook is devoted to the examination option.

7.1 Who Should Take the Comprehensive Examination?

The comprehensive examination (also known as “the comp”) is the default capstone experience for all graduate students. In other words, the overwhelming majority of master's candidates will complete their degrees by taking and passing the comprehensive exam, not by writing a thesis. In fact, given the accelerated nature of the off-campus master's program, all M.S.-E students are expected to take and pass the comprehensive exam as the culminating experience for their degrees. Full-time students in the on-campus M.S. program are also expected to complete their degrees by taking and passing the comprehensive exam unless they secure a committee of three faculty members (one of whom must agree to serve as a thesis committee chair) who are willing to spend a year supervising them in researching and writing a thesis (see Section 8.5).

7.2 Format of the Comprehensive Exam

The comprehensive examination is an all-essay test. Students have three substantive options from which to choose: policing, corrections, or law & social control. Regardless of which substantive option is selected, students must answer two of three questions provided to them at the start of the exam. As illustrated in Table 3, one of these three questions is mandatory, meaning that everyone completing the exam in a particular substantive area must answer the first question on that test. There are two additional questions on each essay exam. Students can select either one of the remaining two questions – whichever one they feel more comfortable answering.

Table 3: Structure of Essay Exam

	Policing	Corrections	Law and Social Control
Question #1	Mandatory	Mandatory	Mandatory
Questions # 2 & Question #3	Answer either one of the two questions.	Answer either one of the two questions.	Answer either one of the two questions.

7.3 Timing of the Comprehensive Exam

The comprehensive examination is administered at different times depending upon whether students are in the full-time M.S. program or the accelerated M.S.-E program.

- A. Full-Time M.S. Students – Because most full-time graduate students take 3 substantive elective course in the fall semester of their second year of graduate study, and then take CRJU 551, CRJU 695, and a substantive elective in the spring

semester of their second year of graduate study, all full-time graduate students are expected to take the comprehensive examination at the end of their second year in the master's program (usually in May).

Students who pass the comprehensive examination *and* who also successfully complete the course requirements (see roadmap on page 25) are eligible to graduate (see Part 9). Students who fail the comprehensive examination will be given the opportunity to take the exam a second time. If passed the second time around, students are eligible to graduate (provided they have also successfully completed their coursework). Any student who fails the comprehensive exam on the second attempt, however, will be disqualified from the M.S. program.

- B. **M.S.-E Students** – Students in the accelerated M.S.-E program will take the comprehensive exam as soon as practicable after completing Proseminar. That should be approximately 20 to 26 weeks into their second year of study. Students who pass the comprehensive examination and who also successfully complete the course requirements are eligible to graduate. Students who fail the comprehensive examination will be permitted to enroll in GS 700 while preparing to retake the exam. If the student passes the comprehensive exam on the second attempt, he/she is eligible to graduate (after completing all coursework). If, however, a student fails the comprehensive exam on the second attempt, he or she will be disqualified from the M.S.-E program.

7.1 Grading of the Comprehensive Exam

The essay portion of the comprehensive exam is graded on a pass/fail basis. Two members of the faculty read and score each essay response. The faculty members who grade the corrections essays have expertise in corrections; similarly, the faculty members who grade the policing essays have expertise in policing, and the faculty members who grade the law and social control essays have expertise in that area. If both graders determine that a student's essays warrant a "pass," then the student passes the exam. Conversely, if both graders determine that the student's essays warrant a "fail," then the student fails the exam. If there is a split decision (i.e., one grader passes the student and the other grader fails the student), then a third faculty member will read the responses and cast the tie-breaking vote.

At all stages of the grading, faculty members do not know whose exams they are grading. Rather, our staff submits the essay responses to faculty members using a code. Thus, for example, graders only know that they are assessing "Exam #18"; they do not know which student is assigned to that test number. Graders then provide their pass/fail scores to our staff; staff, in turn, pairs the scores on the numbered exams with the student who wrote the specific essays. Only then, after all grading is complete (including tie breaking votes), do faculty learn who passed and who failed. This system helps ensure objectivity, equity, and transparency in the administration and grading of our comprehensive exams.

7.2 Pass Rate for the Comprehensive Exam

To date, our pass rates have been quite high. As illustrated in Table 4, more than three-quarters of all students who have taken the comprehensive exam have passed it. Moreover, the pass rate increases when retests are taken into account. Specifically, of the people who failed the comprehensive exam the first time and then retook the exam for a second time, only 5 students of 119 (4.2%) failed the exam a second time. That, of

course, means that 95.8% of master's students pass the comprehensive examination within the two attempts they are permitted.

Table 4: Comprehensive Exam Pass Rates

Date	Students Passing Essay
May 2008	37 of 49 (76%)
December 2008	25 of 28 (89%)
February 2009	14 of 19 (74%)
May 2009	8 of 14 (57%)
Totals	84 of 110 (76.4%)

7.3 Tips for Passing the Comprehensive Exam

After studying the essay responses of the students who have failed the comprehensive exam over all test administrations, the members of the Graduate Committee have discerned a pattern. Nearly every person who failed the comprehensive exam shared one or more of the following four major shortcomings:

