



CALIFORNIA STATE UNIVERSITY, LONG BEACH
SCHOOL OF CRIMINOLOGY, CRIMINAL JUSTICE, AND
EMERGENCY MANAGEMENT



Graduate Student Handbook
2025-2026

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 School of Criminology, Criminal Justice, and Emergency Management. The School of Criminology, Criminal Justice, and Emergency Management, 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.

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1 INTRODUCTION

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

1.1 Welcome

Welcome to the School of Criminology, Criminal Justice, and Emergency Management 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 School 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 School of Criminology, Criminal Justice, and Emergency Management 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 School 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 School Goals

The School 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 so that the School of CCJEM will produce graduates who are able to:

1. Use creativity and analytics to evaluate facts, recognize logical flaws and conflicting viewpoints, and pose critical questions to devise solutions for complex problems. **(Critical Thinking & Problem Solving)**
2. Demonstrate a functional knowledge of subject matter terms, concepts, issues, components, and processes, with the ability to synthesize key ideas and engage in intelligent discourse. **(Subject Mastery)**
3. Speak and write with a clear purpose, using relevant and supporting sources in an organized structure. **(Cogent & Effective Communication)**

4. Serve the community as agents of positive change by exceeding expectations of the profession, treating all with dignity and respect, and making choices based on honesty, integrity, and principle. **(Professional and Ethical Leadership)**
5. Advocate for the importance of diversity, appreciate the different ways people experience the world, and identify how individual and collective behavior affects others. **(Sociocultural Competency & Global Awareness)**

1.4 Program-Level Learning Objectives

The master's degree program offered by the School of Criminology, Criminal Justice, and Emergency Management 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. Explain, connect, differentiate, apply, and critique theories of crime, criminal behavior, law, justice, and social control within social-cultural-political-racial contexts;
2. Critically analyze and critique criminal justice policy, the operation of the criminal justice system, and their effects on individuals, communities, and societies, with particular attention to Black, Latinx, Indigenous, and other People of Color;
3. Apply the scientific method and analytic tools to interpret research and data related to crime and the criminal justice system to assess effectiveness of theories and policies;
4. Use jurisprudential and ethical theories to analyze the role of diversity, culture, power, white supremacy, and racism on national and global criminological and criminal justice issues;
5. Integrate theories, methods, and statistics to construct research questions, examine literature and data, and deduce/extrapolate implications for theory, policy, and research; and
6. Demonstrate the ability to effectively develop and communicate ideas and arguments through written work and oral presentations.

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 School of Criminology, Criminal Justice, and Emergency Management 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 School of Criminology, Criminal Justice, and Emergency Management; has been accepted for admission into such a master’s program; and has duly matriculated into a master’s program offered by the School 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 has applied to a master’s program offered by the School of Criminology, Criminal Justice, and Emergency Management; has been conditionally accepted for admission into such a master’s program contingent upon the completion of prerequisite courses or upon the achievement of a particular grade point average by a time certain (e.g., after one or two semesters); and who registered for and has taken courses after a conditional acceptance as part of a plan to become a duly-admitted (non-conditional) graduate student.

3 ADMISSIONS

The School of Criminology, Criminal Justice, and Emergency Management offers the Master of Science degree in two venues, both of which require 36 semester units of course work. One option is a traditional 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 online 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.-Online” program and is designed to be completed in 24 months of classes offered exclusively online.

Please note transferring from the MS Online program to the Traditional MS program and vice versa AND enrollment in the MS Online program and taking classes in the Traditional MS program and vice versa are NOT permitted.

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 five (5) 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. 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.

C. Prospective graduate students are strongly encouraged to complete the five 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 changed 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. Students, who have not completed CRJU 540: Substantive Criminal Law OR CRJU 550: Constitutional Criminal Procedure as an undergraduate or prior to enrolling in our MS program, may complete one or two of these courses as electives in the graduate program.

3.2 Application Process

Applying to the master's program in criminology & criminal justice at CSULB requires the application and all supplemental materials (recommendation letters, résumé, state of purpose, and evidence of suitability for graduate study [writing sample]) be electronically submitted to Cal State Apply.

Please be advised that CSU does not offer application fee waivers for graduate applicants.

Completing the online application and being accepted to the University is only the first step; prospective students must also be admitted to the master's program in criminology & criminal justice.

3.3 Application Materials

All of the following materials must be completed *before* the application deadline:

A. The **Cal State Apply** application.

- a. Do not manually complete the transcript information in Cal State Apply.
- b. Do not list your experience in the Experience tab. Rather, in that field, simply state: *Please see the attached Résumé.*
- c. Do not include your achievements in the Achievements tab of the application. Rather, in that field, simply state: *Please see the attached Résumé.*
- d. Do not type your Statement of Purpose in the Statement of Purpose tab. Rather, in that field, simply state: *Please see the attached Statement of Purpose.*

B. Upload your **Statement of Purpose** in .pdf or .docx document in the Program Materials Quadrant under Documents under Statement of Purpose.

a. Statement of Purpose

Between 3 and 5 double-spaced pages in length (i.e., 750 word minimum; 1,250 word maximum) that addresses all of the following:

- What motivates you to apply for a graduate degree?
- What are your relevant research and practical experiences that qualify you for admission?
- What are your specific areas of interest in criminology or criminal justice practice, policy, and/or research?
- With whom on our faculty would you like to work and why?
- What are your personal goals and objectives for earning a master's degree in criminology & criminal justice?

This should be uploaded under Statement of Purpose.

C. Additional Evidence of Suitability for Graduate Study

Select **one of the following**:

- a. **Writing Sample:** Submit one (15-25 page) or two (each 7-13 pages) writing samples that evidence your research, writing, and critical thinking abilities. Papers written for undergraduate or other coursework are permitted. If you choose this option, you must combine your writing sample(s) and CV/Résumé into the one .pdf or .docx document and upload it under CV/Résumé in Cal State Apply; **OR**
 - b. **GRE:** Submit scores to CSULB directly: University Code: 4389; Department Code: 2202; **OR**
 - c. **LSAT:** Submit scores to CSULB directly: University Code: 4389; Department Code: 2202.
- D. Upload in **one (1) .pdf or .docx document** your **CV/Résumé**, and if applicable, **Writing Sample(s)** in the Program Materials Quadrant under Documents under CV/Résumé. If you are not submitting GRE or LSAT scores, then you must submit a Writing Sample (see above). The Writing Sample should follow your CV/Résumé in one .pdf or .docx document. You are only able to upload ONE document. Multiple documents will not be accepted. If you are submitting the GRE or the LSAT, then you do not need to submit a Writing Sample, and you only need to upload your CV/Résumé under in CV/Résumé Cal State Apply.
- a. CV/Résumé
Shall include education history, honors, awards, extracurricular activities, leadership positions, and relevant work, internship, and volunteer experiences.
 - b. Writing Sample
If you are submitting the GRE or the LSAT, then you do not need to submit a Writing Sample, and you only need to upload your CV/Résumé under in CV/Résumé Cal State Apply. See above.
- E. Two Letters of Recommendation
Recommenders must submit their recommendations in Cal State Apply. Be sure to check the status of your application to ensure that all of your recommenders submitted their letters. If your recommenders do not submit letters by the application deadline, your application will be incomplete and will not be reviewed by CSULB.
- F. Transcripts
DO NOT manually complete the transcript information in Cal State Apply. One set of *official* transcripts from each and every college and university attended, including those from community colleges, must be sent from those institutions via email to ES-IDPTrans@csulb.edu or postal mail to:
*Enrollment Services/Admissions
California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840-0106*
- Once you submit your Cal State Apply application, please follow-up with ES-IDPTrans@csulb.edu to ensure transcripts have been received and linked to your Cal State Apply application.**
- G. International (Foreign) Admission Requirements – International applicants are subject to the same admission criteria as domestic applicants (presented above) plus a minimum of one of the following:
- a. TOEFL Score of 100 for the Internet-based or 600 for the paper-based exam, or

- b. IELTS Exam Score of 7, or
- c. Cambridge Assessment Score of 180 (C1), or
- d. Duolingo Score of 120, or
- e. Pearson English Score of 65, or
- f. Eiken Score of 1, or
- g. Received bachelor's/undergraduate degree from a country listed on the [College of Professional and Continuing Education](#)

You may submit a summary of these scores under Test Scores below.

Please visit [College of Professional and Continuing Education](#) to view the most current CSULB International Admissions information.

Note: Those seeking an F-1 Student VISA are only able to apply to the face-to-face (on-campus) master's in criminology and criminal justice program. Unfortunately, the fully online program is not an option for F-1 VISA students due to the VISA regulations.

Please note: A minimum GPA of 2.5 overall is required for admission into CSULB's graduate programs. However, the School of Criminology, Criminal Justice, and Emergency Management 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 to compensate for the low GPA (e.g., unusually strong letters of recommendation; high GRE scores; years of experience in criminal justice field; volunteer or internship experience, leadership positions).

