

**GRADUATE STUDENT HANDBOOK**  
**Master of Criminal Justice Degree**  
**Tarleton State University**

Revision adopted 2/2009

## **INTRODUCTION TO THE CRIMINAL JUSTICE MASTER'S DEGREE**

Tarleton State University, a member of the Texas A&M University System, offers some 65 undergraduate and 14 graduate programs, as well as a doctorate in Educational Administration. Criminal Justice education has a rich heritage at Tarleton, with a respected undergraduate program dating to the 1970s and a Criminal Justice master's program which began in 1999.

The Department of Social Work, Sociology, and Criminal Justice provides the structure for the Master of Criminal Justice, which emphasizes the personal bond between students and their mentoring graduate faculty. Individualized instruction, as well as orientation and advisement, provides an educational experience geared to student need, and allows students to develop a degree program that will prepare them professionally, while challenging them academically.

The Criminal Justice graduate faculty emphasizes and exemplifies the threefold scholarly standard of quality classroom teaching, research, and extensive in service to the community via study and grants. During the last several years, the Criminal Justice faculty has received grants, attended the national meeting of the Academy of Criminal Justice Sciences, published articles, and updated web materials and multi-media usage. Our faculty members share considerable background experiences that allow them application of information to real-world situations. Their experiences will help students seek meaningful research activities and expression, while also serving the communities, which surround our program.

Tarleton State University is very well equipped to assist students in this process. The library is easily accessed online and includes the entire A&M library for books. We are proud of our traditions of friendliness and of treating students with respect and individual attention. Tarleton's faculty members are dedicated to your needs, and they make every effort to be responsive and progressive.

These traits are also present in the degree programs from Tarleton's Department of Social Work, Sociology, and Criminal Justice, which offers the following degrees: a Bachelor of Social Work Degree, nationally accredited through the Council on Social Work Education, a Bachelor of Science degree in Sociology, a Bachelor of Science degree in Criminal Justice, as well as the Master of Science Degree in Criminal Justice.

Individualized rather than mass education fosters an environment in which creativity and scholarship flourish. Through personalized advisement, we encourage identification of a degree track that will provide preparation for a professional or academic future.

Tarleton State University's main campus is located in Stephenville, Texas, which is approximately 70 miles southwest of the Dallas Metroplex. Tarleton State University also has campuses at Killeen, Waco, and Ft. Worth. Tarleton is the right size for personalizing your college education, and the people are friendly and will make you feel welcome. Tarleton State University is committed to provide students the best classroom instruction, research tools, and practical professional experience.

## ADMISSION TO THE GRADUATE DEGREE PROGRAM

### **GRADUATE ADMISSIONS**

As is indicated in the College of Graduate Studies' Catalog, all graduate programs require that entering students have a baccalaureate degree (or the equivalent if from an international institution). Full or unconditional admission requires at least a 3.0 grade point average on the last 60 semester hours of credit. Conditional admission requires a GPA of at least 2.5 on the last 60 hours. Please see the College of Graduate Studies for the complete admission process <http://www.tarleton.edu/~graduate/>.

By the end of the first long semester of enrollment, students must submit acceptable scores from the GRE, GMAT, or MAT. The scores should be sent directly to the Graduate Office by the Educational Testing Service.

The only students permitted to take graduate courses at Tarleton who do not have a baccalaureate degree are Tarleton undergraduates who have been admitted under the *provisional admission status*. To be eligible for provisional admission, a student must be within 12 hours of completing his/her undergraduate degree and must have a GPA of at least 3.0 on the last 60 hours of credit. Most of the students admitted provisionally are in the last semester of their undergraduate degree program.

### **Types of Admission (and related standards/requirements)**

#### **Full Admission**

Students must (1) hold a bachelor's degree from an accredited U.S. institution or the equivalent from a foreign institution; (2) have a minimum grade point average (based on a 4-point scale) of 3.0 on the last 60 hours of credit completed; (3) make acceptable scores on the GRE, GMAT, or MAT and (4) complete specific departmental admission requirements for recommendation for program admission from the appropriate department.

#### **Conditional Admission**

A student who is not qualified for full admission may be granted conditional admission upon recommendation of the appropriate department. Students entering on conditional admission must satisfy all conditions stipulated by the major department, including completion of a minimum of nine semester hours of graduate course work with a GPA of 3.0 or more and with no grade lower than B, before full admission will be granted. Upon completion of the conditions of admission to a graduate degree program, a student must be recommended by the department for full admission.

Applicants who for reasons beyond their control cannot provide all documents required for admission to a degree program by the time of initial enrollment may be considered for conditional admission.

### **Provisional Admission for Undergraduates**

An undergraduate at Tarleton may be considered for admission to the College of Graduate Studies provided that the student (1) is within 12 hours of graduation; (2) is recommended by his/her major department; and (3) has obtained a minimum GPA of 3.0 on the last 60 hours of undergraduate work.