- A. They failed to respond to all parts of the question. For example, a question may have two or three subparts, all of which must be addressed in students' essay responses. Omitting responses to even just one of the subparts of a question is a sure-fire way to fail the exam.
- B. They failed to integrate the literature in a meaningful way. For example, several students wrote full responses to all subparts of an essay question, but they did so without regard to the literature on the reading list. Indeed, some failed to cite any literature whatsoever. Alternatively, others relied only on a single textbook and/or some classic citations from leading studies that were old without regard to integrating any recent literature. Nearly three-quarters of the students who have failed the essay exam fall into this category. The members of the Graduate Committee devote considerable time and care into preparing the reading lists. We expect that students will actually do the assigned reading and integrate the assigned articles into their essay responses. Failing to do so by synthesizing the relevant literature into your essay answers is yet another sure-fire way to fail the comprehensive exam.
- C. They failed to explain their responses in reasonable detail. Some students have, for inexplicable reasons, written a page or two and nothing more. The types of questions that we ask on the essay portion of the comprehensive exam call for more in-depth answers than a paragraph or two in response to each subpart of an essay question. Students have roughly three hours to write responses to two essay questions. While quality of the responses is certainly more important than the length of essay responses, it is safe to say that high-quality responses will consist of several pages of writing, perhaps 6 to 10 double-spaced pages per essay. Students who write only 2 or 3 pages are unlikely to have evidenced significant breadth and depth in their responses to warrant a "pass" on a master's level comprehensive exam.
- D. They failed to structure their responses into a well-organized and well-written essay. To be clear, we do not expect our master's students to write flawless essays under stressful testing conditions. We do expect, however, that the essays will be written well enough that they evidence a reasonable command of the English language. We have failed a very small percentage of students whose essays were nearly

incomprehensible. We are not talking about dangling participles, split infinitives, or complex grammar errors such as confusing “who” and “whom.” Rather, we have failed people: who wrote run-on “sentences” that ran a page or more; who wrote essays full of “sentences” that lacked subjects and verbs; or whose essays lacked any semblance of a paragraph and/or organizational structure. We cannot, in good conscience, graduate people with master’s degrees who cannot write a few pages clearly enough so that readers of their work understand what they are trying to communicate.

In short, if you do the reading and integrate it into essays that are fully responsive to all parts of the questions posed, and you run a grammar and spell-check on your essays before submitting them, there is really no reason why you should not pass the comprehensive exam.

7.4 Consequence of Failing the Comprehensive Exam

- A. Failing on the First Attempt – Students who fail the comprehensive exam the first time they take it are permitted to take the next round of comprehensive exams. In other words, students who fail on their initial attempt are given the opportunity to try passing the exam a second time. However, because the comprehensive exam is offered only twice per year (at the end of the fall and spring semesters), failing the exam will delay graduation for at least a semester.

 - B. Failing on the Second Attempt – If a student fails the comprehensive exam a second time, he/she will be dismissed from the program. Such students may not attempt the comprehensive exam a third time, nor are they permitted to switch to writing a thesis.
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8 THE THESIS AS CAPSTONE EXPERIENCE

As stated above in Section 5.3, all criminal justice graduate students must complete a capstone experience in order to earn the master's degree in criminal justice. The two capstone experiences offered by the Department of Criminal Justice are a comprehensive examination option and a thesis option. This section of the Handbook is devoted to the thesis option.

8.1 What Is a Thesis?

The thesis is a written product of the systematic study of a significant problem. It clearly identifies the problem, articulates major assumptions, explains the significance of the undertaking, reviews the relevant literature, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

8.2 Who Should Write a Thesis?

The thesis is a supervised research experience in the application of theory and analytical tools to an issue in criminology or criminal justice. The thesis experience is primarily designed to prepare students for graduate work at the doctoral level. The thesis experience will be useful for students who intend to enter research positions in any justice-related field. It is not, however, designed to be a master's capstone experience for those who are or plan to be practitioners in law enforcement or corrections (including probation and parole).

8.3 Thoughts to Consider

The thesis is usually far more time-consuming than studying for a comprehensive exam. Moreover, the thesis typically takes longer to complete than originally planned by the student. Delays can occur in deciding on a topic, establishing a Committee, gaining approval from the Institutional Review Board ("IRB"), recruiting subjects, experiencing equipment failures and subject mortality, and finding blocks of time to gather and analyze data and to write. The student may struggle with the conceptual and writing demands of the thesis, particularly those who have poorly developed skills in these areas. As a result, students should expect that the thesis will take them at least a full year to complete; sometimes, it takes even longer.

8.4 Thesis Supervision

The thesis is supervised by a Thesis Committee. Thesis Committees must be comprised of at least three faculty members; a student may elect to have up to five committee members, but only three are required, including a Thesis Committee Chair.

- A. The Thesis Committee Chair – The Thesis Committee Chair must be a full-time, tenure-track or tenured faculty member in the Criminal Justice Department. The Thesis Committee Chair must hold an earned doctorate.
- B. Other Committee Members – If a student elects to have a three-person committee, the one of the two other Thesis Committee members must be a full-time member of

the faculty in criminal justice or a related discipline; the other may be either a full-time or part-time member of the CSULB faculty. If the student elects to have four or five Thesis Committee members, the additional members of the Thesis Committee may be practitioners of the justice professions so long as they hold an earned graduate degree from a duly-accredited university.

8.5 Selecting Thesis Committee Members

Students are not assigned Thesis Committee members. Rather, each student is responsible for initiating contact with faculty members and asking them if they would be willing to work with the student on a thesis. Students are well advised to begin focusing on a thesis topic and a Thesis Committee Chair as they complete their coursework during the first-year of graduate study. Students are cautioned, however, that faculty members may decline to serve on a Thesis Committee for any number of reasons (lack of interest in the proposed topic; lack of time to work with any additional students beyond those they may already be supervising in thesis research; personality conflicts; etc.). To be clear, no student has the *right* to write a thesis and force faculty members to supervise their research. Rather, students are granted permission to write a thesis by faculty members who are willing to mentor them in the research process for a year, sometimes longer. If a student is unable to assemble a Thesis Committee of three or more faculty members, one of whom is willing to serve as the Thesis Committee Chair, then the student must take the comprehensive examination to complete his/her master's degree.

8.6 Starting Your Thesis Research

Your Thesis Committee Chair is the person who will direct you in your thesis research. Students should not do any preliminary work on a thesis until *after* a topic and plan for research has been approved by the Thesis Committee Chair. Some students have written thesis "proposals" or parts of a thesis without ever having met with anyone to direct their work. This is not advisable, as you may have to throw out all your work and start over. Moreover, as Section 8.7 states, you may need to obtain IRB approval before you start conducting any research on human subjects.