3.4 Application Deadline

The School of Criminology, Criminal Justice, and Emergency Management admits students once per year for Fall start dates. The Cal State Apply application, transcripts, test scores, if applicable, and supporting documents (CV/Résumé and Writing Sample(s) combined into one .pdf or .docx document and the Statement of Purpose in a separate .pdf or .docx document), and recommendation letters must be uploaded to [Cal State Apply](#) by April 1st for the traditional program and May 31st for the online 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*. 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

Traditional Program: The Graduate Committee of the School of Criminology, Criminal Justice, and Emergency Management reviews all complete applications shortly after the application deadline. There is a rolling application review process, though, so students may receive notification before the deadline.

Online Program: The Graduate Advisor for the Online M.S. in CCJ and the Director of the School of Criminology, Criminal Justice, and Emergency Management review the applications shortly after the application deadline. There is a rolling application review process, though, so students may receive notification before the deadline.

3.7 Financial Assistance

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

- A. The [Cal State Apply](#) website has general financial aid information, links to scholarship databases, and other valuable campus information;
- B. The website for information on Federal Aid Programs: <https://www2.ed.gov/about/offices/list/ope/index.html>
- C. The websites <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 website 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 following website, <https://www.csulb.edu/graduate-studies/graduate-studies>, has regional, state, and federal scholarships and CSULB scholarships.
- G. The website, www.fastweb.com, offers 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 application are exemplary. Students interested in applying for such a waiver should contact the Graduate Advisor – Dr. Sam Vickovic (sam.vickovic@csulb.edu) of the School of Criminology, Criminal Justice, and Emergency Management.

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 School of Criminology, Criminal Justice, and Emergency Management by our Graduate Advisor. Upon receiving an offer of admission, a student must contact the Graduate Advisor with his/her/their 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.
 1. All graduate students in the traditional M.S. program must register for the following three classes in their first semester of study:
 - a. CRJU 501: Proseminar and Professional Writing
 - b. CRJU 504: Advanced Criminological Theory
 - c. CRJU 520: Advanced Criminal Justice Research Methods
 2. If you experience problems registering for any course, contact the School of Criminology, Criminal Justice, and Emergency Management's Graduate Advisor. He/she/they 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 yours 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; and a completed agreement form. You will need your CSULB ID Card to check-out books from library services, computer lab access, copier and print services, access to school entertainment, sporting events, obtain software, and use various other facilities on-campus. <https://www.csulb.edu/49er-shops-at-the-beach/id-card-services>

4.4 CSULB Email

- A. Official CSULB Account Required – All graduate students in the School of Criminology, Criminal Justice, and Emergency Management 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. The School requires that its graduate students register their official CSULB email account as their primary method of communication with the university and, therefore, the School. Email messages from the School Director and Graduate Advisor 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 the comprehensive examination. Faculty are not permitted to send email to or respond to email from non-CSULB email accounts.
- B. Checking Email Regularly – Because email is the official means by which the School 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.
- C. 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. _____” or “Dear Professor _____.” 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 virtual parking permit is required. To obtain your virtual parking permit, please visit: https://csulb.t2hosted.com/cmn/auth_ext.aspx. You can purchase parking for the entire academic or calendar year. For information on the virtual parking permit, please visit: <https://www.csulb.edu/parking-and-transportation-services/permit-information>

4.6 Academic Load

Nine (9) units of graduate coursework per semester is the normal academic load for an MS in CCJ full-time graduate student. For financial aid purposes, full-time is eight (8) units. For international students, full-time status for visa purposes is nine (9) units. If a candidate wishes to exceed this limit, it should be discussed with the Graduate Advisor. Even though the maximum unit load for graduate students at CSULB is eighteen (18) units per semester, the rigor of the MS in CCJ program warrants full-time graduate students to NOT 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 Session

Each Fall, the School of Criminology, Criminal Justice, and Emergency Management hosts a mandatory orientation session the first week of the Fall semester for students who are matriculating into the master's program in criminology & criminal justice. It lasts between 60 to 90 minutes. The session provides an overview of the School, its programs, its faculty, and this Handbook. Academic advising and assessment of entering students' knowledge base also occur.

5 DEGREE REQUIREMENTS

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

Please note transferring from the MS Online program to the Traditional MS program and vice versa AND enrollment in the MS Online program and taking classes in the Traditional MS program and vice versa are NOT permitted.

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 501: Proseminar and Professional Writing (3 units)
- 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 535: Justice Policy (3 units)
- CRJU 555: Law, Justice, and Social Control (3 units)

5.2 Other Courses

All graduate students must have adequate knowledge of criminal justice ethics. If a similar course was not completed during previous studies (undergraduate or graduate), students must complete the following:

- CRJU 530: Criminal Justice Ethics, Values, & Diversity (3 units)

This course will apply to your elective units. Accepted students are notified in their acceptance letter if the class is needed. However, if a student received notification that this class is needed but thinks this requirement was satisfied, the student shall bring their transcripts to the Graduate Advisor for a meeting.

5.3 15 Units of Elective Courses and a Capstone Experience

A. Graduate students in the traditional master's program have three options to complete the master's in criminology & criminal justice.

1. Thesis Option – Graduate students may elect to take three (3) elective courses totaling at least nine (9) credit units *and* take both CRJU 694: Thesis I (3 units), and CRJU 698: Thesis II (3 units).
2. Comprehensive Examination Option – Graduate students taking the comprehensive exam must take four (4) elective courses, totaling at least 12 credit units, enroll in CRJU 695 the semester they are taking the exam, and pass the comprehensive examination.

3. **Project Option** – This option is solely available to those graduate students concentrating their studies in Crime and Intelligence Analysis. Those in this concentration must complete elective courses, totaling 12 units, and enroll in CRJU 697 for 3 units to complete their Crime and Intelligence Analysis Portfolio.

Details about both capstone experiences are contained in Parts 7 and 8 of the 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 530: Criminal Justice Ethics, Values, & Diversity (3 units)
- CRJU 540: Substantive Criminal Law
- CRJU 550: Constitutional Criminal Procedure
- CRJU 601: Victimology (3 units)
- CRJU 604: Terrorism, Homeland Security, & Criminal Justice (3 units)
- CRJU 606: Delinquency and the Juvenile Justice System (3 units)
- CRJU 608: Serial Killers & Psychopaths: The Psychology of the Criminal Mind (3 units)
- CRJU 609: Drugs and the Drug War (3 units)
- CRJU 621: Administration & Management of CJ Organizations (3 units)
- CRJU 623: Correctional Environments (3 units)
- CRJU 624: Successful Reentry: Theory and Practice (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 660: Introduction to Crime Analysis (3 Units)
- CRJU 661: Crime Analysis Technique 1: Social Network Analysis (3 units)
- CRJU 662: Crime Analysis Technique 2: Crime Mapping (3 units)
- CRJU 663: Crime Analysis Technique 3: Intelligence Analysis (3 units)
- CRJU 670: Qualitative Approaches to Criminal Justice Research (3 units)
- CRJU 690: Advanced Special Topics in Criminology & Criminal Justice (3 units)
- CRJU 691: Instructional Strategies for Criminal Justice Professionals (3 units)
- CRJU 692: Internship (6 units)
- CRJU 693: Internship (3 units)
- CRJU 695: Directed Readings/Independent Study in Criminal Justice (2-4 units)
- CRJU 697: Directed Research in Criminology & Criminal Justice (2-4 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 degree in criminology & criminal justice.

5.5 Concentration in Crime and Intelligence Analysis

The Crime and Intelligence Analysis concentration produces graduate-level trained crime and intelligence analysts. To concentrate in Crime & Intelligence Analysis students must complete the 18 units of required core courses, CRJU 660: Introduction to Crime Analysis, CRJU 697: Directed Research in Criminology & Criminal justice, and three of the four following electives:

- GEOG 471: GIS for Justice (3 Units)

- CRJU 661: Crime Analysis Technique 1: Social Network Analysis (3 units)
- CRJU 662: Crime Analysis Technique 2: Crime Mapping (3 units)
- CRJU 663: Crime Analysis Technique 3: Intelligence Analysis (3 units)

5.6 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 – Graduate students interested in enrolling in CRJU 691 and serving as a teaching assistant (“TA”) must complete the *CRJU 691 Instructional Strategies Intent to Enroll Form*, have it signed by their first choice faculty member, and submit it to the Graduate Advisor. The Graduate Advisor, in consultation with the School Director and Graduate Committee, will consider preferences, School and course need, and professor willingness to supervise, when matching graduate students with professors and courses. To enroll, the *CRJU 691 Teaching Assistant and Supervising Professor Contract* must be signed and submitted to the Graduate Advisor. Students may take this course twice (over two different semesters) earning a maximum of six (6) units for serving as a TA. Students may TA for different courses and/or professors per semester. Students must complete the seminar course to TA. Students cannot TA for the same professor twice.
- C. CRJU 693: Internship (3 units) – CRJU 693: Internship (3 units) – Students interested in completing an internship for 3 units (130 hours) must obtain permission from the Graduate Advisor and the School Director or Internship Coordinator and complete the following steps:

Step 1: Secure an internship. Prof. Ron Mark (see below) can assist.

