Master of Arts in Criminal Justice (MACJ)

Program Handbook

2017 - 2018
Table of Contents

EMERGENCY CLOSINGS ........................................................................................................ 5
PROGRAM MISSION STATEMENT .................................................................................. 5
ACADEMY OF CRIMINAL JUSTICE SCIENCES (ACJS) CERTIFICATION .................. 6
PROGRAM OBJECTIVES ................................................................................................ 6
ADMISSION REQUIREMENTS ......................................................................................... 6
DEGREE REQUIREMENTS ............................................................................................. 12
PROGRAM COMPLETION TIMELINE .......................................................................... 13
PARTICIPATION IN COMMENCEMENT ACTIVITIES
CURRICULUM .................................................................................................................. 13
ATTENDANCE AND PARTICIPATION ............................................................................. 20
MAINTENANCE OF MATRICULATION ......................................................................... 21
LEAVE OF ABSENCE ...................................................................................................... 21
GRADING SYSTEM .......................................................................................................... 21
AWARDS AT GRADUATION .......................................................................................... 21
GRADUATE ASSISTANTSHIPS ...................................................................................... 21
INCOMPLETES ............................................................................................................... 22
WITHDRAWAL ................................................................................................................ 22
GRIEVANCES AND GRADE APPEALS ....................................................................... 23
ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS .............................. 28
STUDENT HEALTH SERVICES .................................................................................... 28
APPENDIX A ................................................................................................................... 28
APPENDIX B ................................................................................................................... 28
CONTACT INFORMATION

Mailing Address:

Director, Master of Arts in Criminal Justice
School of Social and Behavioral Sciences
101 Vera King Farris Drive
Galloway, NJ 08205

Dean of the School of Social and Behavioral Sciences:

Cheryl Kaus, Ph.D.
H-201
(609) 652-4512
Cheryl.Kaus@Stockton.edu

Director of Graduate Enrollment Management:

AmyBeth Glass, Ed.D. (Rowan University)
F-101
(609) 626-3640
AmyBeth.Glass@Stockton.edu

Program Director:

Christine Tartaro, Ph.D. (Rutgers University)
Professor of Criminal Justice
(609) 626-6035
Christine.Tartaro@Stockton.edu
Areas of interest: Corrections, the mentally ill in the criminal justice system, violence in correctional facilities, suicide in correctional facilities, program evaluation, sentencing.

Faculty:

Jessica Bonnan-White (2012), Associate Professor of Criminal Justice; Ph.D., University of Iowa; M.A., Northern Illinois University; B.A., Washington University in St. Louis; conflict resolution, disaster response, humanitarian assistance, international development, Middle East conflict, anthropology, trauma studies, quantitative and qualitative data, research methods, and peace-building.

Deeanna Button (2012), Associate Professor of Criminal Justice; Ph.D., University of Delaware; M.A., B.S., Old Dominion University; social inequality, violence/victimization, gender and sexuality, LGBTQ youth and resiliency, criminology, research methods and statistics.
Joshua D. Duntley (2006), Associate Professor of Criminal Justice; Ph.D., University of Texas; M.A., B.A., State University of New York at Plattsburgh; evolutionary psychology, forensic psychology, homicide, stalking, victim defenses, human mating, statistics.

Susan Fahey (2010), Associate Professor of Criminal Justice; Ph.D., M.A., University of Maryland, University Park; B.A., American University; terrorism, political instability, governance and legitimacy, criminological theory, quantitative data, research methods, statistics, and transitional justice.

Marissa P. Levy (2004), Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., The Richard Stockton College of New Jersey; environmental criminology with emphasis on spatial analysis of crime (crime mapping and crime prevention), evaluations and statistics.

Manish Madan (2013), Assistant Professor of Criminal Justice; Ph.D., Michigan State University; M.S., Memorial University, Newfoundland Canada; M.Sc., University of Delhi, Delhi India; B.Sc.(Hons.) Mathematics University of Delhi, Delhi, India: International and Comparative Research, Gender Policy, Victimization, Policing, and Statistics.


Larry E. Nutt (1975), Associate Professor of Criminal Justice; Ph.D., M.A., University of Chicago; B.A., Reed University; police behavior, criminology, social theory, sociology of religion.

Joshua Reynolds (2017), Visiting Assistant Professor of Criminal Justice. Ph.D. University of Wyoming, M.A. University of North Dakota, B.A. Southern Oregon University; psychology and law; exploitive strategies and decision making; homicide.

Rupendra Simlot (1998), Associate Professor of Criminal Justice; Ph.D., University of Rajasthan; MBA, University of Rhode Island; forensic science, crime scene investigation, high tech investigation, criminal justice management, police and their issues, and international culture.

Kimberley R. Schanz (2017), Assistant Professor of Criminal Justice; Ph.D., CUNY Graduate Center; M.A., John Jay College of Criminal Justice; B.A., Providence College; behavioral crime scene analysis with an emphasis on the behavioral aspects of sexual assaults, and forensic psychology.

Christine Tartaro (2000), Professor of Criminal Justice; Ph.D., M.A., Rutgers, The State University; B.A., The University of New Jersey; corrections, research methods and statistics, violence in correctional facilities, suicide in correctional facilities, program evaluation, sentencing, mental health.

Associated Faculty:
Sara Martino (2005), Associate Professor of Psychology; Ph.D., Temple University; M.A., Boston University; B.A., West Chester University; counseling psychology, illness-related stress disorders, female aggression, self-mutilation, superwoman ideal, gender group identity, psychology of women, marriage and family therapy.

Adjunct Faculty:

Ian Finнемore, Ed.D. (Wilmington University)
(609) 909-7774
Grimreaper2c11-3@comcast.net
Areas of interest: Crime scene investigation, forensics.

Robert Heinrich, M.A. (Stockton University)
609-652-4335
Robert.Heinrich@Stockton.edu
Areas of interest: Cybercrime

Jason M. Worchel, M.A. (Harvard University)
(609) 813-3444
Jason.worchel@stockton.edu
Areas of interest: Homeland security, Islam

For faculty office hours, please refer to your course syllabus or contact the School of Social and Behavioral Sciences. The office is located in office H-201. The phone number is (609) 652-4512.

EMERGENCY CLOSINGS

In the event of severe weather or other types of emergencies, check the university’s website for information on class cancellations. Area radio and television stations may also announce the status of the university.

PROGRAM MISSION STATEMENT

The Master of Arts in Criminal Justice (MACJ) Program at Stockton University of New Jersey provides a quality graduate program that promotes advanced inquiry and application of new knowledge and fosters advanced-level career opportunities. The program aims to serve the criminal justice educational and research needs in the southern New Jersey area. Program faculty participate in research and service activities that benefit criminal justice and social service agencies locally, statewide and nationally. The faculty’s involvement in research and community affairs enhances the classroom experience, as faculty members are able to engage students in discussions of current dilemmas and controversies. The program provides students with the education needed to advance in the practitioner realm of criminal justice, but it also prepares those who want to continue with their education by giving them the research and analytic skills to pursue those goals.

Students may choose between the tracks in Administration and Leadership (ADML) Forensic Psychology (FPSY), Homeland Security (HOME) or Justice Studies (JUST). Students in the
Justice Studies Track may take electives offered in any of the MACJ tracks, plus they may take a course offered by one of the other M.A or M.S. programs offered at Stockton (with the Program Director’s permission).