8.7 Institutional Review Board (IRB)

At CSULB, the Office of University Research houses the Institutional Review Board (IRB). The IRB *must* approve all research before human subjects can be used in data collection. Thus, all students conducting research involving people are required to file an application with the IRB (unless you will be using pure secondary data for your thesis). This committee is primarily concerned with protection of human subjects and the ethics surrounding data collection, data storage, and dissemination. Therefore, when filing an IRB application, you must be specific regarding your intentions. In addition to the application, the IRB also expects you to submit letters of support from all participating agencies. *A researcher may begin a study only after receipt of a letter of approval from the IRB.*

Researchers will submit IRB applications under one of the following categories: Standard Review, Expedited Review, or Exempt Review. The length of time that each category requires for review varies. Typically, allow up to two months to clear the IRB hurdle. An IRB instructional packet may be obtained from University Research located in room 310 of the Foundation Building or via their website:

www.csulb.edu/divisions/aa/research/our/compliance/irb/

8.8 Registering for CRJU 694: Thesis I

After securing a Thesis Committee Chair and receiving approval to move forward with a particular thesis topic, students should then register for CRJU 694: Thesis I (with their Thesis Committee Chair). Students should simultaneously take CRJU 551: Proseminar and Professional Literature (with the faculty member scheduled to teach that course in a given semester). In CRJU 551, students will be guided through researching and writing the literature review portion of their thesis. In CRJU 694, students will be guided through writing the “front matter” of their thesis, formulating their methods and/or instruments, and, time permitting, beginning to gather data. For more information on the content and structure of the “front matter,” literature review, and methods chapters of a thesis, see Sections 8.11 to 8.13 below.

8.9 Registering for CRJU 698: Thesis II

After completing the “front matter” of one’s thesis, the student will receive a grade in CRJU 694: Thesis I. Then, the student proceeds to CRJU 698: Thesis II. In this course, the student will gather data (if not completed in CRJU 694), analyze the data, write-up their findings, and conclude the thesis with either policy recommendations or recommendations for future research. For more information about these portions of the thesis, see Section 8.13 to 8.15 below.

8.10 Thesis Style

- A. The thesis should be written in a scholarly voice. As a rule, the first person should not be used unless it is part of a direct quote.
- B. Appropriate APA and library thesis formats must be used. For example, quotations of 39 or fewer words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. In contrast, quotation of 40 or more words should appear (without quotation marks) apart from the surrounding text, in block format, with each line indented from the left and right margins.
- C. The thesis should be structured into discrete parts using appropriate headings and subheadings. The APA style guide requires that headings, subheadings, and sub-subheadings, and so-on be formatted in accordance with the levels presented in Table 5.

Table 5: APA Headings

Level	Format
1	Centered, Boldface, Uppercase and Lowercase Headings
2	Left-aligned, Boldface, Uppercase and Lowercase Headings
3	Indented, boldface, lowercase heading with period.
4	<i>Indented, boldface, italicized, lowercase heading with period.</i>
5	<i>Indented, italicized, lowercase heading with period.</i>

- D. University style and format guidelines are available at the University Library Thesis office and at the following link:

http://www.csulb.edu/library/guide/serv/thesis_format.html

8.11 Chapter 1: Thesis “Front Matter”

- A. Contents of the Introductory Chapter– The introduction should introduce the reader the topic of the thesis. Writing the introduction is difficult and time consuming because it requires the researcher (i.e., you) to refine a topic into a researchable question. One needs to ask, “What makes the issue a problem? Why is it important enough to be studied? In what form is the question researchable?”
1. Following the statement of the basic research question, the goals of the proposed research should be identified. These goals may take the form of possible answers to your research question, along with the analytic and substantive steps that will be necessary to reach those answers. For example, if you wish to demonstrate that "X" is true, what else will you have to demonstrate along the way?
 2. The significance of the problem and its historical background is also important. Therefore, the author should explain how his/her research helps to advance the field.
 3. Finally, specific purposes of the study are described; all important terms are defined; assumptions and limitations are identified; and a plan of presentation is presented (an outline of how the thesis will unfold for the reader).
- B. Proposed Outline of the Introduction:
- I. Introduction
 - A. Statement of the Problem
 - B. Hypotheses
 - C. Significance of the Problem
 1. Definition of Important Terms
 2. Assumptions and Limitations
 - D. Plan of Presentation
- C. Writing Tip – Your initial formulation of the research question in your thesis proposal will not represent your final thoughts on the subject. There is always a temptation to want to read everything before writing anything. The only practical approach, however, is to write while you are reading, allowing additional insights to be incorporated into later drafts of the proposal and into the thesis itself.

8.12 Chapter 2: Literature Review

A review of the theoretical and empirical literature relevant to the research question should be presented in the second chapter of a thesis. The purpose of this review is to indicate what is known about the topic. This literature review should not be simply a bibliographical listing or annotated bibliography. Rather, this chapter should be a thematic essay that shows the reader how the thesis builds upon prior studies, as well as pointing out how prior work relates to the current thesis.

- A. In the quest for scientific objectivity, researchers should make every effort to present articles (particularly in controversial areas) that represent a balanced position. Discussing articles favorable to one viewpoint while ignoring those favoring the opposing view reflects researcher bias.

- B. The great majority of the literature reviewed should come from peer-reviewed journal articles and scholarly books and monographs published by university presses. In some cases, the use of official data sources (e.g., the Bureau of Justice Statistics), public opinion polls (e.g. Gallup reports), and information disseminated in mainstream media (e.g., *The New York Times*) may also be necessary given a thesis topic which explores, for example, changing crime rates or public perceptions about law. Reliance of textbooks, however, is generally not appropriate.
- C. While a literature review should include citation to and discussion of the “classic,” foundational, or landmark pieces of scholarly research relevant to the topic of the thesis, current research must also be discussed. As a rule, research published within five (5) years from the date of the writing of the thesis should form the core of the literature review.
- D. When reporting descriptive statistics as part of a literature review (usually so that readers may properly contextualize the incidence or frequency of a phenomenon), the most current statistics available must be reported.
- E. The literature review should have an effective summary, highlighting the important findings that bear directly upon the problem to be studied. This helps the reader to understand the relationships between the various sources presented. Of course, it is assumed that the researcher has presented the articles reviewed in a coherent fashion and has woven them together meaningfully in the main presentation. A summary following their presentation will be of great assistance and value to readers as well as to the researcher.