Step 2: complete and submit the Internship Enrollment Form to Dr. Vogel. You, the Grad Advisor, and the Internship Site Supervisor must sign the form.

Step 3 : Dr. Vogel will grant you a permit and assign you to a section.

Contact Internship Coordinators

For *enrollment* questions please contact Dr. Brenda Vogel.

Office: ET 233

Email: Brenda.Vogel@csulb.edu

For *placement* questions, please contact Professor Ron Mark.

Office: HSD 118

Email: Ron.Mark@csulb.edu

- D. CRJU 695: Directed Readings/Independent Study in Criminology & 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.

CRJU 695 is required for those students completing the comprehensive exam. Students must enroll in CRJU 695 for 3 units the semester they are taking the exam. A grade for CRJU 695 is not received until the student passes the comprehensive exam. In the interim, a grade of RP will be listed on the transcript. The final grade for CRJU 695 is based on the Comprehensive Exam Rubric (14.2) in the Appendix.

- E. 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/their research.

CRJU 697 is required for those students completing the project. Students must enroll in CRJU 697 for 3 units the semester they are submitting their project. A grade for CRJU 697 is not received until the student submits their final project. In the interim, a grade of RP will be listed on the transcript. The final grade for CRJU 697 is based on the Project Rubric (15.3) in the Appendix.

5.7 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 criminology & 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 criminology & 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.

5.8 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 or to demonstrate competency in ethical foundations of criminal justice. Requests for such examinations must be made to Graduate Advisor and approved by the School Director. 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.

5.9 Limitation on Credit Units Earned While Not Matriculated

Students who are conditionally admitted to a master's program in criminology & 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 criminology & criminal justice.

5.10 Limitations on Taking Undergraduate Courses for Elective Credit

Graduate students are expected to complete their elective courses using the classes listed above in Section 5.5. Under limited circumstances, though, the Graduate Advisor may approve a *maximum of two* (2) undergraduate courses to satisfy graduate elective course requirements, provided such courses are taken for graduate-level credit. 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 School Director. Only the following undergraduate courses may be taken for graduate credit with the approval of the Graduate Advisor:

- CRJU 402: Crime and Inequality (3 units)
- CRJU 403: Comparative Criminal Justice and Transnational Crimes (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 430: Criminal Evidence and Trials [Mock Trial] (3 units)
- CRJU 450: Domestic Violence and the Criminal Justice System (3 units)
- GEOG 471: Geographic Information System (GIS) for Justice

With the written consent of the Graduate Advisor, 400-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 degree in criminology & criminal justice.

First Year of Traditional Study for M.S. Students Completing Thesis or Comprehensive Exam

Fall (Semester 1)		Spring (Semester 2)	
Course	Units	Course	Units
1. CRJU 501: Proseminar and Professional Writing*	3	1. CRJU 525: Advanced Statistics for Criminal Justice*	3
2. CRJU 504: Criminological Theory*	3	2. CRJU 530: CJ Ethics, Values, and Diversity (or any CRJU Elective Approved for Graduate Credit if 530 is waived)	3
3. CRJU 520: Advanced CJ Research Methods*	3	3. CRJU 555: Law, Justice, and Social Control*	3
Total Units	9	Total Units	9

*All of these courses must be completed with a grade of "B" or higher.

Notes:

- CRJU 501, 504 and CRJU 520 are only offered the Fall semester. CRJU 525 and CRJU 555 are only offered in the Spring semester. Students MUST take these five required courses in the semesters indicated above.
- Elective courses must be selected from CRJU 530, 540, 550, 601, 604, 606, 608, 609, 621, 623, 624, 631, 640, 641, 642, 643, 660, 661, 662, 663, 670, 690, 691, 692, 693, and 697. In addition, students may take a maximum of six (6) units of undergraduate-level elective courses from 402, 403, 407, 410, 412, 420, 421, 422, 430, 450, GEOG 471.
- Students may take a maximum of six (6) units of CRJU 623. 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 (6) of six units of CRJU 697. Students may take a maximum of six (6) units of CRJU 691 during the second year of graduate study.
- Students who do not meet all four of the prerequisite courses at the start of their graduate program must complete them during the first year of study. Students who lack one or more of the prerequisite courses need to design a plan for degree-completion in consultation with the Graduate Advisor.
- Students who TA during their second year of graduate study are required to enroll in CRJU 691 during the semester in which they are TAing. Students may not TA in subsequent semesters if they did not complete CRJU 691 with a grade of "B" or higher.

First Year of Traditional Study for M.S. Students Concentrating in Crime and Intelligence Analysis

Fall (Semester 1)		Spring (Semester 2)	
Course	Units	Course	Units
1. CRJU 501: Proseminar and Professional Writing*	3	1. CRJU 525: Advanced Statistics for Criminal Justice*	3
2. CRJU 504: Criminological Theory*	3	2. CRJU 555: Law, Justice, and Social Control*	3
3. CRJU 520: Advanced CJ Research Methods*	3	3. CRJU 660: Introduction to Crime Analysis	3
Total Units	9	Total Units	9

*All of these courses must be completed with a grade of "B" or higher.

Note: CRJU 501, 504 and CRJU 520 are only offered the Fall semester. CRJU 525 and CRJU 555 are only offered in the Spring semester. Students MUST take these five required courses in the semesters indicated above.

**Second Year of Traditional Study for Students Completing the Degree
via Comprehensive Examination**

Fall (Semester 3)		Spring (Semester 4)	
Course	Units	Course	Units
1. CRJU 535: Justice Policy	3	1. CRJU 695: Directed Readings	3
2. Any CRJU Elective Approved for Graduate Credit	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

CRJU 535: Justice Policy must be completed with a grade of "B" or higher.
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 Traditional Study for Students Completing the Degree via Writing a Thesis

Fall (Semester 3)		Spring (Semester 4)	
Course	Units	Course	Units
1. CRJU 535: Justice Policy	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

CRJU 535: Justice Policy must be completed with a grade of "B" or higher.
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 School Director at least four weeks in advance of the library's thesis-submission deadline.

Notes:

- Elective courses must be selected from CRJU 530, 540, 550, 601, 604, 606, 608, 609, 621, 623, 624, 631, 640, 641, 642, 643, 660, 661, 662, 663, 670, 690, 691, 692, 693, and 697. In addition, students may take a maximum of six (6) units of undergraduate-level elective courses from 402, 403, 407, 410, 412, 420, 422, 430, 450
- Students may take a maximum of six (6) units of CRJU 623. 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 (6) of six units of CRJU 697. Students may take a maximum of six (6) units of CRJU 691 during the second year of graduate study.
- Students who do not meet all four of the prerequisite courses at the start of their graduate program must complete them during the first year of study. Students who lack one or more of the prerequisite courses need to design a plan for degree-completion in consultation with the Graduate Advisor.
- Students who TA during their second year of graduate study are required to enroll in CRJU 691 during the semester in which they are TAing. Students may not TA in subsequent semesters if they did not complete CRJU 691 with a grade of "B" or higher.

Second Year of Traditional Study for Students Concentrating in Crime and Intelligence Analysis

Fall (Semester 3)		Spring (Semester 4)	
Course	Units	Course	Units
1. CRJU 535: Justice Policy	3	1. C&IA required course	3
2. C&IA required course	3	2. C&IA required course	3
3. Any CRJU Elective Approved for Graduate Credit	3	3. CRJU 697: Directed Research (Analyst Portfolio)	3
Total Units	9	Total Units	9

CRJU 535: Justice Policy must be completed with a grade of "B" or higher.
At the end of the second year of study, students who opt to concentrate their M.S. studies in Crime and Intelligence Analysis must submit their Analyst Portfolio.

Course Sequence Considerations

The traditional M.S. degree program in criminology & criminal justice is designed to be completed in two academic years (four semesters). To facilitate students completing their degrees within this timeframe, we strongly suggest that students follow the degree-completion roadmap.

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.

5.11 Grades

Students **must** earn a grade of “B” or higher in all required core curriculum courses (i.e., CRJU 501, CRJU 504, CRJU 520, CRJU 525, CRJU 535 and CRJU 555). Students who earn below a “B” shall repeat the course. Students may earn grades of “C” or higher in all other graduate coursework. However, MS students must maintain a minimum of a 3.0 GPA.

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 School of Criminology, Criminal Justice, and Emergency Management 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 501, CRJU 504, CRJU 520, CRJU 525, CRJU 530, CRJU 535, CRJU 555). 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 criminology & 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 criminology & 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 criminology & criminal justice without a cumulative GPA of 3.0 or higher.

5.12 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:

https://www.csulb.edu/sites/default/files/groups/enrollment-services/withdrawal_petition_prior_to_final_3_weeks.pdf
 2. When completing the form, the student must state the “serious and compelling” reason(s) why he/she/they 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 School Director to withdraw. Students are forewarned that that the School Director 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 School Director will authorize withdrawals from courses only if: (a) the student consistently made serious attempts to succeed in the course; and (b) the student is able to explain serious and compelling reasons for his/her/their need to withdraw from the course. If these criteria are not met, the School Director 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.