**ACADEMY OF CRIMINAL JUSTICE SCIENCES (ACJS) CERTIFICATION**

Stockton’s MACJ Program is one of the few graduate programs in the country certified by the Academy of Criminal Justice Sciences (ACJS). ACJS is one of the two largest criminal justice academic bodies in the country, and they have established standards for best practices in criminal justice education. These standards include course content, course quality, assessment of student learning, and faculty qualifications. To be certified, programs must provide proof that they meet all of the ACJS standards. More information about the ACJS standards can be found here [The ACJS Certification Standards page](#).

**PROGRAM OBJECTIVES**

The faculty of the MACJ program will emphasize dialogue, critical thinking, policy evaluation, and clear and effective written and oral communication of ideas. Specifically, the program will:

1. Equip students with the necessary knowledge, insight and sensitivity to occupy positions in public and private criminal justice agencies.
2. Prepare students to continue their graduate work at the Ph.D. level.
3. Have students apply criminal justice theories, concepts or principles to criminological problems.
4. Have students understand principles of criminal justice research and data analysis.
5. Effectively use information technology to gather and disseminate information.
6. Provide students with a greater understanding of all branches of the criminal justice system (including police, law and courts, and the corrections system) and the issues confronting these branches of the system.
7. Teach students the tools and techniques for designing effective criminal justice policy while sensitizing them to how politics tends to affect this process.
8. Familiarize students with theoretical and practical issues related to the administration and management of criminal justice organizations.
9. Have students understand the ethical issues involved in the dilemmas confronting the criminal justice system.
10. Provide students with an overview of what the scholarly community can contribute to their understanding of current issues facing the criminal justice system.
11. Have students understand the importance of strategic partnerships and/or inter-agency communication in criminal justice.

The following curriculum map identifies each learning objective (by number) and pinpoints which core courses cover those objectives:
Forensic Psychology Track statement and objectives

Forensic psychology is an important field in the social and behavioral sciences. It explores the application of the science and the profession of psychology to questions and issues relating to crime, the law, and legal systems. In addition to the objectives outlined for the program earlier in this document, the following are objectives of the Forensic Psychology (FPSY) Track:

Students will gain broad knowledge of the role of psychology in the criminal justice system, including:
1. Criminal psychology, including forensic assessment of criminals, civil forensic assessment, and forensic treatment
2. Eyewitness identification, police investigations, interrogations, and confessions
3. Victims of crime
4. Juries and legal decision making
5. Juveniles in the legal system
6. Police psychology
7. Crime scene reconstruction and offender profiling
8. Correctional psychology
9. Psychology, law, and public policy
10. Ethics and professional issues
## Curriculum map for Forensic Psychology Track objectives

<table>
<thead>
<tr>
<th>Stage/Subject</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
<th>(8)</th>
<th>(9)</th>
<th>(10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forensic and Legal Psychology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Forensic Psychopathology</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victimology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Courtroom Psychology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Forensic Investigation in the CJ System</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Counseling in the CJS</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Drugs, Crime, and Criminal Justice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Geographic Analysis and Profiling</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Psychology and Profiling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrections</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Understanding Organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Crime and Place</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## MACJ Program Objectives met by the Forensic Psychology Track

<table>
<thead>
<tr>
<th>Stage/Subject</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
<th>(8)</th>
<th>(9)</th>
<th>(10)</th>
<th>(11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forensic and Legal Psychology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Forensic Psychopathology</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Victimology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Forensic Investigation in the CJ System</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Introduction to Counseling in the CJS</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drugs, Crime, and Criminal Justice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Geographic Analysis and Profiling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Psychology and Profiling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrections</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Organizational Psychology</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Crime and Place</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Homeland Security Track statement and objectives

The homeland security field endeavors to protect the United States, its people, and resources from attack by terrorists or criminal enterprise and from a wide range of natural disasters. This field includes federal, state and local government agencies and private firms.

The homeland security curriculum will address the protection of the United States from natural disasters, man-made crises and terrorist attacks. Graduates of the track will be able to execute threat assessments of man-made and natural disasters, will be able to assess and evaluate the domestic and international terrorist threat and will be able to suggest and write on policies to ameliorate these threats. Keeping with Stockton’s tradition of interdisciplinary offerings, the track will draw on work from people who are experienced in criminology and criminal justice, the law, field experience, and political science. In addition to the objectives outlined for the program earlier in this document, the following are objectives of the Homeland Security (HOME) Track:

1. Students will understand the “all hazards” approach to homeland security.
2. Students will be able to explain why there are so many different definitions of terrorism and how this influences what we know about terrorism.
3. Students will learn about the typologies of terrorism and explore the evolution of terrorism movements in the United States and around the world.
4. Students will synthesize backgrounds and motivations of different types of political violence and apply their knowledge to discuss likely future evolutions and global hot spots of terrorism.
5. Students will be able to discuss the roles and responsibilities of the key players in disaster management/homeland security at the local, state, and federal levels.
6. Students will demonstrate knowledge of vulnerability identification and risk reduction processes.
7. Students will be able to identify key differences between private security and public policing and the roles of security in several areas of the private sector.
8. Students will understand the role of the private security sector within the larger national homeland security framework.
9. Students will learn about security of global transportation systems and be able to identify the threats facing airports, aircraft, rail, trucking facilities, seaports, and other maritime assets.
10. Students will learn about the use of technology that can aid in homeland security and disaster preparedness work.
11. Students will learn about the legal and ethical issues facing policy-makers and staff members in the homeland security field.
### Curriculum map for Homeland Security Track objectives

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
<th>(8)</th>
<th>(9)</th>
<th>(10)</th>
<th>(11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrorism</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals/Theories of Emergency Management</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Terrorism in the US</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligence Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographic Profiling and Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cybercrime</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Homeland Security Policy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading in Crisis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ Management and Leadership</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Crime and Place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### MACJ Program Objectives met by the Homeland Security Track

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
<th>(8)</th>
<th>(9)</th>
<th>(10)</th>
<th>(11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrorism</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals/Theories of Emergency Management</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Terrorism in the US</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligence Community</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographic Profiling and Analysis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cybercrime</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Homeland Security Policy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading in Crisis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ Management and Leadership</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crime and Place</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Administration and Leadership Track statement and objectives.

Criminal Justice Administration encompasses a wide range of professional activities, including but not restricted to, law enforcement, corrections, court administration, emergency management, homeland security planning, victim services, government relations, and legal policy. Criminal Justice Administration practitioners engage partners in governmental and non-governmental agencies at the federal, state, and local levels. Increasingly, Criminal Justice Administration has also been challenged to become global in nature and scope. Graduates of the track will not only examine theoretical origins of criminal justice policy and practice, they will
exercise research and evaluation skills and develop key capacities in leadership and management. Given the diverse working environment in Criminal Justice Administration, Stockton provides students with unique exposure to an interdisciplinary knowledge base and faculty with experience in both domestic and international contexts.