8.13 Chapter 3: Research Methodology

Research methods are the means used to answer the research questions set forth in a study. In lay terms, the research methodology section of a thesis explains how the research was conducted.

- A. Purpose – The methodology section is the blueprint for researcher activity and specifies how the investigator intends to test the hypotheses, study the people, research subjects, or describe the social settings. It must be sufficiently detailed so that other researchers could replicate the study by following the same research methods described in the methodology chapter.
- B. Components – The methods chapter of a thesis must include an explicit discussion of the research design. At minimum, this should include:
 - 1. the characteristics of the population to be studied;
 - 2. the type of sampling plan utilized (e.g., simple random, stratified random, purposeful sample, snowball sample, convenience sample, etc.);
 - 3. the size of sample drawn and the rationale for this sample size in relation to the population size;
 - 4. whether the analysis will track changes longitudinally (i.e., over time) or examine difference between samples cross-sectionally (i.e., at a single point in time);
 - 5. whether there will be a set of contrasting cases used as a comparison or control group and, if so, details of case selection and exclusion;

6. the type of instrumentation and/or data collection procedures used (e.g., surveys/questionnaires; experiments or quasi-experiments [i.e., pre-test/post-test evaluations]; archival searches; content analyses; structured or unstructured interviews; participant observations or other forms of ethnographic field study; analyses of secondary sources such as statistical records, letters, autobiographies, and so forth); and
 7. the statistics to be used (e.g., nonparametric tests like chi-square, gamma, lambda; difference of means tests like t-tests and analyses of variance [ANOVA]; correlations such as Pearson's r; multivariate analysis, the, etc.) and the rationale for selecting these procedures.
- C. Limitations – Keep in mind that many studies face potential problems of access to relevant data or information. Far from attempting to gloss over these problems, students should address them fully, pointing out the methodological limitations of the study. This will help students work through or around particular obstacles; it may also enable students to formulate alternative plans of analysis should it become necessary.
- D. Proposed Outline of the Methods Chapter:
- III. Methodology
 - A. Design of the Study
 - B. Sample or Study Population
 - C. Data Sources and Measures
 - D. Data Collection Procedures
 - E. Data Analyses

8.14 Chapter 4: Results

The purpose of a results section is to present and illustrate research findings. Make this section a completely objective report of the results, and save all interpretation for the discussion.

- A. Contents of Results Section
1. Summarize the findings in text and illustrate them, if appropriate, with figures and tables.
 2. In text, describe each of the results, pointing the reader to observations that are most relevant.
 3. Describe results of control experiments and include observations that are not presented in a formal figure or table, if appropriate.
 4. Analyze the data, then prepare the analyzed (converted) data in the form of a figure (graph), table, or in text form.
- B. What Not to Include in the Results Section
1. Do not discuss or interpret results, report background information, or attempt to explain anything.

2. Never include raw data or intermediate calculations.
 3. Do not present the same data more than once.
 4. Do not confuse figures with tables; there is a difference. Tables present lists of numbers or text in columns, each column having a title or label. Do not use a table when you wish to show a trend or a pattern of relationship between sets of values; these are better presented in a figure, which are visual presentations of results, including graphs, diagrams, photos, drawings, schematics, maps, etc.
- C. Proposed Outline of the Results Chapter:
- IV. Results
 - A. Descriptive Statistics (including demographic information)
 - B. Bivariate Analyses
 - C. Multivariate Analyses

Consult a qualitative methods text for assistance with outlining the results of qualitative research.

8.15 Chapter 5: Discussion

The objective of this chapter is to provide an interpretation of research results and support for all conclusions, using evidence from the results, the literature, and generally accepted knowledge, if appropriate. The significance of findings should be clearly described.

A. Contents of Discussion Section

1. The discussion should begin with a statement of the major findings of the study. This should be the very first paragraph in the discussion. It should be a direct, declarative, and succinct proclamation of the study results. However, it should not include data or reference to the study design.
2. Explain the results so that the reader understands the major findings. While students may cross-reference statistical analyses, the discussion session is not the appropriate place for any extended discussion of statistical information. Rather, students should be *interpreting* the statistical analyses in a manner that makes the results clear to a reader who may have only a basic understanding of quantitative methods. Indeed, researchers want the reader to think, "Yes; that makes perfect sense. Why hadn't I thought of that?"
3. Explain the importance of the findings by relating them to those of similar studies. Describe the ways in which this study's findings fit into the preexisting literature by comparing and contrasting thesis findings with those of others.
4. Be sure to consider alternative explanations of the findings.
5. If possible, state the relevance of the findings to theory, practice, and/or policy.

B. Things to Avoid in the Discussion Section

1. Do not overstate or over-represent the results. Be careful that the interpretation of the results does not go beyond what is supported by the data. Similarly, do not attribute unwarranted importance to the study's findings.
2. Do not engage in unwarranted speculation. Focus on the data and findings. Limit generalizing to other populations that are not supported by the research methodology. If you feel compelled to speculate, be certain that you clearly identify your comments as speculation: "In light of the findings, this researcher speculates that. . . ."
3. Avoid injecting tangential issues into the discussion since doing so will likely distract and confuse the reader, and may dilute or even confound the important findings of the study. Rather, stay focused on the hypotheses and how the data support or fail to support them.
4. Do not use the discussion section to criticize other studies. Although students should contrast thesis findings to other published studies, this should be done professionally. Do not use the discussion to attack other investigators.

8.16 Chapter 6: Conclusion

The conclusion of the thesis is arguably the most valuable part of it. All the material gathered and discussed needs to be summarized for the reader in a manner that clearly and concisely present the conclusions reached as a result of the research.