### **TRANSFER HOURS AND TIME RESTRAINTS**

Coursework transferred or accepted for credit toward a graduate degree at Tarleton State University must be completed at an institution accredited as degree granting by a recognized regional higher education accrediting body and must represent graduate-level credit from that institution. Approval by the student's academic department is required for all courses transferred. Upon the approval of the Dean of the College of Graduate Studies, the University may accept as much as 12 hours of graduate work completed at another regionally accredited institution. The department may require a copy of the course description or syllabus to verify course content before deciding whether to allow the course to count toward a student's degree.

### **ACADEMIC LOAD**

The maximum load for a full-time graduate student for the master's of criminal justice degree may be as much as 12 semester hours in the fall or spring semester. Semester loads are determined by the length of the summer session in which the student is enrolled.

<b>Grad Sem. Hrs</b>	<b>16 Wk Fall/Spr.</b>	<b>10 Wk Summer</b>	<b>8 Wk Summer</b>	<b>5 Wk Summer</b>
Maximum Load	12	9	9	6
Full Load	9	6	6	3

Loads in excess of the maximum load require the approval of the College of Graduate Studies upon written recommendation of the student's advisor and department head. Graduate assistants must enroll in and complete at least 6 hours for each academic enrollment period to retain their assistantship.

### **GRADUATE STUDENT PERFORMANCE**

Every student enrolled in the College of Graduate Students is required to maintain a high level of performance and comply fully with the policies of the institution. The College of Graduate Studies reserves the right to suspend any graduate student who does not maintain satisfactory academic standing or fails to conform to University regulations.

Students who have achieved admission to the College of Graduate Studies are expected to maintain a minimum 3.0 GPA on work completed at Tarleton. If in a particular semester a student's overall GPA falls below the minimum, he/she will be given notice of unsatisfactory academic performance. The student must attain a 3.0 overall GPA during her or his next period of enrollment; failure to do so will result in suspension for one long semester or the summer

term. At the end of any grading period, if a student's overall GPA falls below 2.0, he/she will be automatically suspended.

Graduate degree credit is allowed only for A, B, and C grades. A grade point average of 3.0 or higher is required for graduation.

### **ACADEMIC ETHICS**

Integrity is non-negotiable. Academic dishonesty in any form cannot be tolerated. Violations of academic ethics may lead to expulsion from the Master of Criminal Justice program.

**Plagiarism:** Plagiarism is a form of academic dishonesty. Most simply put, plagiarism is the act of not properly crediting your sources of information through the proper utilization of textual citations and a source list. If it is not the product of the student's own, original research; the student's own original idea, thought, or words, the student must cite your source in your text. The student must also include a works cited list. Failure to do so is cheating and will be dealt with according to the Tarleton State University academic policy.

Submitting the same, or essentially the same work, from another class without the express permission of your professor is also a form of academic dishonesty.

Work handed in should be your own, not that of a friend, relative, or anyone else.

**Cheating:** Cheating would include, copying from another student during an exam, use of crib sheets and other unauthorized testing aids, unauthorized access to testing materials, and submitting another person's exam or coursework including term papers as one's own. Cheating in any course may result in expulsion from the program; cheating on a comprehensive exam will result in expulsion.

**Other unethical conduct:** Lying to any faculty or staff member in reference to a program related issue, spreading malicious lies or gossip about or concerning any faculty or staff member or another student in program, making false accusations against any faculty or staff member or student, or spreading false rumors about the program itself is blatantly unethical conduct and may result in expulsion from the program.

**Due process:** Should a student be expelled from the program for unethical conduct including cheating, they may have certain due process rights including the right to a hearing and the right to an appeal. These are discussed in the University's student handbook.

### **SEMESTER HOUR MINIMUM**

The candidate must earn graduate credit amounting to a minimum of 36 semester hours of graduate (500 or above) level courses.

### **CREDIT FOR UNDERGRADUATE COURSES**

Courses at the 3000 and 4000 level may be counted toward the degree if approved in advance by the course professor, the program director, the chair of the department in which the course is offered and the Dean of the College of Graduate Studies. Students taking such courses for graduate credit will be expected to complete course requirements different from those ordinarily included for undergraduates.

### **LIMITATIONS ON TRANSFER AND CORRESPONDENCE COURSES**

A maximum of 12 hours from courses that have been applied or counted toward a completed graduate degree program may be transferred into a Tarleton master's degree program with the approval of the academic department in which the degree is sought.