Objectives

1. Students will be able to discuss the roles and responsibilities of the key public and private sector players in the management of criminal justice agencies and/or national security at the local, state, and federal levels.
2. Students will be able to identify key differences between private and public administration.
3. Students will learn about the legal, political, and ethical issues facing policy-makers administrators in the criminal justice field.
4. Students will understand the importance of creating a diverse workforce to serve a diverse community.
5. Students will understand the impact of unions and collective bargaining agreements as well as due process rights under civil service and other regulations.
6. Students will understand the critical shift that takes place in leadership roles during times of crisis.
7. Students will be able to identify new developments and technologies and assess whether they will bring value to their organizations.

Curriculum map for Administration and Leadership Track objectives

<table>
<thead>
<tr>
<th>Course Title</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ Management and Leadership</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Organizational Psychology</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fundamentals/Theories of Emergency Management</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terrorism in the US</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Intelligence Community</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographic Profiling and Analysis</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Cybercrime</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Homeland Security Policy</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Leading in Crisis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Crime and Place</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Corrections</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
ADMISSION REQUIREMENTS

Visit the University Bulletin for specific admissions requirements. The Criminal Justice Program offers a direct entry option for applicants.

DEGREE REQUIREMENTS

The program requires 36 credits for completion. Students will typically take a total of 12 three-credit courses to achieve that goal, although reading courses and independent studies of fewer than three credits may be factored into the equation if students need to tailor their curricula. Six of the courses, or 18 credits, will be taken in a required core that introduces the student to general issues as well as administration and planning issues. The remaining credits will be earned in elective courses selected from a variety of offerings. The program requires students to take and pass a comprehensive exam prior to graduation.

Assessment of student learning is an important component of the MACJ program. As a graduation requirement for the MACJ degree, each student will submit a series of reflective essays. Throughout these essays, students will demonstrate program competence and critical thinking skills by defining key concepts discussed in specific courses, reflecting on how knowledge of these key concepts impacts their understanding of crime and criminal justice, and

---

1 ELO Program competence 1.1: Define key terms and concepts in your field of study.
2 ELO Critical thinking 1.1: Recall information you have studied and discussed.
analyzing how this knowledge may impact their future careers. The essays shall be submitted along with the application for degree and reviewed by a committee comprised of three faculty members. Students must receive a “Pass” on the materials in order to successfully apply for graduation. Students not receiving a “Pass” will be given suggestions and asked to continue to work on the essays until satisfactory. The assignment must be submitted on Blackboard four weeks prior to the date that faculty grades are due to The Office of the Registrar.

Students must complete all aspects of the program within six years of matriculation, not including time spent on school-approved leave of absence, or they will be dismissed from the program. Students who are preparing for the comprehensive exam but not taking any classes must remain on Maintenance of Matriculation Status.

PROGRAM COMPLETION TIMELINE

Students must complete all aspects of the program within six years of matriculation, not including time spent on school-approved leave of absence. Please see the University Bulletin for details on the leave of absence policy. Students who do not complete all of their graduate work over the six years of matriculation will be dismissed from the program. Students who are preparing for the comprehensive exam but not taking any classes must remain on Maintenance of Matriculation Status.

CURRICULUM

Visit the University Bulletin for specific curriculum requirements

PARTICIPATION IN COMMENCEMENT ACTIVITIES

Stockton University holds commencement activities every May. To participate in commencement, students must earn 36 credits by passing all of the core courses and all of the necessary electives plus attempt the comp for the first or second time that spring semester.

GRADUATE INTERNSHIP (CRIM 5990) PROCEDURES

The goal of the internship program is for students to gain valuable, on-site work experience at a criminal justice agency for academic credit. Students are given the opportunity to apply theoretical concepts in a practical, applied fashion by observing and contributing to the daily activities of operating agencies and organizations. Internship locations may include, but are not limited to, government agencies, police departments, prisons and jails, probation or parole offices, private security firms, judicial clerkships, legal offices and agencies involving administrative, research, teaching, and related activities, offices of emergency management and other first responder agencies.

In order to be eligible for an internship, students must first identify a particular area within the field of criminal justice in which they would like to work. Students intending to complete the MACJ program with a track in Forensic Psychology or Homeland Security must choose an internship that is related to their respective field. Next they should select agencies within that
area that are accepting interns. The MACJ faculty might be aware of agencies that are looking for or willing to accept interns. The students may check with professors in their area of interest to see if Stockton already has contacts with agencies that might be of interest to the students. Students should find a MACJ faculty member who is willing to supervise the internship. This is usually the Internship Coordinator. All internships must be approved of by the Director of the Program and the Internship Coordinator.

The student is responsible for applying for the internship with the Internship Coordinator and completing and paying for the background check conducted by TABB, Inc. by the relevant deadline (3/20 for Fall internship; 10/20 for Spring internship; 2/20 for Summer internship). In addition, the student is responsible for applying directly with the desired agency, which may include drafting a cover letter, resume, completing application materials, and providing information for an in-depth background check directly to the desired agency. The student is responsible for replying to all emails from the Program Director, the Internship Coordinator, and agency officials in a timely manner or else the student may be disqualified from pursuing the internship.

The MACJ program requires that all interns submit to and pay for a criminal background check by the relevant deadline from TABB, Inc., contracted by the school to conduct these services. The Internship Coordinator will be able to see the TABB, Inc. background check results, since the program cannot allow a student whose criminal record makes him/her ineligible for some internship placements to proceed with setting up an internship with certain agencies. The agency agreeing to accept the interns may also require that the students submit to that agency’s background check as well.

Once arrangements for an internship have been made, students must meet with the Internship Coordinator to review the internship protocols and to sign the internship contract along with the Internship Coordinator. The contract must be completed, including all required signatures, before the internship can begin. This should be done before the start of the semester in which the internship is to occur.

All interns are required to work 140 hours for the internship over a semester or summer session in order to be eligible for credit. Interns also must work on a special research project specific to their field placement, which will be graded by the supervising faculty member. Some examples of projects may include: an analysis of the Sex Offender Classification System in a city, the development of a crime scene investigation protocol for a police department, a crime mapping

---

3 Ideally, the resume should list any background and/or experience that would qualify the candidate for an internship within the agency, and the cover letter should state the reasons for wanting to apply to a particular agency, what the applicant hopes to gain from the experience and how both the agency and the student will benefit from the internship. Students applying for internships within federal agencies may have to wait five or six months for security clearance. This should be taken into consideration when applying for any federal internship. Also, many criminal justice agencies require that applicants submit to a drug test or a criminal background check in order to be eligible to work within that agency.
analysis of burglary patterns in a city, an evaluation of the emergency management plan for a city or county, and an analysis of vulnerabilities against transportation hubs in southern NJ.

Interns should identify the project within one week after they begin their internship and must submit a one-page description of the project to supervising faculty member for approval by the end of the second week of the term.

Interns are also required to submit monthly updates of their internships to the Internship Coordinator using either Blackboard, email, or some other agreed-upon method. The interns should have monthly check-ins with their internship supervisor at Stockton, often conducted electronically if mutually agreed. The monthly report should describe the overall internship experience, detail all activities related to the project and any additional duties that fell outside of the project realm, list project results and/or conclusions, and offer suggestions or recommendations for applying what was learned to the future. The final paper must be submitted by the specific due date in the internship contract (syllabus). In addition, the intern will be evaluated and graded on their work performance by the intern’s on-site supervisor.