5.13 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.

5.14 Academic Disqualification Based on Grades

Once placed on academic probation, a student is given two semesters to bring his/her/their 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.

5.15 Academic Disqualification Based on Academic Dishonesty

Section 13.13 contains the Academic Integrity Policy of the School of Criminology, Criminal Justice, and Emergency Management. Any student who violates that policy by engaging in an act of academic dishonesty may be disqualified from the graduate program on that basis alone, regardless of the student's grade point average. As with disqualification based on low grades, academic disqualification for acts of academic dishonesty also prevents the student from any further enrollment at CSULB.

5.16 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);
- C. Failure of the comprehensive examination
- D. 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 or the comprehensive examination; failure to complete an internship, practicum, or experiential learning requirement; failure to fulfill prerequisite classes, if applicable).

5.17 Administrative Academic Disqualification

A student 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;
- 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;
- D. The student fails the comprehensive examination twice.

5.18 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.

5.19 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 School of Criminology, Criminal Justice, and Emergency Management 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/their 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/she/they 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, School Director, 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.

5.20 Time Limitations:

CSULB mandates that all requirements for all master's degrees 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/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 School. Students are well advised, however, that the School of Criminology, Criminal Justice, and Emergency Management has regulations that are more stringent than the University's seven-year rule, as explained in the next paragraph.

Both the traditional and online M.S. programs in criminology & criminal justice are designed to be completed in less than two years. Sometimes, an additional year may be necessary to complete a particularly complex thesis or to health or family issues. Students who fail to complete their degrees within a two- or three-year period (depending on the circumstances) may find themselves placed on Administrative Academic Probation for failing to make timely progress toward the completion of the master's degree (see Section 5.17, above). Moreover, failure to complete the master's degree in accordance with the time frames established under the terms of one's Administrative Academic Probation will result in the student being disqualified (see Section 15.18, above).

5.21 GS700

G S 700A is intended to be taken when a student believes he/she/they will be graduating at the end of that semester and does not need or desire to take additional courses. G S 700A is a cost-effective means by which to extend enrollment by one semester while completing the thesis or comprehensive exam.

https://www.cpie.csulb.edu/continuinged/course_listing/programdescription.aspx?ProgramID=10000&content=2

- A. Every semester, graduate students must be registered in a course, or in G S 700, or must have an approved Educational Leave. Students may only enroll in G S 700 *after* they have 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 capstone experience (i.e., a thesis or the comprehensive exam). Accordingly, if a graduate student wishes to take a semester off before resuming coursework toward the master's degree, s/he must take a planned Educational Leave, not enroll G S 700A.
- B. Students must enroll in G S 700A during:
1. Each semester they use any of the University's resources (including, but not limited to, faculty, staff, library, and/or other facilities/services) but are not enrolled in any courses; and/or
 2. 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 G S 700 during the semester in which they intend to graduate. Although G S 700 is a zero-unit course, the fee is based on one unit of credit for payment purposes; no unit credit is added to the student's program or transcript.

- C. Students enrolling in G S 700A must first obtain a permit via their Graduate Advisor. The Graduate Advisor will only issue a permit to register for G S 700A for the intended purpose of completing a master's capstone experience. Before the Graduate Advisor will issue a permit to register for G S 700, the requesting student must meet with the Graduate Advisor for an advising appointment. During this appointment, the Graduate Advisor will check the student's degree progress and verify compliance with all applicable policies and procedures. **Criminology & Criminal Justice MS students must enroll in G S 700A via MyCSULB.**
1. Unless compelling circumstances exist, students are permitted to register for G S 700A for a maximum of two (2) semesters.
 2. Students who have enrolled in G S 700A twice or more will have a registration hold.
 3. Students seeking to enroll in G S 700 for three (3) or more semesters *must* (a) electronically submit a one-page report on their progress and a timeline for degree completion (their thesis advisor, if applicable, must be included in the correspondence) and (b) meet with the Graduate Advisor.
- D. Graduate students do not need to register for G S 700A during the Winter or Summer sessions, unless the student is graduating during that term. Winter session deadline is the last day to add deadline (this occurs during the first week of instruction). During the Summer session, the deadline to add is the final day of the 3rd week of the Summer session.
- E. Graduate students enrolled in G S 700A are *neither* considered full-time students for financial aid purposes *nor* half-time students for student loan purposes. Thus, students enrolled in G S 700A do not qualify for financial aid and cannot defer loan payments.
- F. International graduate students enrolled in G S 700A *must* obtain a Full Course Exception from the Center for International Education. CIE discourages traveling outside of the U.S. during this time.
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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 criminology & 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 501: Proseminar and Professional Writing in Criminology and Criminal Justice
 2. CRJU 504: Advanced Criminological Theory
 3. CRJU 520: Advanced Criminal Justice Research Methods
 4. CRJU 525: Advanced Statistics for Criminal Justice Research
 5. CRJU 530: Criminal Justice Ethics, Values, and Diversity (or Elective, if waived)
- B. The student must be enrolled at CSULB during the semester in which the advancement is to take place.
- C. The student must have at least a 3.0 cumulative grade point average. Please note that once a student advances to candidacy, he/she/they must continue to maintain at least a 3.0 cumulative GPA; otherwise, candidacy may be revoked.
- D. The student must have fulfilled the Graduation Writing Assessment Requirement ("GWAR"). This requirement is met by receiving a degree from (1) an accredited college or university in the United States or (2) an accredited non-US institution located in a country where English is a primary language of communication (see country listing here: <https://www.cpie.csulb.edu/International/about.aspx?plD=10> **OR** (3) by receiving a score of 4 or higher on the analytical writing portion of the GRE.
 1. We advise GWAR-needing students to enroll (\$25 fee) to take the Writing Proficiency Exam (WPE) in September or November of their first Fall semester. Students must earn an 11 or higher on the WPE to satisfy GWAR. Students are notified of their score in January. During Spring enrollment in the Fall semester, students must ALSO enroll in a GWAR-approved course to take in their first Spring semester (see list of courses here: <http://web.csulb.edu/divisions/aa/gwar/courses/index.html>). If the student earns an 11 or higher on the WPE, the student must drop the Spring GWAR-approved course from his/her/their schedule. Failure to enroll in the course for the Spring semester could cause all GWAR-approved courses to fill by the time WPE scores are received, impeding the students' ability to enroll and delaying advancement to candidacy. Additional information about GWAR is provided here: <http://catalog.csulb.edu/content.php?catoid=3&navoid=149>

6.2 Advancing to Candidacy

- A. 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, to avoid a delay in graduation. Following the graduation roadmap on page 24 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.

- B. Approval – Once you have Advanced to Candidacy, this will be reflected in your MYCSULB. All coursework for the MS degree must then be completed within a seven-year period.

6.3 Program Changes after Advancing to Candidacy

If a student wishes to take any course outside of the electives offered in Criminology & Criminal Justice at CSULB, the student must receive approval from the Graduate Advisor.

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.

7 THE COMPREHENSIVE EXAM AS CAPSTONE EXPERIENCE

As stated above in Section 5.4, all criminology & criminal justice graduate students must complete a capstone experience in order to earn the master's degree in criminology & criminal justice. The capstone experiences offered by the School of Criminology, Criminal Justice, and Emergency Management are a comprehensive examination option, the crime and intelligence analysis (C&IA) project 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 or completing a project.

Students must enroll in CRJU 695 in preparation for the comprehensive examination. Students may not take the comprehensive examination unless they have been advanced to candidacy for the master's degree or unless advancement to candidacy will occur in the semester prior to semester in which the exam takes place.

Students must register for the Comprehensive Exam by contacting their Graduate Advisor.

7.2 Content and Format of the Comprehensive Exam

- A. Faculty Design and Score Exam –The comprehensive examination provides an opportunity for the master's degree candidate to demonstrate analytic ability and knowledge of the discipline. With this purpose in mind, and per University Policy 12-04, School of Criminology, Criminal Justice, and Emergency Management faculty members prepare the comprehensive examination questions and score the responses.
- B. Evolving Nature of the Exam – The comprehensive examination is a written exam. The specific parameters of the exam often evolve to meet student needs, program learning goals, or pedagogical advancements. Thus, the substance and structure of the exam may vary from that which is provided in this section of the Graduate Student Handbook. Nothing contained in Section 7.2 of this Handbook is meant to concretize the format of the exam in a manner which binds the School of Criminology, Criminal Justice, and Emergency Management in any way. In other words, the actual exam content, format, and timeline may vary from the guidelines specified herein.
- C. Sample Format – With the disclaimer specified above in Section 7.2(B) in mind, we offer the following example to illustrate the typical format of the comprehensive examination in criminology & criminal justice. Typically, the exam is an all-essay test comprised of one question that assesses an area of specialization selected by the student and the policies associated with that area of specialization. The Graduate Committee will provide a list of substantive areas (e.g., policing, corrections, crime

and inequality) that the student can choose from, and a specific topic will be chosen by the graduate committee, which the essay prompt will be based on.