For other information not included above, see the Graduate College website at: [www.tarleton.edu/~graduate/](http://www.tarleton.edu/~graduate/)

### **GRADUATE STUDENT ORIENTATION**

After being accepted to the program, you will receive a notice to attend the upcoming Graduate Student Orientation, scheduled early at the beginning of each long semester. At this meeting, you will meet the Graduate Faculty and receive valuable program information, including student expectations.

### **ADVISEMENT**

New graduate students are assigned a faculty mentor whom they must see for advising prior to registration (initial registration is blocked until cleared by the advising faculty member). Your mentor/advisor will *assist* you in planning your coursework and completing your degree plan. (Please Note: All planning and scheduling is ultimately your responsibility.) Your faculty mentor will be available to assist you as needed; it is recommended that you schedule an advising appointment at least once a semester.

### **COMPREHENSIVE EXAMINATIONS**

All students must successfully complete comprehensive exams in the areas of criminological theory, research methods, and one specialty area. To sit for the comprehensive examinations, students must apply through their advisor and receive the director's permission at least one month prior to taking them. Comprehensive exams are normally scheduled during the Spring and Fall semesters.

Students who fail the comprehensive exams must retake only the section or sections failed. Students may retake the exam for the failed area the next time the exams are offered. Students who are unable to pass the exam the second time will not be allowed a third attempt except by appeal to the Head of the Department of Social Work, Sociology, and Criminal Justice.

Students may take the exam using a computer or writing by hand. Legibility may be a factor in grading handwritten exams. A member of the Criminal Justice Graduate Faculty will proctor comprehensive examinations. Students will be given two questions per each of the three sections. Students will answer one of the two questions in each section. Students will be allotted

two hours per section, with an appropriate break between sections. Questions will be distributed in sealed envelopes. Once the student breaks the seal on the envelope containing their questions, they will be considered as having taken that particular exam.

## **GRADUATE FACULTY**

### **KELLI STYRON, Chair**

Department of Social Work, Sociology, and Criminal Justice

J.D. Baylor University School of Law, 1994

Associate Professor of Criminal Justice

Areas of specialization: Law

Professor Styron attended Baylor University and Baylor University School of Law, graduating with a degree in business in 1990 and with her law degree in 1994. She has been in the Department of Social Work, Sociology, & Criminal Justice full-time since 1998 where she teaches in the areas of criminal evidence, criminal procedure, constitutional law, and many other legal courses in the Criminal Justice Program. Professor Styron is a former Faculty Senate President and former coordinator for the annual Criminal Justice Career Day. She has served for many years as Chair of the Employee Benefits Committee and is the current chair of the Compliance Report for Tarleton's upcoming SACS review, is a former Chair of the University Discipline Appeals Committee, and has served as a member of several other university committees. She was the 2004 recipient of the O.A. Grant Excellence in Teaching Award for the College of Liberal and Fine Arts. She enjoys visiting with students about the many legal matters that affect us all.

### **DR. JAMES J. VARDALIS**

Criminal Justice Program Director

Ph. D Nova University

Associate Professor of Criminal Justice

Dr. James J. Vardalis comes to Tarleton from Florida International State University in Miami, Florida. In addition to teaching in the undergraduate and graduate criminal justice program he served as Executive Director of the National Office of Alpha Phi Sigma. His academic research coupled with his criminal justice experience has resulted in numerous journal publications and his most recent book on the Florida criminal justice system was published by Prentice Hall. His teaching interests include police management, supervision and organization, community policing, ethics, and field placement.

**DR. M. GEORGE EICHENBERG**

Criminal Justice Program Faculty

Ph.D., Sam Houston State University, 2000

Associate Professor of Criminal Justice

Areas of specialization: Criminal Justice Ethics, Criminology, Law Enforcement, and Management.

Dr. Eichenberg brings to the classroom many years experience in law enforcement and juvenile justice as well as an extensive education in criminal justice. He is a recipient of the G.O. Cooper Award as Law Enforcement Officer of the year for Harrison County, Texas and that county's police merit award. He has a strong record of service to the community and university through committee and advisory work and served three years as secretary to the Southwestern Association of Criminal Justice. Dr. Eichenberg has published in the areas of ethics, religious radicalism, and police management. He joined Tarleton's Criminal Justice faculty in 2001 and became program director in 2005. Like all Tarleton Criminal Justice faculty, he always has time to help a student.

**DR. PATI K. HENDRICKSON**

Criminal Justice Graduate Faculty

Ph.D., Oklahoma State University, 2002

Associate Professor of Criminal Justice

Areas of Specialization: Criminal Theory, Research Methods, and Corrections.

Dr. Pati K. Hendrickson received her Ph.D. in Sociology from Oklahoma State University in 2002. She has been in the Department of Social Work, Sociology, & Criminal Justice full-time since 2001 where she teaches in the areas of criminological theory, research, and corrections. Dr. Hendrickson has practical experience, having worked several years in a variety of juvenile and adult correctional facilities. Professor Hendrickson has served Tarleton State University, the local community, and the discipline of Criminal Justice through service on an array of committees and advisory boards, and with scholarly presentations and publications.