- A. Acknowledge Limitations – All studies have limitations. Unfortunately, the limitations of some studies are fatal flaws that preclude publication. Working closely with the members of your Thesis Committee should prevent your thesis from suffering from major methodological flaws. However, even the best studies in the most prestigious journals have limitations. Students must identify and acknowledge their study's limitations. Indeed, students may even use a limitation of their study to make a suggestion for further research – one that manages to overcome the limitation identified in the thesis.
- B. Discussion Implications for Theory, Policy, and/or Practice – Criminologists engage in the process of social research to investigate and, ideally, solve issues concerning crime and delinquency. Your conclusion should state (but not overstate) how your study advances the knowledge-base in the field. What are the theoretical implications of the study (i.e., do your findings lend support or undercut a particular theory)? What are the policy and practical implications of the findings (i.e., should we continue, discontinue, or change the ways in which we are doing something in the justice system)?
- C. Make Suggestions for Future Research – Although a study may answer important questions, other questions related to the subject may remain unanswered. Moreover, some unanswered questions may become more focused because of your study. Discuss these questions within the context of how your study advanced the knowledge base in the discipline and how others may follow in your footsteps. Of course, when you do this, be modest; humility about one's work is a hallmark of scholarly professionalism.

8.17 References and Appendices

After the conclusion section, a full list of references, properly cited in APA format, must be presented. Appendices, if any, follow. Appendices should contain the data collection instruments; any long tables; the IRB application and letter of approve (if applicable); and other materials that are relevant to the study, but that do not fit in the body of the thesis.

8.18 Completing the Thesis

- A. Thesis Committee Approval – When a student has completed a written version of his/her thesis that is satisfactory to his/her Thesis Committee Chair, the student must then distribute the thesis to the other members of his/her Thesis Committee. These faculty members may require the student to make additions or changes to the thesis. Students must be responsive to the feedback of all their Thesis Committee members.

- B. Department Chair Approval – After all Thesis Committee members are satisfied with a student's thesis, the student must submit the committee-approved thesis to the Chairperson of the Department of Criminal Justice no later than **one month** before the thesis submission deadline prescribed by the CSULB Thesis Office. The Department Chair shall review the thesis to ensure that it meets all university requirements in terms of style, format, and, most importantly, quality of content. The Department Chair may require the student to make additions or changes to the thesis before he/she is willing to accept the thesis on behalf of the University. Once the Department Chair is willing to approve the thesis, it is the student's responsibility to gather all of the signatures of his/her Thesis Committee members and the Department Chair and then submit the finalized thesis to the Thesis Office in the CSULB Library before the prescribed deadline.

- C. Thesis Office Approval – After a thesis is approved by the Thesis Committee Members and the Chairperson of the Department of Criminal Justice, it must be submitted and approved by the University Thesis Review Office. Reviewers in this office can reject a thesis if it does not conform to University's requirements. For example, the references and citations must be APA citation style, and certain fonts must be used. To make sure that the format of your thesis complies with all applicable University requirements (including specific submission deadlines), contact the University Thesis Review Office, which is located in room 104W in the Library. The office can also be reached by phone at (562) 985-4013. The Bookstore has a Thesis Handbook that can be purchased which provides the guidelines for citation and references and formatting. This information can also be accessed at the Thesis Office homepage:

<http://www.csulb.edu/library/guide/serv/>

9 GRADUATION

9.1 Request to Graduate

Students who expect to receive their master's degree at the end of any semester or session must be enrolled during that semester or session and must complete the Request to Graduate Form well in advance of their desired graduation date (forms are obtained in the Office of Enrollment Services).

- A. Approved Advancement to Candidacy Form – Before filing a Request to Graduate Form, a student must submit an approved Advancement to Candidacy Form. Students must also check with the Graduate Advisor to assess and update their student records to ensure that Enrollment Services has all necessary documents, including transcripts from other institutions, petitions, and waivers.
- B. Request to Graduate Form – The Request to Graduate Form may be obtained from Enrollment Services (BH-101). When completed, the form and the receipt for a Commencement and Diploma Fee (paid at the Cashier's window) must be taken to Enrollment Services. Once filed, the Request to Graduate Form will be evaluated to assess eligibility for graduation and produce a degree audit, summarizing the student's progress and indicating all remaining requirements to be met. If the Request to Graduate is filed by the deadline, the student will receive the degree audit prior to registration for the final semester. Students should carefully check the audit and make sure that any errors are corrected.
- C. Deadlines
 - 1. To graduate at the end of the fall semester or winter intercession, the Request to Graduate Form must be filed between December 1 and March 1 of the previous school year.
 - 2. To graduate at the end of the spring semester or in summer session, the Request to Graduate Form must be filed between May 1 and October 1 of the previous school year.
- D. Late Filing – If a student misses the filing deadline, he or she must file an Exception After the Deadline Petition (obtained from Enrollment Services) along with the Request to Graduate Form. A missed-deadline fee will be charged. Filing this petition *does not guarantee* graduation at the time requested.

9.2 Degree Clearing

Degree clearing is the final review of student records verifying that the student has satisfied all of the graduation requirements indicated on the degree audit.

- A. This review begins three weeks after completion of final exams of the student's final semester or session and takes up to three months to complete. Students should check with the Graduate Advisor to make sure their records are complete.

- B. If graduation depends upon any classes that the student has taken outside CSULB during the final semester or session, transcripts must be received from those institutions by July 1 for Spring, October 1 for Summer, February 1 for Fall, and March 1 for Winter graduation.
- C. If all program requirements have not been completed, the Request to Graduate will be canceled, and a new graduation date must be selected.
- D. A student may not register for the semester following intended graduation unless graduation has been rescheduled.

9.3 Receiving the Degree

If all degree requirements are met, the degree and any additional honors will be added to the transcript upon completion of degree clearing. A transcript is an official verification of completion of the degree. Diplomas are typically ready within two to three months after the degree is recorded (approximately six months after completion of coursework). Degree recipients will receive a postcard with instructions regarding receipt of the diploma.