- D. Typical Timeline – The comprehensive examination format and timelines may change in response to student feedback and pedagogical needs identified by the Graduate Committee. In this case, students will be notified of such changes as early as possible. The following, however, should serve as a rough estimate of the sequence and timing of both student and faculty responsibilities.

Topic Selection and Approval – By the end of the third week in the semester of writing the comprehensive exam, students must select one of the substantive areas on which to write the comprehensive examination. The student will be given the subtopic for which their comprehensive exam will be based on.

Reading List Approval - By the end of the fifth week in the semester of writing the comprehensive exam, the student must develop a customized reading list in MSWord in APA format that includes a minimum of 25 peer-reviewed sources (maximum of 30 sources) and at least two sources from popular culture (e.g., newspapers or magazine articles) relevant to the topic selected by the graduate committee. The sources must be credible, include both seminal and current works, and cover legal issues, findings, theory, and policy implications, as is relevant to the topic. The reading lists should demonstrate both breadth and depth of the topic.

Taking the Exam – Students will respond to one question that is created by the Graduate Committee that is based on the subtopic chosen by the graduate committee and the reading list created by the student. The question will require students to cover legal issues, findings, theory, and policy implications associated with their topic. The exam will be taken online with your personal laptop (school computers could be provided; such requests must be made 72 hours in advance of exam day). Students do not need to memorize sources, as students are permitted to access their notes and reading list sources during the exam (i.e., the exam is open book and open note). The use of AI is not permitted. Individualized exam questions and the submitted reference list will be submitted via the CRJU 695 Canvas page or by email. Students have 48 hours to complete the exam. Although there is no page requirement, passing exams tend to be around 10-12 pages.

7.3 Timing of the Comprehensive Exam

Students will take the comprehensive exam as soon as practicable after completing the requisite courses. That should be at the end of their sixth semester 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 revise and resubmit their comp exam in the same semester it was taken. If they fail to adequately address the feedback they will be required to enroll in G S 700 while preparing to retake the exam.

7.4 Grading of the Comprehensive Exam

The essay portion of the comprehensive exam is graded on a high pass/pass/fail basis. The grade for the CRJU 695 depends on the grade of the comprehensive exam (e.g. high pass = A and pass = B). A failing comprehensive exam will receive an RP grade. The graduate advisor and one member of the graduate committee (or a faculty member with expertise in the area) will read and score each essay response. If there is a borderline case, an additional faculty member will grade the response.

7.5 Pass Rate for the Comprehensive Exam

To date, our pass rates have been quite high. About 70% of all students who have taken the comprehensive exam have passed it the first time. 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 15 students (7.5%) failed the comprehensive exam a second time. That, of course, means that 92.5% of master's students pass the comprehensive examination within the two attempts they are permitted.

7.6 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 will negatively affect a student's exam grade.
- 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 integrating most of the literature on the reading list. Indeed, some used only eight to ten of the assigned articles, while others who failed did not 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 a sufficient amount of recent literature contained on the applicable reading lists. The members of the Graduate Committee devote considerable time and care into reviewing and revising the reading lists. We expect that students will actually do the assigned reading and integrate most of the assigned articles on the reading lists into their essay responses. Failing to do so by synthesizing the relevant literature into your essay answers will also negatively affect a student's exam grade.
- C. They failed to explain their responses in reasonable detail. Some students have written only a few pages. 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 48 hours to write responses to one essay question. 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 10-12 pages of writing. Students who write only a few 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

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.

7.7 Consequence of Failing the Comprehensive Exam

- A. Failing on the First Attempt – Students who fail the comprehensive exam the first time they take it will receive a revise and resubmit with feedback from the graders. After receiving the feedback students will have a week to address the feedback. In other words, students who fail on their initial attempt are given the opportunity to revise and resubmit their exam. Failing the exam may delay graduation for at least one semester.
 - B. Failing the Revise and Resubmit – If a student fails the revise and resubmit, they will have to enroll in G S 700 the next semester and will have one more chance to address the feedback. If they fail the comprehensive exam by not adequately addressing the revise and resubmit a second time the student must petition the school director to take the comprehensive exam again.
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8 THE THESIS AS CAPSTONE EXPERIENCE

As stated above in Section 5.2, all criminology & criminal justice graduate students must complete a capstone experience in order to earn the master's degree in criminology & criminal justice. The two capstone experiences offered by the School of Criminology, Criminal Justice, and Emergency Management 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. Students who struggle with writing, conceptualizing, and paper organizing (i.e., earn less than an A in CRJU 501) may want to consider the Comprehensive Exam. Students who are on academic probation should not complete a thesis.

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 (i.e., earn less than an A in CRJU 501). 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 members; a student may elect to have up to five committee members, but only three are required, including a Thesis Committee Chair. Thesis students must submit the Thesis Topic and Committee form to the Graduate Advisor prior to beginning a thesis and/or enrolling in CRJU 694 Thesis I.

- A. The Thesis Committee Chair – The Thesis Committee Chair must be a full-time, tenure-track or tenured faculty member in the School of Criminology, Criminal

Justice, and Emergency Management. The Thesis Committee Chair must hold an earned doctorate.

- B. Other Committee Members – Student must consult with their thesis chair to identify the additional members of their Thesis Committee. One of the two other Thesis Committee members must be a full-time member of the faculty in Criminology & Criminal justice or a related discipline; the other may be either a full-time or part-time member of the CSULB faculty, or, in special circumstances, a uniquely qualified justice practitioner holding at least one graduate degree from a regionally-accredited university. 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 regionally-accredited university.

8.5 Selecting Thesis Committee Members

Students are not assigned Thesis Committee members. Rather, each student in consultation with their thesis chair shall select potential committee members. However, the student is responsible for initiating contact with faculty members and asking them if they would be willing to work on their 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/their master's degree.

8.6 Publication Agreement

The School of Criminology, Criminal Justice, and Emergency Management requires all students electing to research and write a thesis to execute a Thesis Publication Agreement. These agreements are required to preserve the rights of both students and faculty members in light of the work they collectively contribute to the production of master's theses of such quality that they can yield refereed publications. Thesis students must submit the Publication Agreement to the Graduate Advisor prior to beginning a thesis and/or enrolling in CRJU 694 Thesis I.

8.7 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 8.8 states, you may need to obtain IRB approval before you start conducting any research on human subjects.

8.8 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. Please review the [CSULB IRB](#) website for information on the approval process.

Be advised, the IRB does not review applications over the summer. Thus, you will need to complete your IRB proposal in the semester, prior to enrolling in CRJU 694.

8.9 Registering for CRJU 694: Thesis I

After securing a Thesis Committee Chair, receiving approval to move forward with a thesis topic, and submitting the thesis forms (publication form) to the Graduate Advisor, students shall register for CRJU 694: Thesis I (with their Thesis Committee Chair). In CRJU 694, students will be guided through writing the “front matter” of their thesis, formulating their methods and/or instruments, and 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 8.13 to 8.15 below.

8.10 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 the findings, and conclude the thesis with policy recommendations and recommendations for future research. For more information about these portions of the thesis, see Section 8.16 to 8.18 below. A grade for CRJU 698 Thesis II is not received until the thesis is submitted to the library. In the interim, a grade of RP will be listed on the transcript. The final grade for CRJU 698 Thesis II is based on the Thesis Rubric (14.1) in the Appendix.

8.11 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. Please review the CSULB Library Thesis Guidelines on their webpage. 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
- D. University style and format guidelines are available at the University Library Thesis website: <http://www.csulb.edu/thesis-and-dissertation-office/thesis-and-dissertation-office>

8.12 Thesis Chapters

Below are *suggestions* for the titles and numbers of thesis chapters and their contents. You may have different titles and add or remove components as is appropriate for your topic. However, each thesis must have a chapter that introduces the thesis, a chapter that reviews the literature, a chapter that discusses how the data were collected and analyzed, a chapter on the results or findings, a discussion chapter that links your findings to the broader literature on the topic and identifies policy implications, and a concluding chapter.

8.13 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/their 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 or Research Questions
 - 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.

8.14 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), methodologically-sound 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.

8.15 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

8.16 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.

8.17 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.

8.18 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.

8.19 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 approval (if applicable); and other materials that are relevant to the study, but that do not fit in the body of the thesis.