**TARLETON STATE UNIVERSITY**  
 Advisement Guide 2008-2009 Catalog

**MASTER of CRIMINAL JUSTICE-PROFESSIONAL TRACK**  
**36 Hours Minimum**

**Core Requirements**

C J 500 Statistical Methods for CJ					
C J 501 Theories of Criminology and Deviancy					
C J 510 The Criminal Justice System					
C J 521 Mgt.CJ Personnel					
C J 540 Legal Aspects of Criminal Justice					
C J 598 Research Methods for Criminal Justice					
C J 515A Special Topics-Organizational Behav.					
C J 515B Special Topics-National Security					
C J 504 The American Judiciary					
C J 508 Corrections					
C J 520 Policing					

**Concentration Courses**

6 hours from the following:					
C J 504 The American Judiciary					
C J 505 The Juvenile Justice System					
C J 508 Corrections					
C J 522 Advanced Criminal Justice Ethics					
C J 586 Problems in Criminal Justice**					
3 hours of Electives + Comprehensive Exam					

\*\* Can only be taken twice - no more than 6 hours credit.

NOTE: This is a tentative guide to be used for advisement. It is not considered an official degree plan by Tarleton State University, and it is subject to review and change by the Texas Higher Education Coordinating Board.

## **COMPREHENSIVE EXAM GUIDE FOR THE MCJ**

### **General Notes and Purpose of this Guide**

This guide is designed to be a reference for the student to structure their preparation to take the comprehensive exams in criminal justice. It is important to remember this is only a guideline of the basic principles of the core curriculum of the MCJ degree and should serve as a starting point for preparation and study.

### **Expectations**

The purpose of the MCJ comprehensive exams is not to determine how much information has been learned from a particular master's level course. Rather, the purpose of the exams is to determine whether the student has developed the level of knowledge and understanding of Criminal Justice expected of someone seeking a master's degree. Specifically, the student will be tested in the areas of Research Methods, Criminology, and either Law Enforcement, Corrections, or Juvenile Justice. A student should be extensively reading and studying a variety of topics in Criminal Justice throughout their career as a master's student.

Graders will be looking for your total knowledge of Criminal Justice and your ability to apply that knowledge critically, integratively, and creatively to answer questions regarding Research Methods, Criminology, and either Law Enforcement, Corrections, or Juvenile Justice. A master's student should be reading widely in the general field of Criminal Justice, as well as in areas of a particular field of interest. Since the Criminal Justice field is one of rapid change in its body of knowledge, the student should endeavor to stay current, as well as to increase their knowledge of the classic literature in the field. This level of knowledge should be demonstrated in the answers to the comprehensive exam questions.

When appropriate, the ideas expressed in the comprehensive examination answers should be cited by author and year of publication. It is strongly recommended that citations be only original source material and not such secondary sources as the “Criminal Justice Yearbook” as these may suffer from bias in selection and/or abridgement and are aimed primarily towards undergraduates.

Finally, answers should reflect the ability to write English prose at a master’s level. Poor organization, misuse of words, misuse or nonuse of technical terms, grammatical errors, misspellings, typographical errors, etc. are not acceptable and may be the difference between a low pass and a failure.

Thus, it is expected that students will be able to apply the concepts outlined in this guide as well be able to give relevant examples from the criminal justice and criminological literature. Further, students should be aware of and be able to make reference to the major theories, primary authors, principle legal cases, and fundamental concepts and issues in each of the areas listed in this outline. It is expected that citations will be a part of any answer written for the comps regardless of the area. Students are expected to demonstrate their mastery of the core areas of the MCJ by answering a series of questions designed to not only test the knowledge of the student, but also to test the ability to apply the material. Questions will typically require students to compare and contrast conceptual material and theories, apply concepts and theories to scenarios, and to demonstrate that the student understands how the conceptual or theoretical area developed over time. Taking the ‘comps’ requires substantial preparation on the part of the student beginning with a solid work ethic in the classroom. In preparing for the comps, the student should spend a great deal of time reviewing material from their coursework, seeking and assimilating related materials, organizing their thoughts along with the relevant literature, and

assuring that they have prepared themselves to answer any potential questions generated from the following outlines.

### **Study Guide for Criminological Theory**

Expectations: The student will be able to understand and apply the frameworks and concepts described in the outline below. The student should have a good working knowledge of each of the theories identified. Questions in this section will frequently ask students to discuss a particular theory focusing on the assumptions, structure, and policy implications of the theory. Other frequently encountered questions will ask students to compare and contrast different theories and theoretical perspectives.