9.4 Commencement

Students may participate in the commencement ceremony immediately preceding or following their graduation date. One graduation ceremony is held per year at the conclusion of the Spring semester. The official graduation date will depend on when the student actually fulfills all requirements and has officially been cleared. Attending a commencement ceremony does not constitute graduation. Cap and gowns may be rented or purchased at the University Bookstore, usually beginning in late April or early May.

10 SCHOLARLY CONFERENCES

10.1 Conference Information

There are two national professional associations that the Department encourages students to join: the American Society of Criminology (ASC) and the Academy of Criminal Justice Sciences (ACJS). These professional organizations hold conferences in November and March of each year, respectively. There is also a regional professional association comprised of criminology and criminal justice scholars from the western part of the United States: the Western Society of Criminology. Its annual conference is held in February. For student membership information, visit the following websites:

- For ASC: <http://www.asc41.com>
- For ACJS: <http://www.acjs.org>
- For WSC: <http://www.sonoma.edu/ccjs/wsc/>

10.2 Travel Assistance from the Department

- A. In any given year, a limited amount of money may be available from the Department of Criminal Justice to assist students in paying for travel to scholarly conferences. See the Department Chair for more information.
- B. Each year, two students are eligible to receive the George Montoya Academic Conference/Travel Award. This award consists of a small stipend (the amount varies but is generally between \$350 and \$750, depending upon the location of the conference and whether the student is attending or presenting at the conference). For more information, ask the Graduate Advisor to refer you to the faculty member who chairs the Department of Criminal Justice Awards Committee.

10.3 Travel Assistance from the University

Students may receive limited funding from the University to enhance their educational experience by traveling to professional conferences and events. It is the intent that travel funds support student growth in a discipline. Students must meet the following eligibility requirements:

- A. They must be currently matriculated graduate students enrolled in a minimum of six (6) units of coursework at CSULB.
- B. Graduate students must have a minimum 3.0 cumulative GPA.
- C. In order to be considered for funding, a student must provide:
 1. a summary of his or her presentation proposal;
 2. information regarding the professional conference to be attended;
 3. proof of the acceptance of his/her paper or presentations by the society sponsoring the conference or event; and
 4. a completed Student Travel Fund Request that includes all anticipated travel expenses.

- D. Travel request application packets are available at the Office of Student Life and Development, located in the University Student Union ("USU"), Room 206. Completed applications must be returned to that same office.
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11 HONORS AND AWARDS

11.1 Graduate Dean's List

The Graduate Dean's List provides for recognition of the University's most outstanding graduate students. The annual list is limited to one percent of the University's graduate enrollment. Only two students can be nominated by the faculty from each department, and final selection of candidates is made through a recommendation of the Associate Dean of the College of Health and Human Services to the Associate Vice President of Academic Affairs. Those selected will be named in the Commencement Program and will receive a certificate from the Graduate Dean. Criteria for the Graduate Dean's List of Scholars and Artist include:

- A. minimum GPA of 3.75;
- B. willingness to pursue advanced study beyond the master's degree;
- C. contributions to the Department, the University, the professional field, and/or the community;
- D. approval of Advancement to Candidacy.

Eligible students graduating in the previous December, May, or the preceding summer session are encouraged to submit an application at the beginning of Spring semester for nomination to the Graduate Dean's List. Nominations should be made through the Graduate Advisor.

11.2 Department Graduate Student Honors

In recognition of outstanding graduate student achievements, the Department of Criminal Justice may honor graduating master's degree students by special recognition in the annual commencement ceremonies. This honor is reserved for one student from a Department. Departmental honors are noted on the student's transcripts. Departmental honors are usually restricted to students not otherwise recognized by University or College awards. These honors are normally conferred for excellence in and contributions to the discipline, including outstanding seminar papers, special achievements in fieldwork, service to University committees and functions, as well as participation in scholarly and professional organizations resulting from student research. Departmental Graduate Student Honors are also based on overall GPA. Recipients are selected from among those who graduated in the previous August, the previous December, or are in the Spring Commencement.

11.3 Department Outstanding Thesis Award

This award is presented to the student whose thesis has been selected as being the outstanding thesis within the Department of Criminal Justice completed during the year prior to the commencement ceremony in which it is awarded. Recognition is given at commencement, and a certificate is presented by the Associate Dean in the College of Health and Human Services.

11.4 College Outstanding Thesis Award

This award is presented to a student whose thesis has been selected as being the outstanding thesis from the College of Health and Human Services. The thesis must be completed during the year prior to the commencement ceremony in which it is awarded. Recognition is given at commencement, and a certificate is presented by the Associate Dean of the College of Health and Human Services.

11.5 Alpha Phi Sigma

Alpha Phi Sigma is the National Criminal Justice Honor Society. Graduate students may apply for membership in Alpha Phi Sigma after they have completed at least nine (9) graduate credit units (i.e., at least three courses numbered 501 and higher). Additionally, to be eligible for membership, graduate students must have and maintain a grade point average of 3.4 or higher in both their overall graduate coursework and in all criminal justice courses.

11.6 Kay Holloway Memorial Scholarship

The Kay Holloway Memorial Scholarship pays a graduate student's fees and tuition for an academic semester. Eligibility is based on the student's current grade point average, evidence of financial need, and an essay. The essay should address the reasons why the student is pursuing a master's degree in criminal justice, and provide examples of how the student has contributed to the well-being of the local community through law enforcement experience, volunteerism /community service, teaching, service to the Department of Criminal Justice, and/or similar activities. Essays are also evaluated based upon the student's quality of writing.

12 SPECIAL UNIVERSITY RESOURCES

12.1 Career Development

The special employment needs of criminal justice students can be addressed by using the many justice-related career resources available in the Career Development Center (CDC).