**Internship Process**

1. Identify areas of interest Prior to Internship, prior to relevant internship deadline (see above)
2. Find a MACJ faculty member to supervise internship Prior to Internship, usually the Internship Coordinator, prior to relevant internship deadline (see above)
3. Formally apply for the internship with the Internship Supervisor, prior to relevant internship deadline (see above)
4. Submit to criminal background check, prior to relevant internship deadline (see above)
4. Formally apply directly to the agency, which may include a specific application, resume, cover letter, and background materials
5. Follow-up Phone call to agency Prior to Internship
6. Obtain acceptance from Agency Prior to Internship
7. Complete internship contract with Internship Coordinator Prior to Internship
8. Begin work at internship 1st week of Classes
9. Submit one-page description of project to faculty supervisor 2nd week of internship
10. Progress reports to Internship Coordinator Monthly
11. Turn in special research project to supervising faculty member by relevant due date in internship contract (syllabus)
12. Be evaluated by agency on-site supervisor prior to end of internship

The deadlines to submit an application for an internship are October 20 for spring, February 20 for summer, and March 20 for fall. These are also the deadlines for starting the criminal background check.
FAQs About the MACJ Internship

Who is eligible for a MACJ internship?
Any MACJ Graduate student with a 3.00 GPA or better who has completed at least 18 credits of MACJ coursework by the start of the internship and has not registered for an independent study while in the graduate program could be eligible. For students with a 3.00 GPA or better who will have completed 15 credits at the end of the semester prior to the start of the internship who wish to complete an internship and who have not registered for an independent study, determination of eligibility to proceed with an internship for credit will be made on a case-by-case basis by the Program Director and the Internship Coordinator.

Students who are interested in an internship should notify the Program Director and the Internship Coordinator of their intention to complete an internship. Both the Program Director and the Internship Coordinator have the right to decline to grant an internship opportunity to students based on maturity/behavioral or other relevant issues. Please refer to the Graduate Student Code of Conduct for details about inappropriate student behavior.

How do I register for an internship?
Plan your internship experience well in advance of the beginning of the semester. Do not wait until the last minute to attempt to register for internship credit, as there may not be enough time for you to complete the registration process.

Official course registration requires coordination between the applicant, Internship Coordinator, and Assistant Dean of Social and Behavioral Sciences (SOBL). Students may register for the internship course only after they have secured the internship and the Internship Coordinator/supervising faculty member has issued the Permission to register. The contract must be signed by the student and the Internship Supervisor. The Internship Coordinator/supervising faculty member will issue the permission to register and will inform the student of this, usually via email. The student is responsible for registering for it in a timely manner and before the first week of the semester. The student is not allowed to start work or training at the internship without having registered into the course (CRIM 5990).

How do I find a place to do my internship?
The MACJ faculty can provide you with information as to which agencies in the area typically accept interns. You can also consult other students, CJ career guides, the Stockton Career Center, the Internet, etc. for ideas about possible internship opportunities in your area of interest. Generally, students are not permitted to do an internship at their current place of employment. An exception to this rule may be made if the student can demonstrate that (1) the internship supervisor at the agency will be different from his/her employment supervisor, (2) the student will be working additional hours above and beyond his/her paid work hours to complete the internship, and (3) the student’s internship will involve doing a job different from what he/she does for pay. Once you have an idea of a place or places to contact, you are responsible for making the contact, placing the on-site supervisor in contact with the Internship Coordinator, securing the agreement, and properly applying for the internship and all relevant background checks. Students are not permitted to do an internship under the supervision of their relatives.
How many hours per week do I have to be at the internship site?
To earn three credits, an intern must be on site and involved in the internship for 140 hours over the semester or summer session.

Can I get paid for being an intern?
Generally, the answer is no. There are certain unique circumstances, however, such as the need to relocate out of the area, specifically for this opportunity, where compensation might be permitted.

Does the internship count as an MACJ Criminal Justice elective?
Yes. A student may enroll in a maximum of three internship credits. Additional internship credits will not be counted toward students’ graduation requirements. Remember that students in the Forensic Psychology, Homeland Security or Administration and Leadership Tracks must choose an internship related to the track. Justice Studies students have more flexibility in choosing from a variety of agencies.

Who should do an internship?
Any student who meets the requirements, would like to explore some aspect of the criminal justice system in more depth and receive on-the-job experience, and who can fit the internship into her/his schedule might want to consider it.
If you have any more questions about the internship process, please contact Dr. Susan Fahey at Susan.Fahey@stockton.edu or 609-652-4993. Her office is located in H-232.

COMPREHENSIVE EXAM

Purpose of the Exam
The purpose of the comprehensive exam is to assess students’ knowledge of criminal justice issues. Students will need to pass twelve courses (the six core courses and six electives) with a B or higher and pass all parts of the exam in order to graduate. There are three sections of the exam, including:

1. Theories of Criminality and Issues in Criminal Justice
2. Policy and Administration in Criminal Justice
3. Research Methods and Quantitative Reasoning

Students should use information learned in the core courses to answer those questions, but they can also draw upon lessons learned in all of their classes and their own research to formulate answers.

Eligibility for the Exam
Students planning to take an exam must have completed at least 27 credits towards the degree (all with a B or above) prior to the semester that he or she intends to take the exam. Additionally, students must have completed a minimum of four of their core courses (with a B or higher) prior to the semester that they take the exam and must be enrolled in the remaining core course(s)
during the semester that the exam is taken. Students are strongly encouraged to complete all of their core courses prior to taking the exam.

Students must inform the graduate director in writing (email is sufficient) of their intention to take the comprehensive exam within the first two weeks of the semester that the student intends to take the exam. At that time, the student must write that he/she approves of the faculty putting the exam answers onto turnitin.com. The email must come from a Stockton email account.

The Exam Process

Students who decide that they intend to take the exam must inform the Graduate Director in writing within the first two weeks of the semester that the exam will be taken (an email to the Graduate Director is sufficient). The graduate faculty will set an exam date and notify the students by the end of the fourth week of the semester.

The comp is usually in mid to late October in the fall and late February in the spring. It is offered during these times of year to make sure that there is time for the re-take for those who need to pass just one or two more sections. Both the comp and the re-take need to be administered and graded in time to allow students to submit the Student Assessment of Program Objectives (SAPO) assignment. The SAPO assignment is due approximately four weeks before the end of the semester, so the comp exams need to be finished and graded before then.

The exam is administered over a four-hour period in an on-campus computer lab. Students are supplied with flash drives to save their work. Faculty members will upload the answers onto turnitin.com after the exam.

Grading the Exam

A faculty committee will grade the exam. Professors will be assigned parts of the exam that focus on their area(s) of expertise. Two to three professors will be responsible for grading each section. The faculty will grade the exams and notify the students of their exam grades in writing within three weeks of the exam date. Students will receive grades of high pass, pass, or fail on each part of the exam.

Each section of the exam will be evaluated using the following criteria:

1. Breadth and depth of knowledge: Student must demonstrate familiarity with significant current and historical issues, concepts and terminology and provide detailed analysis.
2. Synthesis and integration of knowledge: Students must be able to connect ideas, concepts, skills and information from different areas within the graduate curriculum.
3. Display of critical thinking: Students’ answers should provide evidence of their ability to move beyond just listing facts and critically evaluate arguments and evidence.