8.20 Completing the Thesis

- A. Thesis Committee Approval – When a student has completed a written version of his/her/their thesis that is satisfactory to his/her/their Thesis Committee Chair (i.e., the thesis chair approves the thesis), the student must distribute the thesis to the other members of his/her/their 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. School Director Approval – After all Thesis Committee members are satisfied with a student's thesis, the student must submit the committee-approved thesis to the Director of the School of Criminology, Criminal Justice, and Emergency Management **no later than one month** before the thesis submission deadline prescribed by the [CSULB Thesis and Dissertation Office](#). The School Director shall review the thesis to ensure that it meets all university requirements in terms of style, format, and, most importantly, quality of content. The School Director may require the student to make additions or changes to the thesis before he/she/they is willing to accept the thesis on behalf of the University.
- C. Submission – Once the School Director is willing to approve the thesis, the student shall submit obtain committee members' his/her/their Thesis Committee members and the School Director's signatures through DocuSign. The finalized and signed thesis must be submitted online to the Thesis Office before the prescribed deadline: <http://edit.csulb.edu/thesis-and-dissertation-office/thesis-and-dissertation-office/submission-process>
- D. Thesis Office Approval – After a thesis is approved by the Thesis Committee Members and the Director of the School of Criminology, Criminal Justice, and Emergency Management, 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 (see: <http://edit.csulb.edu/thesis-and-dissertation-office/thesis-and-dissertation-office/university-style-guide-manual>)
- E. 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 501 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 website.

8.21 Registering Your Claim of Copyright

Copyright privileges reside with the author of all theses immediately upon creation of the work. If the author wishes to register his/her/their copyright, but prefers not to handle the

details on his/her/their own, ProQuest/UMI will act as the agent with the Library of Congress Copyright Office for a fee. You may also copyright your thesis through the federal government: <https://www.copyright.gov/help/faq/faq-register.html>

9 THE PROJECT AS CAPSTONE EXPERIENCE

As stated above in Section 5.4, all criminology & criminal justice graduate students must complete a capstone experience in order to earn the master's degree in criminology & criminal justice. The three capstone experiences offered by the School of Criminology, Criminal Justice, and Emergency Management are a comprehensive examination option, a project option, and a thesis option. This section of the Handbook is devoted to the project option.

9.1 Who Should Complete the Project?

The Project is the *only* capstone experience for those graduate students completing the Concentration in Crime and Intelligence Analysis. Projects shall only be completed by an individual student in that concentration.

Students must enroll in CRJU 697 for three (3) units to complete the project. Students may not enroll in CRJU 697 and complete the project unless they have been advanced to candidacy for the master's degree.

Students must register for the Project with the approval of the Graduate Advisor.

9.2 Content and Format of the Project

As per the State of California's Title V., "A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objective, methodology, and a conclusion or recommendation. An oral defense of the project may be required."

In the project (professionally applied Project), students synthesize information from the existing body of knowledge and apply it to real world crime and intelligence analytic practice. This professionally applied project gives students an opportunity to take on a real world problem or organizational need and provide a useful product to inform agency and/or governmental leadership on the nature and scope of the problem to facilitate strategic decision-making and response. In the process, students will demonstrate a synthesis of the knowledge they gained, an application of crime and intelligence analysis research tools, and three different analysis techniques that they mastered in the program. The project evidences their ability to integrate that expertise into practice.

9.3 Project Supervision

The project is supervised by a Project Committee. Project Committees must be comprised of at least two members.

- A. The Project Committee Chair – The Project Committee Chair must be a full-time, tenure-track or tenured faculty member in the School of Criminology, Criminal Justice, and Emergency Management. The Project Committee Chair must hold an earned doctorate.
- B. Other Committee Members – Students must consult with their project chair to identify the additional members of their Project Committee. The other Project Committee members can be either a full-time or part-time member of the CSULB faculty, or, in

special circumstances, a uniquely qualified justice practitioner holding at least one graduate degree from a regionally-accredited university.

9.4 Selecting Project Committee Members

Students are not assigned Project Committee members. Rather, each student in consultation with their project chair shall select potential committee members. The committee should be finalized by the second week of the semester the student is enrolled in CRJU 697.

9.5 Starting Your Project Research

The Project Committee Chair will direct the Project research. Students should consult with their project committee chair to assess if IRB approval is needed before they start conducting any research on human subjects.

9.6 Institutional Review Board (IRB)

At CSULB, the Office of University Research houses the Institutional Review Board (IRB). Whether students are obtaining data or utilizing existing data, the introductory CITI course and the appropriate IRB form will need to be completed and submitted for review. It is the student's responsibility to complete and submit the required forms and supporting documentation in a timely way, first to the committee chair and then to the IRB (if necessary), so as not to delay conducting the research. The CSULB IRB webpage has current information and forms: <http://www.csulb.edu/office-of-research-and-sponsored-programs/institutional-review-board-irb>

Be advised, the IRB does not review applications over the winter or summer. Thus, students need to complete their IRB proposal in the semester prior to enrolling in CRJU 697.

9.7 Completing the Project

- A. Project Committee Approval – When a student has completed a written version of their project that is satisfactory to their Project Committee Chair (i.e., the Project Chair approves the project), the student must distribute the project to the other members of their Project Committee. These faculty members may require the student to make additions or changes to the project. Students must be responsive to the feedback of all their Project Committee members. The project deadline is set by the project chair but is typically during finals week of the semester enrolled in CRJU 697.
- B. Oral Defense – Within two weeks of the due date of the project, students shall complete an oral defense with their project committee. Students shall coordinate with their Project chair. The oral defense will take the form of a mock job interview in which students present their project and highlight their skillsets.

9.8 Grading of the Project

A grade for CRJU 697 is not received until the student submits their final project. In the interim, a grade of RP will be listed on the transcript. The final grade for CRJU 697 is based on the Project Rubric (15.3) in the Appendix. To successfully complete the MS in Criminology, Criminal Justice Concentration in Crime and Intelligence Analysis, students shall earn a B or better on their project.

10 GRADUATION

10.1 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 [Apply to Graduate](#) well in advance of their desired graduation date (forms are obtained in the Office of Enrollment Services).

- A. Approved Advancement to Candidacy– Before filing a Request to Graduate Form, a student must confirm that they have advancement to candidacy. Reviewing MyCSULB and contacting the Graduate Advisor to assist in ensuring records are updated. 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 – Please request to Graduate and pay the Commencement and Diploma Fee via MyCSULB. Once filed, your application 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/she/they must file an "Exception After the Deadline Petition" 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.

10.2 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.

10.3 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.

10.4 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.

11 SCHOLARLY CONFERENCES

11.1 Conference Information

The School encourages students to join many national professional associations, such as the American Society of Criminology (ASC), the Academy of Criminal Justice Sciences (ACJS), the Society for the Study of Social Problems (SSSP), and Law and Society Association (LSA). 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.westerncriminology.org>
- For SSSP: <https://www.sssp1.org/>
- For LSA: <http://www.lawandsociety.org/>

11.2 Travel Assistance from the School

- A. In any given year, a limited amount of money *may* be available from the School of Criminology, Criminal Justice, and Emergency Management to assist students in paying for travel to scholarly conferences. See the School Director for more information.
- B. Each year, Conference/Travel Award stipends (the amount varies but is generally between \$500 and \$1000) may be available through a competitive process. For more information, ask the Graduate Advisor.

11.3 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/her/their presentation proposal;
 2. information regarding the professional conference to be attended;
 3. proof of the acceptance of his/her/their 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 via ASI and HOGAR. Please contact the Graduate Advisor and review the ASI website for more information.
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12 HONORS AND AWARDS

12.1 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 School, 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 School, 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.

12.2 School Graduate Student Honors

In recognition of outstanding graduate student achievements, the School of Criminology, Criminal Justice, and Emergency Management may honor graduating master's degree students by special recognition in the annual commencement ceremonies. This honor is reserved for one student from a School/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.

12.3 School Outstanding Thesis Award

This award is presented to the student whose thesis has been selected as being the outstanding thesis within the School of Criminology, Criminal Justice, and Emergency Management 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.

12.4 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.

12.5 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 criminology & criminal justice courses.

12.6 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 criminology & 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 School of Criminology, Criminal Justice, and Emergency Management, and/or similar activities. Essays are also evaluated based upon the student's quality of writing.

12.7 Libby Deschenes Memorial Scholarship

The Libby Deschenes Memorial Scholarship is a recruitment scholarship based on the student's current grade point average, evidence of financial need, recommendations, and personal statement/essay.

13 SPECIAL UNIVERSITY RESOURCES

13.1 Career Development

The special employment needs of criminology & 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, résumé 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.

13.2 Bob Murphy Access Center 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 School Director know so that we can work with the Office of Disabled Student Services to craft reasonable accommodations for your particular needs.
- B. The [Bob Murphy Access Center](#) ("BMAC") is located in SSSC, room 110. The office is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Their telephone number is: (562) 985-5401.
 1. All BMAC services are confidential.
 2. BMAC attempts to ensure that students' special educational needs are met. BMAC 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. BMAC 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.



14 POLICIES AND STANDARDS OF CONDUCT

14.1 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/

14.2 Change of Personal Data

Any change in a student's name, address, or telephone number needs to be reported without delay to Enrollment Services and to the Graduate Advisor for the School of Criminology, Criminal Justice, and Emergency Management.

14.3 Attendance and Punctuality

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

14.4 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/their 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.