You would do well to know the major Criminological theories as listed below:

#### Early Criminological Heritage

- Classical Criminological Theories (Becarria, Bentham)
- Early Positivism
- Comparison and Contrast between Classical and Positive Theories
- Neo-classical Theories
- Deterrence, Rational Choice and Routine Activities Theory

#### Functionalism, Anomie and Strain Theories (Durkheim, Merton, Agnew)

#### The Chicago School

- Social Disorganization Theory (Shaw, McKay)
- Culture Conflict (Sellin)

#### Differential Association and Social Learning Theory (Sutherland, Akers)

#### Subculture Theories

- Subculture of Delinquency (Cohen)
- Differential Opportunity (Cloward, Ohlin)
- Lower Class Focal Concerns (Miller)

#### Social Bonding and Social Control Theories

- Containment Theory (Reckless)
- Techniques of Neutralization (Sykes, Matza)
- Bonding and Control Theory (Hirschi)
- Labeling Theory
- Symbolic Interactionism (Mead, Becker, Lemert)

- Conflict and Marxist Theories (Turk, Bonger, Quinney)
- Critical Theories
- Feminist, Power-Control, and Shaming Theories

### **Study Guide for Research Methods**

Expectations: The student will be able to understand and apply the concepts described below in answering questions about the methods of Criminal Justice research. Students will be able to discuss the various methods, strengths and weaknesses, reliability, validity, and specific methodological issues related to each of the main research methods described in the outline. The ability to apply these concepts to the specific methods outlined below in a scenario format is crucial. The student must demonstrate the ability to select an appropriate method, understand the limitations of the method selected, and defend why the selected method is the best way to study the scenario given. The student should also be prepared to use examples from the criminal justice literature to highlight their answer and demonstrate their mastery of this material.

The major concepts and issues in research methods are listed in the following outline:

#### Variables

- Independent, Dependent, Extraneous
- Attributes and Indicators
- Dimensions

#### Methodological Strengths and Weaknesses / Advantages and Disadvantages

#### Reliability

- Methods of assessing and measuring reliability

#### Validity

- Threats and Issues with Internal Validity
- Threats and Issues with External Validity
- Threats and issues with other types of validity
- Methods of assessing and measuring validity

#### Methodological Steps

#### Examples from Criminal Justice and Criminological Literature

#### Application to a Given Scenario or Research Problem

- Choose Appropriate Method
- Defend Why Chosen Method is Best
- Apply Chosen Method to Scenario
- Demonstrate Knowledge and Understanding of Limitations and Issues with Adopting

### Chosen Method in Scenario

#### Components of surveys

- Sampling
- Question Design
- Distribution

#### Methods of Data Collection

- Issues in Choosing a Data Collection Strategy
- Designing and Evaluating Survey Questions
- Survey Interviewing
- Sources of Survey Error

Mail

Group Administered

Face-to-face interview

Telephone interview

#### Sampling

- Characteristics of Sampling Frame a researcher should evaluate
- Factors to consider and not to consider in determining sample size
- Simple random sampling
- Systematic sampling
- Stratified sampling
- Differential Probabilities of Selection
- Multi-Stage Cluster Sampling
- Probability Sampling

#### Program Evaluation/Experiments

- Chronological Stages of Evaluation

#### Other Qualitative Research Techniques

- Field Research
- Secondary Analysis
- Content Analysis

### **Suggested Reading**

Given the stated requirements, there are several sources that are available to aid in preparation for the comprehensive exams. Specifically, the student should focus on the original authors and articles found in the suggested reading list below. Each of the reading list suggestions is an edited “reader” consisting of a wide variety of pertinent and timely articles in the fields over which the student will test. Pay special attention to major theorists, academics, and professionals within the comprehensive exam areas. In general, if a student studies the major works from the

suggested readers, CJ course notes and texts, and does some “practice essays” based on prior exam questions before sitting for the exams, the student should be prepared.

### **Criminal Theory**

R. D., Bridges, G. S., Weis, J. G., & Kubrin, C. (2000). *Crime Readings* (2<sup>nd</sup> ed.).

Thousand Oaks, CA: Pine Forge Press.

Horton, D. M. (2000). *Pioneering Perspectives in Criminology: the Literature of 19<sup>th</sup> Century*

*Criminological Positivism*. Incline Village, NV: Copperhouse Publishing Company.

Jacoby, J. E. (2004). *The Classics of Criminology* (3<sup>rd</sup> ed.). Long Grove, IL: Waveland Press.

Weitzer, R. (2002). *Deviance and Social Control: A Reader*. Guilford, CT: McGraw-Hill.

### **Research Methods**

Pope, C. E., Lovell, R., & Brandl, S. G. (2001). *Voices from the Field: readings in Criminal*

*Justice Research*. Belmont, CA: Wadsworth.