Students will need to pass all three sections of the exam in order to graduate. Students who fail one or two sections on exam day will have the option of retaking those sections later in that same semester or on the comprehensive exam day the following semester. Anyone who fails all three sections on exam day will have to wait until the following semester to re-take the exam. Students
who pass one or two sections but then wait more than one semester to re-take the remaining sections will have to retake the entire exam. Any third attempt at the comprehensive exam will be final. Students dismissed from the program after a third failure of the comprehensive exam may appeal to the Dean of Social and Behavioral Sciences for readmission.

Students who have documentation from Stockton’s Learning Access Program and require accommodations must get the MACJ Program Director a letter outlining those accommodations by the end of the third week of the semester when the students plan to take the comp.

**Academic Integrity**

Stockton University has a clear policy regarding violations of academic integrity in the graduate school. Cheating on the comprehensive exam will result in a failure of the entire exam, a report to the Provost’s Office, and could also result in suspension or expulsion from the university. Students should make themselves familiar with the university’s policy on academic integrity.

**Frequently asked questions about the comprehensive exam**

*Is there a reading list for the exam?*

Consider the readings that you have done for your classes to be the reading list.

*Is this an open-note or open-book exam?*

No, the purpose of the exam is to test your knowledge without the aid of any materials.

*If I’m retaking one or two sections of the comp, how much time will I get?*

You will get 1 hour, 20 minutes if you are re-taking one section and 2 hours and 40 minutes if you are re-taking two sections.

*If I do not pass at least one section of the exam, how long do I have to re-take the exam?*

If you plan to re-take just the sections that you did not pass, you must do that either later in that semester or the following semester, otherwise you will have to retake the entire exam at a later time. You must complete all of your classes (with a B or better) and pass all parts of the exam within the designated program completion time of six years from matriculation.

*Do you have any tips for studying for the comp?*

As you take classes, do all of your readings and keep your notes and books from your classes. The readings will help you learn about theories, different research methodologies or statistical tests, and different types of criminal justice policies and controversies. All of this may help you on the exam. For example, the reading that you do about a program that is being evaluated in your Research class might help you with formulating or critiquing a policy on the Policy/Admin question. An ethics issue that you discuss in Administration might wind up helping you answer the Advanced Issues question on the comp. As you read for Advanced Issues, think about what
theories relate to the problems discussed in the readings. Even the readings for your track classes can be helpful for the exam, because you will be studying research, policies and administration issues in those classes.

If you are unclear about anything, go see your professors for help. There are several practice questions on the MACJ website for your review.

Do you have any tips for taking the comp?

Don’t stress out by trying to cram for the exam the night before the test date. Relax, watch a movie, and then get some sleep. Eat a good breakfast before you come to the test. When you take the comp, answer the questions! Read the questions carefully and make sure you answer what we are asking. If we are asking about a specific theory, don’t feel compelled to write a laundry list of all of the theories you know. If you are asked to set up a research design, make sure that your hypotheses actually address the research question. By the time you sit for the comprehensive exam, you should already (1) know the facts and terminology, (2) be a good enough writer to integrate your points into a paper that flows well, and (3) have enough critical thinking skills to be able to evaluate the merits of various arguments and research.

What can I have with me when I take the comp?

The comp is taken on a computer, and we will supply you with a flash drive. You may bring a pen or pencil so you can write on the back of the comp question sheet to make an outline. You won’t need a calculator and won’t be able to have a phone or any other electronic device out while you are working on the comp.

Will I be able to keep a copy of my comprehensive exam answers?

You may print a copy of the exam for yourself at the conclusion of the exam if you would like to do so.

How is the comp written and graded?

Faculty members work in teams to write and grade the questions. When grading, faculty work together to agree on a grade. In the event of a disagreement that cannot be resolved, a third faculty member with experience in that subject will be asked to serve as a tie-breaker. Students will get an “A” for high pass, a “B” for pass, or a “C” for not pass on each section.

ATTENDANCE AND PARTICIPATION

Students are required to attend and participate in all lectures, labs, field trips and other scheduled activities. Excused absences may be necessary due to significant illness, death in the family, or accident. It is the student’s responsibility to contact the course instructor prior to the scheduled class/activity, and upon request, furnish the instructor with the necessary documentation, such as a medical note. Excessive absenteeism, lack of preparation, and/or tardiness may adversely affect a student’s grade. Specific attendance policies are up to the discretion of each individual faculty member.
MAINTENANCE OF MATRICULATION

Once admitted to a degree program, graduate students must either be continuously registered for credit each semester (excluding summer terms) until they complete degree requirements, or they must apply for and receive Maintenance of Matriculation status and pay the requisite fee in lieu of tuition. Graduate students who neither register for credit during a fall or spring term nor apply for and receive Maintenance of Matriculation status and pay the requisite fee will lose their student status and must apply for readmission to the University and be reaccepted in order to continue their graduate work.

LEAVE OF ABSENCE

Although the university has a Maintenance of Matriculation requirement for graduate students, a Leave of Absence may be granted, normally for medical reasons. A Leave of Absence is the process of leaving school temporarily for up to one year, generally used for family medical leave or military service. A Leave of Absence is valid for one year and is renewable yearly, for a maximum of five years, by notifying the Office of the Registrar in writing before the Leave expires. Students should request a Leave of Absence Form from the Office of the Registrar, and submit it to that office.

GRADING SYSTEM

Grades awarded in graduate courses at Stockton are the same as for the undergraduate courses. Quality point equivalencies are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>A</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C</td>
<td>2.3</td>
</tr>
<tr>
<td>C-</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>C</td>
<td>1.3</td>
</tr>
<tr>
<td>C</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

AWARDS AT GRADUATION

Students must have a minimum GPA of 3.0 to graduate. Students with an overall GPA of at least 3.8 will be eligible for graduation with distinction.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are available on a semester basis. The number of credits awarded will be determined at the discretion of the MACJ program with the Dean of the Graduate School. A graduate assistantship requires 1.5 hours of service per week for each credit of waived tuition. The tuition waiver is granted for graduate courses in which a student is enrolled during the semester that an assistantship is held.
Only students who have been formally accepted into the MACJ program, who hold a minimum cumulative GPA of 3.5 in MACJ courses, and who are matriculated, are eligible for graduate assistantships. Interested students need to submit a letter of interest, their resume, and the graduate assistantship application form (this can be found on the graduate studies website) to the Graduate Program Director no later than October 31 for spring semesters and March 31 for fall semesters. A panel of MACJ faculty nominates the top students and incoming students to the Dean of the Graduate School. Nominations are based on merit, skills, and academic achievement, as well as faculty needs. Students will be notified of the program’s decision by early December for spring and late April for the fall.

INCOMPLETES

While, the decision to grant an incomplete (I) to a student is up to each individual instructor, incompletes may be given to students only under seriously extenuating circumstances. Needing extra time to complete course work is not grounds for requesting an incomplete. All of the following criteria must be fulfilled to be eligible for an incomplete:

- An emergency happened to the student within the last two weeks of the semester that made it impossible for the student to complete the course (i.e. a serious accident or illness, or a very significant personal tragedy).
- The student must have completed 75% of the course work, and must be passing the class with at least a B-.
- The student must submit a written petition to the instructor,
- A formal written contract has been made with the instructor.

WITHDRAWAL

Students may withdraw from a course only once. They must complete and pass the course (with a B or above) on the second attempt. Students will not be permitted to withdraw from any more than three courses while in the program.