- A. The Career Development Center, which is part of the University's Student Services Division, is free and open to all current CSULB students and alumni who are recent graduates (i.e., graduated no more than 3 months ago). After three months, CSULB alumni can use the services of the Career Development Center for a fee of \$75.00 per year.
- B. The Career Development Center is committed to teaching skills and techniques to enhance the ability of students and alumni to set and obtain career goals. The Center does not operate as a typical "employment agency" with the sole purpose of securing employment for students. Rather, the staff provides a variety of programs and services, which assist students/alumni in determining and implementing their career and educational choices. The services of the CDC include:
 1. career counseling;
 2. a career resource library;
 3. on-campus interviews with several hundred employers;
 4. computer-assisted career guidance;
 5. a variety of workshops, including career planning, career change, resume writing, interviewing techniques, and job search techniques; and
 6. a variety of career-related publications.
- C. For details about the many services the Career Development Center offers, visit the Center's website at this link:

www.careers.csulb.edu.

12.2 Disabled Student Services and the Americans with Disabilities Act

- A. It is the policy of CSULB to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA). Accordingly, if you are diagnosed with special learning needs, or if you have either a physical limitation or a mental disability, please be sure to let your professors, the Graduate Advisor, and the Department Chair know so that we can work with the Office of Disabled Student Services to craft reasonable accommodations for your particular needs.

- B. The Office of Disabled Student Services (“DSS”) is located in Brotman Hall, room 270 G. The office is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Their telephone number is: (562) 985-5401. According to the DSS website:
1. All DSS services are confidential.
 2. DSS attempts to ensure that students’ special educational needs are met. DSS provides support services, resources, and equipment and acts as a liaison with campus and community agencies to assist students with disabilities obtain their degrees.
 3. DSS houses the “Stephen Benson Learning Disability Program.” This program provides learning disability assessment, assistance, academic and personal counseling, and support services to students with learning disabilities.
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13 POLICIES AND STANDARDS OF CONDUCT

13.1 General Guidelines

All students are urged to become familiar with CSULB's Campus Regulations (i.e., the rules and standards of conduct that students are expected to follow). These rules and regulations can be found on the Dean of Students' web site at:

http://www.csulb.edu/divisions/students/studentdean/campus_regulations/

13.2 Change of Personal Data

Any change in a student's name, address, telephone number, or email address needs to be reported without delay to Enrollment Services and to the Graduate Program Coordinator for the Department of Criminal Justice.

13.3 Attendance and Punctuality

The Department of Criminal Justice expects its students to attend all scheduled classes; to come to class on-time; and to complete all assigned work in a timely manner.

13.4 Harassment

- A. Policy – CSULB does not tolerate harassment. Harassment can take many forms. It may be, but is not limited to: written communications, such as sending inappropriate jokes or comments in print or electronically; verbal communications, such as making graphic or degrading comments about an individual and/or his/her body or personal characteristics, or using epithets, derogatory comments or slurs; physical acts, such as unwanted touching, physical interference, or even assault; threats of physical violence, intimidation, and/or coercion; visual acts or displays, such as derogatory cartoons, drawings, posters, or inappropriate gestures; making unwelcome sexual advances or propositions, or offering benefits for giving preferential treatment in exchange for sexual favors; and/or making or threatening reprisals after a negative response to unwelcome conduct.
- B. Confidentiality – The University is committed to maintaining a safe environment in which individuals can be unafraid to discuss concerns. Any member of the University community may seek general information and guidance about discrimination, harassment, and retaliation issues in confidence and anonymously. However, the University's obligation is to take appropriate action to stop prohibited behavior and to prevent retaliation. This may preempt any request for anonymity or confidentiality.

13.5 Nondisclosure of Confidential Information

The Family Educational Rights and Privacy Act ("FERPA"), also known as the "Buckley Amendment," was established in 1974 to protect the privacy of students. Students are

strongly encouraged to learn of their rights and responsibilities under FERPA by readings about the law on the Enrollment Services web site at:

http://www.csulb.edu/depts/enrollment/student_academic_records/ferpa.html

13.6 Ethical Standards

Consistent with its mission, goals, and objectives, the Department of Criminal Justice insists on the highest ethical standards. Accordingly, students are expected to act with integrity at all times. The specific expectations for acting with academic integrity in graduate coursework are presented in Section 13.13 of this Handbook.

13.7 Use of Internet and University Computers, Phones, and E-Mail

- A. CSULB property, including computers, phones, electronic mail, voice mail, and software, should be used only for conducting official University business. Incidental and occasional personal use of company computers, phones, or electronic mail and voice mail systems is permitted, but information and messages stored in these systems will be treated no differently from other business-related information and messages.
- B. Students are strongly encouraged to familiarize themselves with CSULB's "Acceptable Use Policy," the details of which may be found on the Information Security Management and Compliance web site at:

http://daf.csulb.edu/offices/vp/information_security/policies/elec_comm_sys.html

13.8 Smoking Policy

No smoking of any kind is permitted inside any CSULB building or within 20 feet of the entrance to any CSULB building.

13.9 Diversity

In addition to meeting fully its obligations under federal and state law, CSULB is committed to creating a community in which a diverse population can learn, live, and work, in an atmosphere of tolerance, civility, and respect for the right and sensibilities of each individual, without regard to economic status, racial or ethnic background, political views, veteran status, sexual orientation, gender identity, or personal characteristics or beliefs.

13.10 Cell Phone Policy

All students are expected to turn off all cell phones and pagers before class begins. While professors understand that people occasionally forget to do so, it is absolutely unacceptable to use a cell phone during class. Students who talk on their phones during class or who text-message while in class may be subject to discipline.

13.11 Laptop Policy

Unless instructed otherwise by a particular instructor, students may use laptop computers during class for taking notes and accessing instructional materials related to the class. Surfing the web, sending messages to friends, doing work for another class, or any other use of your laptop for reasons not related to what is transpiring in class are all unacceptable. If an instructor discovers a student using a laptop for something not related to the class, the professor has the right to ban you from using a laptop in his/her course. Moreover, if there is widespread abuse of this policy, professors may ban all laptop computers from their classrooms.