14.5 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:

<https://www.csulb.edu/student-records/ferpa-students>

14.6 Ethical Standards

Consistent with its mission, goals, and objectives, the School of Criminology, Criminal Justice, and Emergency Management 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.

14.7 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

14.8 Smoking Policy

No smoking of any kind is permitted on campus.

14.9 Diversity

In addition to meeting fully its obligations under federal and state law, California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status, such as age, color, disability, ethnicity, gender, gender identity/expression, national origin, race, religion, sexual orientation, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, Foundation Suite 220.

<https://www.csulb.edu/equity-diversity>

14.10 Cell Phone Policy

All students are expected to turn off/put on silent all cell phones 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, text, or otherwise use their phones for personal reasons during class may be subject to discipline.

14.11 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/their course. Moreover, if there is widespread abuse of this policy, professors may ban all laptop computers from their classrooms.

14.12 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 neither 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.

14.13 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:
- 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/her/their 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 School of Criminology, Criminal Justice, and Emergency Management constitutes consent by the student for the instructor to upload the paper to this anti-plagiarism database.

14.14 Grade Appeals

- A. Informal Resolution – Whenever a student feels a grade he/she/they 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/her/them, then the reasons for questioning the grade must be put in writing and sent to the instructor and copied to the School Director. 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/their 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/they plans to file a written grade appeal with the School Director.
- B. Mediation by the School Director – If the grade dispute remains unresolved after the meeting between the student and the instructor, the student shall submit to the School Director a formal written statement representing his/her/their 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 School Director shall:
 - a. meet with the student to go over the entirety of the School'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. organize a joint meeting with both the student and the instructor within an additional ten (10) class days during which time the School Director 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 School Director shall insert a written statement to that effect in the appeal file and initiate the formal grade appeal mechanisms established in the School of Criminology, Criminal Justice, and Emergency Management Bylaw 107.
4. If an informal resolution cannot be mediated by the School Director, the appeals process shall proceed to a formal hearing before the School Grade Appeal Committee in accordance with School of Criminology, Criminal Justice, and Emergency Management Bylaw 107.
- C. In the event that a formal grade appeal hearing before the School of Criminology, Criminal Justice, and Emergency Management's Grade Appeal Committee is convened, the School Director shall provide the appealing student with a full copy of both School of Criminology, Criminal Justice, and Emergency Management Bylaw 107 and CSULB Policy 99-16.

14.15 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.

15 Appendices

15.1 Rubric for the Assessment of Theses

Name:		Evaluator:	
	Unacceptable (0 point)	Acceptable, But Needs Improvement (1 point)	Meets or Exceeds Expectations (2 points)
Title Page Score: _____	Title page is missing or, if present, is not formatted in any way that resembles the requirements.	The title page is generally formatted in accordance with the requirements, but one or more of the required elements are missing or are incorrectly formatted.	The title page is formatted in full accordance with the requirements.
	Unacceptable (0 point)	Acceptable, But Needs Improvement (1-2 points)	Meets or Exceeds Expectations (3 points)
Abstract Score: _____	A properly formatted abstract is missing.	An abstract is presented, but it is not the correct format or it does not adequately summarize the paper.	A single-paragraph abstract of 120 words or less summarizes the paper.
	Unacceptable (0-5 points)	Acceptable, But Needs Improvement (6-7 points)	Meets or Exceeds Expectations (8-9 points)
Introduction and Statement of the Problem Score: _____	Specific problem/concept to be studied is unclear or undefined. Purpose of the research is unclear. Research questions, methods, and findings are missing or lacking.	Specific problem/concept to be studied lacks a proper context. Purpose of the research is stated, but needs refining. Research questions, methods, and findings are indicated but lack cohesion.	Problem/concept is specifically identified and defined in its proper context. Purpose of the research is clear. Research questions, methods, and findings are appropriately outlined and presented.
	Unacceptable (0-5 points)	Acceptable, But Needs Improvement (6-10 points)	Meets or Exceeds Expectations (10-15 points)
Literature Review Score: _____	The relevant literature is missing or lacks application. The theoretical and/or evaluation frameworks are missing or lacks application.	Some of the relevant literature is improperly applied and/or integrated. The theoretical and/or evaluation frameworks are inadequate and/or improperly integrated.	The relevant literature is included, properly applied/well-integrated. The theoretical and/or evaluation frameworks are clear and well-documented.
	Unacceptable (0-3 points)	Acceptable, But Needs Improvement (4-7 points)	Meets or Exceeds Expectations (8-10 points)
Methodology Score: _____	The methodological framework is missing or lacks scientific rigor.	There are some problems in identifying and applying the most appropriate methodology in a scientifically sound manner.	The most appropriate methodology is identified and applied in a scientifically sound manner.
	Unacceptable (0-5 points)	Acceptable, But Needs Improvement (6-10 points)	Meets or Exceeds Expectations (10-15 points)
Results Score: _____	The results are inconsistent with the methodology and/or theory. The results are simplistic and not well thought-out.	The results are somewhat consistent with method/theory. The results are reasonably well thought-out, although not fully developed.	The results are consistent with method/theory. The results are clear, well-grounded, thought-out, and fully developed.
	Unacceptable (0-5 points)	Acceptable, But Needs Improvement (6-10 points)	Meets or Exceeds Expectations (10-15 points)
Discussion of Findings and Related Ideas	Discussion is boring, illogical, and/or fails to demonstrate basic comprehension of sources and data. Discussion lacks	Discussion is marginally interesting, somewhat logical, and/or shows basic comprehension of sources and data, perhaps with lapses in	Discussion is interesting, logical, and demonstrates sophistication of thought. Central ideas are clearly communicated and fully developed. Paper recognizes the

Score: _____	clear, central ideas or is too vague or obvious to be developed effectively.	understanding. Presents central idea in general terms, sometimes depending on platitudes or clichés. Central ideas are weakly communicated or not fully developed. Paper does not recognize the full complexity of the issues by acknowledging all of its limitations or other points of view.	complexity of the issues and acknowledges its qualifications or limitations.
	Unacceptable (0-3 points)	Acceptable, But Needs Improvement (4-7 points)	Meets or Exceeds Expectations (8-10 points)
Policy Implications Score: _____	Policy implications are lacking or weak. Little or no evidence that there is a connection between the theoretical and the applied.	Policy implications are evident, but lack substantial grounding in the research. Evidence that there is a connection between the theoretical and the applied is presented, but is flawed.	Policy implications are clear, concise, and grounded in the research. Evidence of the connection between theory and application is clear and substantiated.
	Unacceptable (0-4 points)	Acceptable, But Needs Improvement (5-6 points)	Meets or Exceeds Expectations (7-8 points)
Conclusion	Conclusions are lacking or weak. Little or no evidence that there is a connection between the theoretical and the applied.	Conclusions are evident, but lack substantial grounding in the research. Evidence that there is a connection between the theoretical and applied is presented, but is flawed.	Conclusions are clear, concise, and grounded in the research. Evidence of the connection between theory and application is clear and substantiated.
	Unacceptable (0-2 points)	Acceptable, But Needs Improvement (3-4 points)	Meets or Exceeds Expectations (5-6 points)
Logic/ Organization Score: _____	Does not develop ideas cogently, organize them logically within paragraphs, or connect them with clear transitions; uneven or ineffective overall organization.	Develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas seem illogical and/or unrelated.	Develops ideas cogently, organizes them logically within paragraphs, connects them with highly effective transitions; clear and logical organization relating all ideas together.
Writing Style and Mechanics Score: _____	Poor control of language, including word choice and sentence structure problems; frequent errors in standard written English.	Intermittent control of language, including word choice and sentence variety; occasional major or frequent minor errors in standard written English.	Clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English.
	Unacceptable (0 point)	Acceptable, But Needs Improvement (1-2 points)	Meets or Exceeds Expectations (3 points)
Quality of References Score: _____	References are seldom cited to support statements. Those references that are cited are outdated and/or are from non-peer-reviewed sources that have uncertain reliability. The reader doubts the accuracy of much of the material presented.	Although attributions are given, some statements seem unsubstantiated. Although most of the references are up-to-date and are professionally legitimate, too many are either outdated or are from questionable sources (e.g., trade books, the Internet, popular magazines, etc.). The reader is uncertain of the reliability of some of the sources and/or is confused about the source of information and ideas.	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. References are up-to-date and are primarily from peer-reviewed scholarly journals, relevant professional journals, and/or other primary sources (e.g., government documents, judicial opinions, agency manuals, legislative sources, etc.). The reader is confident

			that the information and ideas can be trusted.
Citation Format Score: _____	Research is not adequately quoted and/or paraphrased, and/or is cited with frequent APA formatting errors. Alternatively, the format of the document is not recognizable as having been cited in APA format.	Research is adequately quoted and/or paraphrased, and is cited with minor APA citation formatting errors.	Research is correctly quoted and/or paraphrased, and is cited both accurately and consistently throughout the paper in proper APA format.