ACADEMIC PROGRESS/DISMISSAL

Academic Progress
In the MACJ program, grades of B or higher are considered passing. Students who receive a B- or lower in any class will be required to repeat that class. The faculty member who taught that class will fill out a remedial letter to identify the areas that the student should focus on for improvement on the next attempt. Students may withdraw from a course only once. They must complete and pass the course (with a B or above) on the second attempt. Students will not be permitted to withdraw from any more than three courses while in the program nor may they receive more than two C’s or below.

Remedial Plan Requirement and Approval Process
In the MACJ program, grades of B or higher are considered passing. Students who receive a grade of B- or lower in any class will be required to repeat that class if it is a core course or a
mandatory course for one’s track. The student will also receive a letter from the instructor that highlights areas for improvement. Both the student and instructor will sign that letter, and the student must submit a copy of that letter to the MACJ Program Director.

For students who receive a B- or below in a core course, repeat that course, and receive a B- on the second attempt, the further consequences will be determined based on the student’s cumulative GPA. Students with a GPA of 3.30 or above will be permitted to repeat the course a third time following an update of their remedial letter. Students with a GPA lower than a 3.30 will be dismissed from the graduate program. Students will have a right to appeal their dismissal to the Dean of Social and Behavioral Sciences.

Remedial letters are due to the Graduate Director by July 1 for spring classes, August 1 for summer classes, and February 1 for fall classes. The student will have a Registration Hold placed on their account and will not be able to pre-register or register for additional classes until the signed remedial letter is in place. If a student has already pre-registered for courses the graduate school has the right to remove the student from the class(es) until the appropriate paperwork is on file.

GRIEVANCES AND GRADE APPEALS

If students have a grievance related to the program, they are required to:

- **Step #1**: Discuss the matter with the faculty member or faculty advisor directly and attempt to resolve the problem.
- **Step #2**: Write a letter or email to the Program Director only if Step #1 has been unsuccessful.
- **Step #3**: Contact the Dean of the School of Social and Behavioral Sciences if the problem has not been resolved through steps #1 and #2.

The University’s Advisory Board on Grades and Standing provides a forum for case-by-case resolution of student appeals related to grading, academic standing, curricular or university academic requirements, or any other matter pertaining to university academic policies. Grade determination is the prerogative of the instructor, and will not be reviewed unless there is compelling evidence of inequitable treatment, discrimination, or procedural irregularity. The determination of the sufficiency of such compelling evidence is the prerogative of the Board or the Provost.

Appeals may be considered by the Board only after the student has appealed to the appropriate faculty member, the Program Director, and the Dean of Social and Behavioral Sciences. The written appeal to the Provost must present a strong rationale and compelling evidence of inequitable treatment. The appeal must be received in the Provost’s Office no later than three months after the term in which the grade is assigned. The Board makes recommendations to the Provost, whose decision is final.

ACADEMIC HONESTY
For Master’s Degree Candidates

Academic honesty is a very serious issue. Unless specifically designated otherwise, all work is expected to be the student’s own, independent effort. When in doubt about how to complete an assignment properly, students need to consult with the appropriate faculty member.

In cases involving charges of academic dishonesty, university policy calls for procedures with up to six steps, beginning with the faculty member determining alleged academic dishonesty. It is the responsibility of each student to review the policy. MACJ does have an Academic Integrity Committee (AIC) as is described in step 5a of the policy.

Students should be rigorous and pay close attention to correct methods of documentation required in the preparation of written and oral work. All borrowed information – facts, ideas, direct quotes, paraphrases, and summaries – needs to be clearly documented. Information found on the Internet must be documented just as carefully as that found in books or articles. Documentation takes the form of in-text citations, which identify the source and refer the reader to a Works Cited page at the end of the paper. The MACJ Program uses American Psychological Association (APA) reference style, and students are strongly encouraged to purchase the latest copy of the APA manual.

RESEARCH AND ETHICS

If faculty and/or student research or scholarship involves contact with human or animal subjects, the research project requires pre-approval from the university’s Institutional Review Board (IRB) before conducting the research. In addition to the IRB guidelines, Stockton’s criminal justice faculty and students must adhere to the Academy of Criminal Justice Science’s code of ethics regarding research. The following rules are from the ACJS code of ethics, and students are responsible for abiding by these.

Objectivity and Integrity in the Conduct of Criminal Justice Research

1. Students should adhere to the highest possible technical standards in their research.
2. Since individual students vary in their research modes, skills, and experience, they should acknowledge the limitations that may affect the validity of their findings.
3. In presenting their work, students are obliged to fully report their findings. They should not misrepresent the findings of their research or omit significant data. Any and all omitted data should be noted and the reason(s) for exclusion stated clearly as part of the methodology. Details of their theories, methods, and research designs that might bear upon interpretations of research findings should be reported.
4. Students should fully report all sources of financial support and other sponsorship of the research.
5. Students should not make any commitments to respondents, individuals, groups or organizations unless there is full intention and ability to honor them.
6. Consistent with the spirit of full disclosure of method and analysis, students, after they have completed their own analyses, should cooperate in efforts to make raw data and pertinent documentation available to other social scientists, at reasonable costs, except in cases where confidentiality, the client’s rights to proprietary information and privacy, or the claims of a
field worker to the privacy of personal notes necessarily would be violated. The timeliness of this cooperation is especially critical.

7. Students should provide adequate information, documentation, and citations concerning scales and other measures used in their research.

8. Students should not accept grants, contracts or research assignments that appear likely to violate the principles enunciated in this Code, and should disassociate themselves from research when they discover a violation and are unable to correct it.

9. When financial support for a project has been accepted, students should make every reasonable effort to complete the proposed work on schedule.

10. When a member of the Academy is involved in a project with others, including students, there should be mutually accepted explicit agreements at the outset with respect to division of work, compensation, and access to data, rights of authorship, and other rights and responsibilities. These agreements should not be exploitative or arrived at through any form of coercion or intimidation. Such agreements may need to be modified as the project evolves and such modifications should be clearly stated among all participants. Students should normally be the principal author of any work that is derived directly from their thesis or dissertation.

11. Students have the right to disseminate research findings, except those likely to cause harm to clients, collaborators and participants, those which violate formal or implied promises of confidentiality, or those which are proprietary under a formal or informal agreement.

**Disclosure and Respect of the Rights of Research Populations**

12. Students should not misuse their positions as professionals for fraudulent purposes or as a pretext for gathering information for any individual, group, organization or government.

13. Human subjects have the right to full disclosure of the purposes of the research as early as it is appropriate to the research process, and they have the right to an opportunity to have their questions answered about the purpose and usage of the research. Members should inform research participants about aspects of the research that might affect their willingness to participate, such as physical risks, discomfort, and/or unpleasant emotional experiences.

14. Subjects of research are entitled to rights of personal confidentiality unless they are waived.

15. Information about subjects obtained from records that are open to public scrutiny cannot be protected by guarantees of privacy or confidentiality.

16. The process of conducting criminal justice research must not expose respondents to more than minimal risk of personal harm, and students should make every effort to ensure the safety and security of respondents and project staff. Informed consent should be obtained when the risks of research are greater than the risks of everyday life.