Wysocki, D. K. (2004). *Readings in research Methods* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth.

### **Police**

Klockars, C. B. (1991). *Thinking about Police: Contemporary Readings* (2<sup>nd</sup> ed.). Guilford, CT:

McGraw-Hill

Palmiatto, M. J. (2000). *Police Misconduct*. Upper Saddle River, NJ: Prentice-Hall.

### **Corrections**

Alarid, L. F. & Cromwell, P. F. (2002). *Correctional Perspectives: Views from Academics,*

*Practitioners, and Prisoners*. Los Angeles, CA: Roxbury Publishing Co.

### **General Criminal Justice** (includes multiple areas)

Baker, D. V. & Davin, R. P. (2001). *Notable selections in Crime, Criminology, and Criminal*

*Justice*. Guilford, CT: McGraw-Hill.

## Juvenile Justice

Parry, D. L. (2005). *Essential Readings in Juvenile Justice*. Upper Saddle River, NJ: Pearson Prentice-Hall.

## Example (Past) Master's of Criminal Justice Comprehensive Exam Questions

### Criminal Theory

Thomas Kuhn in "*The Structure of Scientific Revolution*," argues that new theoretical paradigms emerge when older paradigms can no longer make sense of emergent or newly discovered "facts" or realities. Discuss the major paradigm shifts in the development of criminology as a discipline.

Most criminological theories attempt to explain why people commit crime or other deviant acts. However, there is a faction of criminological theory that address why people do NOT commit crime and deviancy. What type of criminal theories address the reasons why people conform? Who are the major theorists associated with these theories? What are the theories they have constructed? What are the major ideas, assumptions, propositions, etc. related to each theoretical explanation?

Of the numerous theoretical explanations of the causes of criminal behavior; several have achieved predominance in the field of Criminology only to fade over time. Few theories have maintained predominance over time to become regarded as "standards". Of the theories, choose one that should have the status of a predominant theory, one with which all students of criminal justice should be familiar. Explain this theory in detail. The explanation should include a discussion of the evolution of this theory including the social and historical factors that influenced its development. The explanation should be concluded by discussing the policy implications of this theory on the operations of the Criminal Justice System.

Of all theories of criminology, Travis Hirschi's Control Theory (1969) is one of the best known and certainly the most tested. Explain Hirschi's theory in detail from its inception in earlier versions of control theory to its modification into Gottfredson and Hirschi's self control theory of the 1990s. Include in the explanation a discussion of why Hirschi's theory so especially lends itself to empirical testing.

Durkheim's concept of anomie has arguably been one of the most influential concepts in both sociological and criminological theory building. Choose one of the **criminological** theories most influenced by Durkheim's work and discuss the development of that theory from its basis in the theory of anomie to recent developments and adaptations of the chosen criminological theory.

In 1969, Travis Hirschi published Causes of Delinquency in which he explained his version of control theory of crime and delinquency. Discuss Hirschi's Control Theory, including its bases, early development, essential tenets, and its influences, if any, on juvenile justice policy.

Assuming that the history of criminological thought includes repetitive ideas, identify at least three criminological theories that have "repeated" ideas found in prior theories. For each theory,

discuss the differences as well as the similarities between the earlier and later iterations, noting the major differences thinkers have made between each.

Dividing the development of criminological theory into the following categories: classical, biological, psychological, and sociological-select the persons who have made the greatest contributions to criminological theory in each of these areas. For the persons selected in each category, discuss the nature of their respective contributions, and explain why they are better choices than their contemporaries (in the same period).

## **Research Methods**

In detail, discuss the research methodologies used in two well-known criminal justice related studies (for example, National Crime Victimization Survey, Minneapolis Domestic Violence Experiment, Kansas City Preventive Patrol Experiment, etc.). Include in the response the following information for each study:

- Purpose/problems addressed
- Variables employed
- Hypotheses
- Research design and related instruments
- Sampling procedures
- Methods of measurement
- Results
- Ethical concerns
- Effect on justice policy both long and short-term

A medium sized police department wants a study of the workload of their patrol officers. The agency currently has 50 officers assigned to the patrol division. Officers work eight hour shifts and are assigned to the day, evening, or night watch. The purpose of the study is to determine exactly how busy these officers are, the types of activity in which they are engaged, the amount of time spent on these activities and the amount of time left for random preventive patrol. Explain the design and data collection procedures that should be used. Identify and discuss the specific variables and hypotheses. Use both qualitative and quantitative methods and select at least three different means of data gathering. Finally, compare the various data gathering methods employed with respect to the issues of reliability, validity, and generalizability.