13.12 Classroom Etiquette

- A. Before you go to class, relieve yourself. Barring real emergencies, you should not be getting up in the middle of class for a restroom break.
- B. Please be “on time” to class. Tardiness is disruptive to the lecture or other class activities. There are always going to be days when a previous professor kept you late, or you woke-up late, or it took you too long to find a parking space, but the point here is that you should not be habitually late to class. Regularly arriving late to class signals a level of disrespect (whether you mean to send that signal or not). If you have problems getting to class on time, find a way to solve them. And on those rare days when you do arrive late, remember to enter the room quietly and not make a big scene. Similarly, do not leave class early. You should not schedule your job, appointments, or other activities during the time when you should be in class. If your schedule will not allow you to get to class on time and stay for the full class session, drop it and take one that is more convenient for you. Repeated tardiness to class and/or early departures from class may result in a penalty being applied to the offending student’s final grade.
- C. Chatting during lecture, class discussion, or other class activities is inappropriate. Most of your fellow students appreciate a quiet learning environment and resent students who disrupt classroom decorum.
- D. Please raise your hand and wait to be called upon before speaking in class unless the professor specifically instructs the class that they may speak-out as part of a debate or other classroom activity.
- E. It is not appropriate for anyone to dominate classroom discussion routinely. Nor is it appropriate to interrupt either the professor or a fellow classmate with some point you want to make, no matter how eagerly you want to make the point.
- F. You are welcome to disagree with the professor or your classmates, but you must do so respectfully. Students who fail to abide by this rule (i.e., those who engage in personal/*ad hominem* attacks; use rude, insulting, or disrespectful language or insults; or otherwise behave in a manner unbecoming a junior scholar) may face disciplinary action ranging from ejection from class to formal disciplinary action in the Office of Judicial Affairs.
- G. Please do not start putting books away, closing up notebooks, and zipping up book-bags five minutes before the official end of class. This can be disruptive and distracting to both the instructor and your classmates.

- H. Neither children nor pets (other than guide dogs) are welcome in class.

13.13 Academic Integrity

In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course and in appropriate disciplinary action being initiated.

- A. Please see the official CSULB Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at this link:

http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/

- B. Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and they therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. Accordingly, here are rules to avoid any problems with academic dishonesty. These rules apply regardless of the citation form you may be using.
1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide a citation to the source both in text and in your references section!
 2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or modifying a few words in a sentence so that the sentence you write is not an exact quote from the original source, does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather, someone else's.
 3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
 4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
 5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then

allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your reference page(s).

6. Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work, is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.
- C. Electronic Review Using TurnItIn – To insure compliance with academic integrity policies, written submissions will be submitted to TurnItIn.com. Submission of a paper to an instructor in the Department of Criminal Justice constitutes consent by the student for the instructor to upload the paper to this anti-plagiarism database.

13.14 Grade Appeals

- A. Informal Resolution – Whenever a student feels a grade he or she received in a class was unwarranted or unfair, an informal procedure of consultation between the student and the instructor awarding the grade is the first step towards resolution of the dispute. The student shall contact the instructor within one semester after receiving the disputed grade (whether or not the student is on campus). Ideally, the student and the instructor will set up a meeting to informally discuss the final course grade, but in the event that the instructor is not on campus due to sabbatical leave, personal leave of absence, FERP, separation from employment at CSULB, or other such reasons, the parties may opt to communicate by phone or email. In the unlikely event a student is unable to get the instructor to meet or otherwise communicate with him or her, then the reasons for questioning the grade must be put in writing and sent to the instructor and copied to the Department Chair. The instructor shall have twenty-one (21) class days to set up a meeting with the student to discuss the grade. During the meeting between the student and the instructor, the instructor shall explain the reasons for having assigned the grade in dispute and the student shall explain his/her reasons for questioning the grade. If this informal meeting does not resolve the issue from the student's perspective, the student must notify the instructor that he/she plans to file a written grade appeal with the Department Chair.
- B. Mediation by the Department Chair – If the grade dispute remains unresolved after the meeting between the student and the instructor, the student shall submit to the Department Chair a formal written statement representing his/her viewpoints.
 1. The student's written statement must be submitted along with all relevant supporting materials (e.g., copies of papers, projects, etc.). Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading and that those grades had direct

- bearing on the final grade should include them in the grade appeal file as supporting documentation.
2. The statement shall conclude with the student's request that the grade be changed from the grade awarded to the grade that the student believes to be just and the specific reason(s) why the student believes the change of grade is justified.
 3. Within ten (10) class days of receiving the written statement, the Department Chair shall:
 - a. meet with the student to go over the entirety of the Department's Grade Appeal Policy to ensure the student understands the grade appeal process;
 - b. forward a copy of the student's written complaint to the instructor;
 - c. meet with the instructor to discuss the situation, review the complaint, and offer counsel;
 - d. set a joint meeting with both the student and the instructor within an additional ten (10) class days during which time the Department Chair shall attempt to informally mediate the dispute to a resolution acceptable to both the student and the instructor. If the instructor of record refuses to participate, the Department Chair shall insert a written statement to that effect in the appeal file and initiate the formal grade appeal mechanisms established in the Department of Criminal Justice Bylaw 107.
 4. If an informal resolution cannot be mediated by the Department Chair, the appeals process shall proceed to a formal hearing before the Departmental Grade Appeal Committee in accordance with Department of Criminal Justice Bylaw 107.
- C. In the event that a formal grade appeal hearing before the Department of Criminal Justice's Grade Appeal Committee is convened, the Department Chair shall provide the appealing student with a full copy of both Department of Criminal Justice Bylaw 107 and CSULB Policy 99-16.

13.15 Graduate Student Grievances

A graduate student may only file a grievance (Policy 95-06) on an alleged violation of specific University regulations, policies, or accepted principles of due process, and only if another specified remedy (such as the University Grade Appeals Policy in the case of all course grades) does not exist. The grievance may not be on basis of a graduate student's judgment of an instructor's or administrator's competence; such judgments are solely the province of the academic department involved or of the administrator's supervisor and must be initiated within one calendar year of the alleged violation. A copy of the Policies and Procedures for Resolving Graduate Student Grievances may be obtained from the college dean's office.