17. Students should take culturally appropriate steps to secure informed consent and to avoid invasions of privacy. In addition, special actions will be necessary where the individuals studied are illiterate, under correctional supervision, minors, have low social status, are under judicial supervision, have diminished capacity, are unfamiliar with social research or otherwise occupy a position of unequal power with the researcher.

18. Students should seek to anticipate potential threats to confidentiality. Techniques such as the removal of direct identifiers, the use of randomized responses, and other statistical solutions to problems of privacy should be used where appropriate. Care should be taken to ensure secure storage, maintenance, and/or destruction of sensitive records.
19. Confidential information provided by research participants should be treated as such by students, even when this information enjoys no legal protection or privilege and legal force is applied. The obligation to respect confidentiality also applies to members of research organizations (interviewers, coders, clerical staff, etc.) who have access to the information. It is the responsibility of administrators and chief investigators to instruct staff members on this point and to make every effort to ensure that access to confidential information is restricted.

20. While generally adhering to the norm of acknowledging the contributions of all collaborators, researchers should be sensitive to harm that may arise from disclosure and respect a collaborator’s need for anonymity.

21. All research should meet the human subjects requirements imposed by educational institutions and funding sources. Study design and information gathering techniques should conform to regulations protecting the rights of human subjects, regardless of funding.

22. Students should comply with appropriate federal and institutional requirements pertaining to the conduct of their research. These requirements might include, but are not necessarily limited to, obtaining proper review and approval for research that involves human subjects and accommodating recommendations made by responsible committees concerning research subjects, materials, and procedures.

NON-ACADEMIC DISCIPLINARY ISSUES: GRADUATE STUDENT CODE OF CONDUCT

Graduate students are expected to behave in a professional and appropriate manner while on campus and at field work or other university-related activities. Faculty and graduate students will treat each other with respect. Behavior and communication of any type that can reasonably be interpreted to constitute an abuse of authority, egregious nuisance or intimidation, or that systematically interfere with the fair opportunity for others to express their views, or that persistently disrupt the educational process, are not acceptable and will be subject to sanction. Offensive behavior or communication that in a single instance may not rise to the level of being actionable can do so if it is persistent. Further information about codes of conduct violations may be found in the Student Handbook.

Academic freedom is an essential element to course discussions and research at Stockton. At times, there will be passionate discussions regarding criminal justice issues in classes. This is a natural and important part of graduate educational discourse, as is the experience of sometimes being provoked, discomfited and even offended by the views and expressions of others. If this rises to the level of disruption, intimidation or an egregious nuisance, however, relief should be sought through proper disciplinary channels.

At Stockton, as in other institutions of higher education in the USA, the following types of behavior are prohibited among graduate students (see also the Student Handbook):

- Endangering health or safety: Taking or threatening action that threatens or endangers the safety, physical or mental health, or life of any person, whether intentionally or as a result of recklessness or gross negligence.
- Sexual misconduct: Physical contact or other non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. For the purposes of this rule,
consent shall be defined as the act of knowingly and voluntarily agreeing verbally or non-verbally to engage in sexual activity. An individual cannot consent who is obviously incapacitated by any drug or intoxicant; or who has been purposely compelled by force, threat of force, or deception; or who is unaware that the act is being committed; or whose ability to consent or resist is obviously impaired because of a mental or physical condition; or who is coerced by supervisory or disciplinary authority.

- Destruction of property: Actual or threatened damage to or destruction of university property or property of others, whether done intentionally or with reckless disregard.
- Dangerous weapons or devices: Use, storage, or possession of dangerous weapons or devices including, but not limited to, firearms and fireworks unless authorized by an appropriate university official or permitted by a university policy.
- Dishonest conduct: Dishonest conduct, including, but not limited to, knowingly reporting a false emergency; knowingly making false accusation of misconduct; misuse or falsification of university documents by actions such as forgery, alteration, or improper transfer; submission to a university official of information known by the submitter to be false.
- Theft/unauthorized use of property: Theft or attempted theft, or the unauthorized use or possession of university property or services, or the property of others.
- Drugs/alcohol: Use, production, distribution, sale, or possession of drugs in a manner prohibited under law or applicable university policy
- Unauthorized presence: Unauthorized entrance to or presence in or on university premises.
- Disorderly or disruptive conduct: Disorderly or disruptive conduct that unreasonably interferes with university activities or with the legitimate activities of any member of the university community. This includes disruption, obstruction of, or interference with any teaching, research, administrative, disciplinary, public service, learning, programmatic or other authorized university activity;
- Committing an act or an attempt to commit an act on campus that would be in violation of city, state, or federal law;
- Violation of university rules: Violation of other published university regulations, policies, or rules, or violations of federal, state, or local law. These university regulations, policies, or rules include, but are not limited to, those which prohibit the misuse of computing resources, sexual harassment, rules for student groups or organizations, and residence hall rules and regulations.

Graduate Faculty Review Committee

Students, faculty or staff members who feel that a graduate student in this program has violated the Graduate Student Code of Conduct should approach the Program Director about the problem. The Program Director will then approach the rest of the program faculty to consider conducting a Criminal Justice Faculty Review (CJFR). The purpose of the CJFR is to consider student infringements of the program’s policies and procedures. Full-time MACJ faculty members are eligible to review student infringements. The majority of the full-time MACJ faculty will review these cases and make recommendations to the appropriate members of the University administration.
ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

In accordance with the Americans with Disabilities Act of 1990 as amended and Sections 504 and 508 of the Rehabilitation Act, students with a documented disability and need accommodations, are encouraged to register with the Learning Access Program (LAP). Registration for support services is strictly voluntary and on a confidential basis. Support services provided by LAP are meant to help students devise strategies for meeting the University’s educational demands and to foster independence, responsibility, and self-advocacy. The Learning Access Program can be found on campus in room J-204 or online at www.stockton.edu/LAP. Please call 609-652-4988 or send an email to LAP@Stockton.edu for more information. Once you have received an accommodation letter from LAP, please contact your instructor to privately discuss your needs as soon as practical to ensure that reasonable accommodations are implemented.

STUDENT HEALTH SERVICES

The Wellness Center is located in The Campus Center. The Wellness Center offers basic health services to students, access to a nutritionist and health educator, and individual and group counseling. Health Services personnel can be reached at (642-4701) in WQ-108, and the Counseling Center’s number is (652-4722) and is located in J-204.
APPENDIX A: STUDENT ASSESSMENT OF PROGRAM OBJECTIVES (SAPO)

What is the Student Assessment of Program Objectives Assignment?

The Student Assessment of Program Objectives (SAPO) Assignment requires students to indicate which five Program Objectives were best met in each of the six core courses. This degree requirement should be done after students have completed the core courses and successfully passed the comprehensive exam. It should take approximately 15 minutes to complete. There are no right or wrong answers; as long as the student answers each of the six questions, he/she will receive credit for completing the assignment. It is due four weeks prior to the end of the semester; before that date, the Student Assessment Coordinator will send an email with a weblink to the assignment.

An example of the question students will be asked for each of the six core courses is below. For each course, students will simply check the FIVE objectives that they feel were best met during the course.