You are applying for a very large grant from the Criminal Justice Section of the Texas Governor's office to study racial profiling by Texas law enforcement officers. Write a research proposal for this study addressing sampling, the actual methodology to be used for data collection, reliability and validity assessment, time-table and budget as well as you will be deal with the ethical the political issues inherent in this research project. Provide appropriate citations from the literature.

Earl Babbie (2001) has stated the true objectivity in research is impossible. Using relevant examples from the literature discuss the problem of objectivity in conducting Criminal Justice research and the means available to alleviate the potential problems created by the subjectivity inherent to the research process.

The Texas Legislature wants a study of the effectiveness of current state laws mandating that an arrest be made in cases of misdemeanor domestic violence. The results of this research are to serve as the basis of a re-evaluation of current domestic violence laws in the state. The budget for the study is large, but a few restrictions have been placed on the methodology. Among these restrictions is the requirement of a multi-jurisdictional sample, that no one suffer harm due to the research, that no existing laws be broken, and that the study be completed within six months. Write a research proposal for this study addressing sampling, the actual methodology for data collection, reliability and validity, ethical issues, and the political issues inherent in this research project.

During the 1980s, Agnew modified Merton's Strain Theory to include certain aspects of individual stress as being criminogenic or crime causing. These aspects of stress are: 1) introduction of a negative stimuli (e.g. suffering some type of personal trauma), 2) the loss of a positive stimuli (e.g. loss of a parent or friend), and/or, 3) failure to achieve positively valued goals. Choose one these possible causes of delinquent behavior and write a research proposal to test its relationship to delinquent behavior.

Discuss the process of developing and utilizing a survey instrument for criminal justice research. The discussion should include development of questions in relation to a particular topic, human subjects/ethical issues, reliability and validity, actual delivery of the survey, and tabulation of results.

Using relevant examples, discuss the relationship between criminal justice research and the formulation and application of criminal justice policy since 1968.

## **Law Enforcement**

Until comparatively recently, the professional model of policing predominated as the managerial and operations model for field practice. Beginning during the 1980s, the community policing or community oriented policing model began to gain increasing acceptance by agency directors and others. This transition may have been complicated by the 'War on Terror.' Discuss each basic model of police practice in detail. Briefly discuss whether the possibility of future major terrorist attacks on the US have affected the acceptance of community policing. Which model should be the most effective in preventing terrorist attacks on the homeland? Explain. Support the answer with relevant examples from the literature on police operations.

The police personnel management process, or "human resources flow" includes recruitment, testing, hiring, training, discipline (including termination), promotion, and retirement. Discuss in detail, the civil liability for agencies and agency managers at each step in the flow. At a minimum, the discussion should include the liability issues associated with advertising/position announcements, written testing, polygraphs, and drug testing as well as the liability issues arising from negligent hiring and failure to train, supervise, and discipline. Support the answer with relevant examples from the literature on police management.

Discuss in detail the evolution of American policing over the past 200 years. The discussion should include the key elements of each model of policing, its relative strengths and weaknesses, and the social and environmental factors that drove the evolutionary process. Support the answer with relevant examples from the literature on policing.

Discuss in detail the liability issues inherent in the police personnel management process. At a minimum, the discussion should include the liability issues associated with recruitment, testing, polygraphs, and drug testing as well as the liability issues arising from negligent hiring and failure to train and supervise. Support the answer with relevant examples from the literature on police management.

Change in law enforcement operations has generally been driven by technological as well as social changes occurring within the larger society. Change rarely comes from within law enforcement organizations themselves. Discuss five of the most significant technological and social changes that have significantly affected law enforcement operations since 1920 and the manner in which these changes impacted law enforcement structure, organization, and operations in this country (five changes total, not five for each type of change).

In 1999 an Indiana State Trooper was fired for his refusal to accept a routine assignment at a gambling casino on the grounds that gambling was a sin and that acceptance of the assignment would violate his religious beliefs. His appeal was rejected on the grounds that it would be detrimental to agency discipline to allow an officer to pick and choose his or her lawful assignments on ethical grounds.

For the law enforcement officer on the street, personal feelings towards a particular law should be subjugated to the enforcement of that law. How should an officer react to a lawful assignment that violates her or his ethical belief system? How should the Criminal Justice System react to an officer's refusal to accept a lawful assignment on grounds of conscience?

Discuss in detail the relative strengths and weaknesses of the community-oriented model of policing and the more traditional, professional model of policing. The discussion should include a description of each model, its historical development, its goals, and its relationship to the community.

From a managerial perspective, discuss the civil liability problems posed by each of the following areas of human resource management in law enforcement agencies.

- a. Recruitment (including testing)
- b. Training
- c. Retention
- d. Promotion
- e. Termination
- f. Officer safety

## **Corrections**

In *Ruiz v. Estelle*, the United States District Judge, William Wayne Justice, found that the Texas prison system was operating in an unconstitutional manner and ordered significant reforms. Describe the major changes and their impacts on the Texas prison system. Provide a summary of the corrective action [reforms] Judge Justice ordered.