Total Score: ____ out of 100 Points

Grading Scale: A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 or below

15.2 Rubric for the Assessment of MS Comprehensive Exam

Last 4 SID:

Sem.:

Evaluator:

Prompt:

Response Content	Unacceptable (0-4 points)	Acceptable, But Needs Improvement (5-8 points)	Meets or Exceeds Expectations (9-12 points)	Score:
Responsiveness to the question	The relevant literature is missing or lacks application.	Some of the relevant literature is improperly applied and/or integrated.	The relevant literature is included, properly applied/well-integrated.	
Response accuracy	Significant gaps in the knowledge reflected in the inaccurate response and cursory information provided.	Adequate understanding of the question, evident clear response to question. Most sections of the question are answered correctly with some detail.	Conceptual understanding of the question is evident. All sections of the questions are answered correctly with enhancing detail.	
Comprehensiveness & depth of response	Discussion is boring, illogical, and/or fails to demonstrate basic comprehension of sources and data. Discussion lacks clear, central ideas or is too vague or obvious to be developed effectively.	Discussion is marginally interesting, somewhat logical, and/or shows basic comprehension of sources and data, perhaps with lapses in understanding. Presents central idea in general terms, sometimes depending on platitudes or clichés. Central ideas are weakly communicated or not fully developed. Paper does not recognize the full complexity of the issues by acknowledging all of its limitations or other points of view.	Discussion is interesting, logical, and demonstrates sophistication of thought. Central ideas are clearly communicated and fully developed. Paper recognizes the complexity of the issues and acknowledges its qualifications or limitations.	
Writing	Unacceptable (0-2 points)	Acceptable, But Needs Improvement (3-4 points)	Meets or Exceeds Expectations (5-6 points)	
Logic/ Organization	Does not develop ideas cogently, organize them logically within paragraphs, or connect them with clear transitions; uneven or ineffective overall organization.	Develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas seem illogical and/or unrelated.	Develops ideas cogently, organizes them logically within paragraphs, connects them with highly effective transitions; clear and logical organization relating all ideas together.	
Writing Style and Mechanics	Poor control of language, including word choice and sentence structure problems; frequent errors in standard written English.	Intermittent control of language, including word choice and sentence variety; occasional major or frequent minor errors in standard written English.	Clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English.	
APA format	Unacceptable (0 point)	Acceptable, But Needs Improvement (1 points)	Meets or Exceeds Expectations (2 points)	
Citation Format	Research is not adequately quoted and/or paraphrased, and/or is cited with frequent APA formatting errors. Alternatively, the format of the response is not recognizable as having been cited in APA format.	Research is adequately quoted and/or paraphrased, and is cited with minor APA citation formatting errors.	Research is correctly quoted and/or paraphrased, and is cited both accurately and consistently throughout the paper in proper APA format.	

Total Score: ___ out of 50 Points

15.3 Rubric for the Assessment of Crime and Intelligence Portfolios

	Unacceptable (0 point)	Acceptable, But Needs Improvement (1 point)	Meets or Exceeds Expectations (2 points)
Title Page Score: ____	Title page is missing or, if present, is not formatted in any way that resembles the requirements.	The title page is generally formatted in accordance with the requirements, but one or more of the required elements are missing or are incorrectly formatted.	The title page is formatted in full accordance with the requirements.
	Unacceptable (0 point)	Acceptable, But Needs Improvement (1-2 points)	Meets or Exceeds Expectations (3 points)
Abstract Score: ____	A properly formatted abstract is missing.	An abstract is presented, but it is not the correct format or it does not adequately summarize the paper.	A single-paragraph abstract of 120 words or less summarizes the paper.
	Unacceptable (0-5 points)	Acceptable, But Needs Improvement (6-7 points)	Meets or Exceeds Expectations (8-9 points)
Introduction and Statement of the Problem Score: ____	Specific problem/concept to be studied is unclear or undefined. Purpose of the research is unclear. Research questions, methods, and findings are missing or lacking.	Specific problem/concept to be studied lacks a proper context. Purpose of the research is stated, but needs refining. Research questions, methods, and findings are indicated but lack cohesion.	Problem/concept is specifically identified and defined in its proper context. Purpose of the research is clear. Research questions, methods, and findings are appropriately outlined and presented.
	Unacceptable (0-5 points)	Acceptable, But Needs Improvement (6-10 points)	Meets or Exceeds Expectations (10-15 points)
Literature Review Score: ____	The relevant literature is missing or lacks application.	Some of the relevant literature is improperly applied and/or integrated.	The relevant literature is included, properly applied/well-integrated.
	Unacceptable (0-3 points)	Acceptable, But Needs Improvement (4-7 points)	Meets or Exceeds Expectations (8-10 points)
Methodology/Description of 3 Analytic Techniques Score: ____	The description of each analytic technique is missing or the description is incorrect.	There are some problems in identifying the description of each analytic technique.	Each analytic technique is appropriately and completely described.
Results Score: ____	The results are inconsistent with the analytic techniques. The results are simplistic and not well thought-out.	The results are somewhat consistent with the analytic techniques. The results are reasonably well thought-out, although not fully developed.	The results are consistent with the analytic techniques. The results are clear, well-grounded, thought-out, and fully developed.
	Unacceptable (0-5 points)	Acceptable, But Needs Improvement (6-10 points)	Meets or Exceeds Expectations (10-15 points)
Discussion of Findings and Related Ideas Score: ____	Discussion is boring, illogical, and/or fails to demonstrate basic comprehension of sources and data.	Discussion is marginally interesting, somewhat logical, and/or shows basic comprehension of sources and data, perhaps with lapses	Discussion is interesting, logical, and demonstrates sophistication of thought. Central ideas are clearly communicated and fully

	Discussion lacks clear, central ideas or is too vague or obvious to be developed effectively.	in understanding. Presents central idea in general terms, sometimes depending on platitudes or clichés. Central ideas are weakly communicated or not fully developed. Paper does not recognize the full complexity of the issues by acknowledging all of its limitations or other points of view.	developed. Paper recognizes the complexity of the issues and acknowledges its qualifications or limitations.
	Unacceptable (0-3 points)	Acceptable, But Needs Improvement (4-7 points)	Meets or Exceeds Expectations (8-10 points)
Policy Implications Score: _____	Policy implications are lacking or weak. Little or no evidence that there is a connection between the theoretical and the applied.	Policy implications are evident, but lack substantial grounding in the research. Evidence that there is a connection between the theoretical and the applied is presented, but is flawed.	Policy implications are clear, concise, and grounded in the research. Evidence of the connection between theory and application is clear and substantiated.
	Unacceptable (0-4 points)	Acceptable, But Needs Improvement (5-6 points)	Meets or Exceeds Expectations (7-8 points)
Conclusion Score: _____	Conclusions are lacking or weak. Little or no evidence that there is a connection between the theoretical and the applied.	Conclusions are evident, but lack substantial grounding in the research. Evidence that there is a connection between the theoretical and applied is presented, but is flawed.	Conclusions are clear, concise, and grounded in the research. Evidence of the connection between theory and application is clear and substantiated.
	Unacceptable (0-2 points)	Acceptable, But Needs Improvement (3-4 points)	Meets or Exceeds Expectations (5-6 points)
Logic/ Organization Score: _____	Does not develop ideas cogently, organize them logically within paragraphs, or connect them with clear transitions; uneven or ineffective overall organization.	Develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas seem illogical and/or unrelated.	Develops ideas cogently, organizes them logically within paragraphs, connects them with highly effective transitions; clear and logical organization relating all ideas together.
Writing Style and Mechanics Score: _____	Poor control of language, including word choice and sentence structure problems; frequent errors in standard written English.	Intermittent control of language, including word choice and sentence variety; occasional major or frequent minor errors in standard written English.	Clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English.
	Unacceptable (0 point)	Acceptable, But Needs Improvement (1-2 points)	Meets or Exceeds Expectations (3 points)
Quality of References Score: _____	References are seldom cited to support statements. Those references that are cited are outdated and/or are from non-peer-reviewed sources that have uncertain reliability. The	Although attributions are given, some statements seem unsubstantiated. Although most of the references are up-to-date and are professionally legitimate, too many are either outdated or are from are questionable	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. References are up-to-date and are primarily from peer-reviewed scholarly journals,

	reader doubts the accuracy of much of the material presented.	sources (e.g., trade books, the Internet, popular magazines, etc.). The reader is uncertain of the reliability of some of the sources and/or is confused about the source of information and ideas.	relevant professional journals, and/or other primary sources (e.g., government documents, judicial opinions, agency manuals, legislative sources, etc.). The reader is confident that the information and ideas can be trusted.
Citation Format Score: _____	Research is not adequately quoted and/or paraphrased, and/or is cited with frequent APA formatting errors. Alternatively, the format of the document is not recognizable as having been cited in APA format.	Research is adequately quoted and/or paraphrased, and is cited with minor APA citation formatting errors.	Research is correctly quoted and/or paraphrased, and is cited both accurately and consistently throughout the paper in proper APA format.

Total Score: ____ out of 100 Points

Grading Scale: A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 or below