Identify and describe the progression of, and differences between, the various correctional models in the history of United States prisons. Include in the response a discussion of the characteristics of these models, significant points in the development of each, and the philosophies upon which they were based.

The field of juvenile justice has undergone many changes since 1968. These changes were brought about, at least in part, by the recommendations of Lyndon Johnson's 1967-68 committee on Juvenile Justice in America. In chronological order, discuss the evolution of American juvenile justice practice since 1968. The discussion should include a brief history of the juvenile justice system prior to 1968 and should conclude with a summary of where we stand today in relation to the needs and goals of juvenile justice practice.

Over the past 30 years the adult correctional system has faced many major problems. During the 1970s and early 1980s the major issues were the viability of rehabilitation programs (e.g. see the Martinson Report) and inmate rights (see *Ruiz v Estelle*). During the mid 1980s to the mid 1990s the major issues were overcrowding and staffing. Discuss what will be the main problems in adult corrections between now and 2010. The discussion should begin by addressing the historical relationships between general social changes and major problems in adult corrections that have occurred since 1970. The discussion of emerging problems in adult corrections should account for relationships between these projected problems in corrections and current and emerging social problems (e.g. budgets and terrorism).



**MASTER OF CRIMINAL JUSTICE  
PROFESSIONAL TRACK PLAN**

Student \_\_\_\_\_ ID# \_\_\_\_\_ DATE \_\_\_\_\_  
 Address \_\_\_\_\_ Zip \_\_\_\_\_  
 Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

**CORE REQUIREMENTS**

- ✓ CJ 500 Statistics (3) credits
- ✓ CJ 501 Criminology (3) credits
- ✓ CJ 510 The CJ System (3) credits
- ✓ CJ 540 Legal Aspects (3) credits
- ✓ CJ 598 Research Methods (3) credits
- ✓ CJ 521 Mgt. CJ Personnel (3) credits
- ✓ CJ 515A Special Topics (Organizational Behavior & Design) (3) credits
- ✓ CJ 515B Special Topics (Criminal Justice and National Security) (3) credits

\_\_\_\_\_ 24 Credits \_\_\_\_\_

**3 Hours from the following**

- ✓ CJ 504 The American Judiciary (3) credits
- ✓ CJ 508 Corrections (3) credits
- ✓ CJ 520 Policing (3) credits

\_\_\_\_\_ 27 Credits \_\_\_\_\_

**6 Hours from the following**

- ✓ CJ 504 The American Judiciary (3) credits
- ✓ CJ 505 Juvenile (3) credits
- ✓ CJ 508 Corrections (3) credits
- ✓ CJ 522 Advanced Ethics (3) credits
- ✓ CJ 586 Problems in CJ (can be taken twice for 6 credits)

\_\_\_\_\_ 33 Credits \_\_\_\_\_

**3 Hours of Electives + Comprehensive Exam**

\_\_\_\_\_ 36 Credits \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_



**MASTER OF CRIMINAL JUSTICE  
RESEARCH TRACK PLAN**

Student \_\_\_\_\_ ID# \_\_\_\_\_ DATE \_\_\_\_\_  
 Address \_\_\_\_\_ Zip \_\_\_\_\_  
 Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

**CORE REQUIREMENTS**

- ✓ CJ 500 Statistics (3) credits
- ✓ CJ 501 Criminology (3) credits
- ✓ CJ 510 The CJ System (3) credits
- ✓ CJ 540 Legal Aspects (3) credits
- ✓ CJ 598 Research Methods (3) credits
- ✓ CJ 514 Directed Study (3) credits
- ✓ CJ 586A Problems in CJ (3) credits
  - Advanced Research I
- ✓ CJ 586B Problems in CJ (3) credits
  - Advanced Research II

\_\_\_\_\_ 24 Credits \_\_\_\_\_

**3 Hours from the following**

- ✓ CJ 504 The American Judiciary (3) credits
- ✓ CJ 508 Corrections (3) credits
- ✓ CJ 520 Policing (3) credits

\_\_\_\_\_ 27 Credits \_\_\_\_\_

**6 Hours from the following**

- ✓ CJ 504 The American Judiciary (3) credits
- ✓ CJ 505 Juvenile (3) credits
- ✓ CJ 508 Corrections (3) credits
- ✓ CJ 520 Policing
- ✓ CJ 521 Mgt of CJ Personnel
- ✓ CJ 522 Advanced Ethics (3) credits

\_\_\_\_\_ 33 Credits \_\_\_\_\_

**3 Hours of Electives + Comprehensive Exam**

\_\_\_\_\_ 36 Credits \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_