For CORE COURSES, indicate which five Program Objectives were best met. *

- Gained knowledge, insight, and sensitivity to occupy positions in public and private criminal justice agencies
- Prepared for continuation of graduate work at the Ph.D. level
- Applied criminal justice theories, concepts, or principles to criminological problems
- Learned principles of criminal justice and data analysis
- Effectively used information technology to gather and disseminate information
- Gained greater understanding of all branches of the criminal justice system and issues confronting these branches
- Learned tools and techniques for designing effective criminal justice policy while learning how politics affects the process
- Learned theoretical and practical issues related to the administration and management of criminal justice organizations
- Learned ethical issues involved in the dilemmas confronting the criminal justice system
- Learned how the scholarly community contributes to understandings of current issues facing the criminal justice system
- Learned the importance of strategic partnerships and/or inter-agency communication in criminal justice

Who can I contact if I have questions on the Student Assessment of Program Objectives?

If you have questions on the assignment you can contact Dr. Deeanna Button, Student Assessment Coordinator (Deeanna.Button@Stockton.edu).
### APPENDIX B

**MASTER OF CRIMINAL JUSTICE (MACJ) CURRICULUM WORKSHEET**

**Student Name ___________________ Z Number_________________ DATE________________**

**Academic Year Fall 2017 & Spring 2018**

### Requirements for all students

<table>
<thead>
<tr>
<th>Assessment of Student Learning</th>
<th>Completed</th>
<th>Y / N</th>
</tr>
</thead>
</table>

### Forensic Psychology Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>36 Degree Credits</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 5204 Advanced Issues in CJ</td>
<td>(3)</td>
<td>CRIM 5208 Forensic and Legal Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5206 Criminological Theory</td>
<td>(3)</td>
<td>CRIM 5210 Forensic Psychopathology</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5312 Quantitative Reasoning</td>
<td>(3)</td>
<td>Forensic Psychology elective*</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5316 Research and Evaluation</td>
<td>(3)</td>
<td>Forensic Psychology elective*</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5410 CJ Policy and Planning</td>
<td>(3)</td>
<td>Forensic Psychology elective*</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5414 CJ Administration</td>
<td>(3)</td>
<td>Open elective**</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*Comprehensive exam (0)*

**FORENSIC PSYCHOLOGY TRACK ELECTIVES**

- CRIM 5214 Corrections
- CRIM 5225 Criminal Psychology and Profiling
- CRIM 5306 Geographic Crime Analysis and Profiling
- CRIM 5348 Drugs, Crime, and Criminal Justice
- CRIM 5460 Organizational Psychology
- CRIM 5222 Victimology
- CRIM 5245 Introduction to Counseling in the CJS
- CRIM 5310 Forensic Investigation in the CJ System
- CRIM 5368 Crime and Place
- CRIM 5800 Independent Study OR CRIM 5890 Adv. Ind. Research & Pub OR CRIM 5990 Graduate Internship

### Homeland Security Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>36 Degree Credits</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 5204 Advanced Issues in CJ</td>
<td>(3)</td>
<td>CRIM 5508 Fundamentals &amp; Theory of Emerg. Mgmt. (3)</td>
<td></td>
</tr>
<tr>
<td>CRIM 5206 Criminological Theory</td>
<td>(3)</td>
<td>CRIM 5505 Terrorism</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5312 Quantitative Reasoning</td>
<td>(3)</td>
<td>Homeland Security elective+</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5316 Research and Evaluation</td>
<td>(3)</td>
<td>Homeland Security elective+</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5410 CJ Policy and Planning</td>
<td>(3)</td>
<td>Open elective++</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5414 CJ Administration</td>
<td>(3)</td>
<td>Comprehensive exam</td>
<td>(0)</td>
</tr>
</tbody>
</table>

**HOMELAND SECURITY TRACK ELECTIVES**

+ See below for a list of the Homeland Security Track electives

++ Open electives consist of any MACJ course. A course from another Stockton graduate program may be taken with permission of the Program Director.

### Justice Studies Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>36 Degree Credits</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 5204 Advanced Issues in CJ</td>
<td>(3)</td>
<td>CRIM 5000+ Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5206 Criminological Theory</td>
<td>(3)</td>
<td>CRIM 5000+ Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5312 Quantitative Reasoning</td>
<td>(3)</td>
<td>CRIM 5000+ Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5316 Research and Evaluation</td>
<td>(3)</td>
<td>CRIM 5000+ Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5410 CJ Policy and Planning</td>
<td>(3)</td>
<td>CRIM 5000+ Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5414 CJ Administration</td>
<td>(3)</td>
<td>CRIM 5000+ Elective</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**JUSTICE STUDIES TRACK ELECTIVES**

- CRIM 5204+ Elective
- CRIM 5312+ Elective
- CRIM 5316+ Elective
- CRIM 5410+ Elective
- CRIM 5414+ Elective

A course from another Stockton graduate program may be taken with permission of the Program Director.

### Administration/Leadership Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>36 Degree Credits</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 5204 Advanced Issues in CJ</td>
<td>(3)</td>
<td>CRIM 5408 CJ Management and Leadership</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5206 Criminological Theory</td>
<td>(3)</td>
<td>CRIM 5460 Organizational Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5312 Quantitative Reasoning</td>
<td>(3)</td>
<td>Admin/leadership elective#</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5316 Research and Evaluation</td>
<td>(3)</td>
<td>Admin/leadership elective#</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5410 CJ Policy and Planning</td>
<td>(3)</td>
<td>Admin/leadership elective#</td>
<td>(3)</td>
</tr>
<tr>
<td>CRIM 5414 CJ Administration</td>
<td>(3)</td>
<td>Open elective###</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**ADMINISTRATION/LEADERSHIP TRACK ELECTIVES**

See below for a list of the Forensic Psychology Track electives

# See below for a list of the Forensic Psychology Track electives

## See below for a list of the Homeland Security Track electives

### Open electives consist of any MACJ course. A course from another Stockton graduate program may be taken with permission of the Program Director.

### Forensic Psychology Track Electives

- CRIM 5225 Criminal Psychology and Profiling
- CRIM 5306 Geographic Crime Analysis and Profiling
- CRIM 5348 Drugs, Crime, and Criminal Justice
- CRIM 5460 Organizational Psychology
- CRIM 5222 Victimology
- CRIM 5245 Introduction to Counseling in the CJS
- CRIM 5310 Forensic Investigation in the CJ System
- CRIM 5368 Crime and Place
- CRIM 5800 Independent Study OR CRIM 5890 Adv. Ind. Research & Pub OR CRIM 5990 Graduate Internship
**HOMELAND SECURITY TRACK ELECTIVES**

- CRIM 5306 Geographic Crime Analysis and Profiling
- CRIM 5368 Crime and Place
- CRIM 5465 Leading in Crisis
- CRIM 5535 Terrorism in the United States
- CRIM 5800 Independent Study OR CRIM 5890 Adv. Ind. Research & Pub OR CRIM 5990 Graduate Internship

CRIM 5328 Cybercrime

**ADMINISTRATION AND LEADERSHIP ELECTIVES**

- CRIM 5214 Corrections
- CRIM 5328 Cybercrime
- CRIM 5508 Fundamentals and Theory of Emergency Management
- CRIM 5540 Homeland Security Policy
- CRIM 5535 Terrorism in the United States
- CRIM 5800 Independent Study OR CRIM 5890 Adv. Ind. Research & Pub OR CRIM 5990 Graduate Internship

- CRIM 5306 Geographic Crime Analysis and Profiling
- CRIM 5408 CJ Management and Leadership
- CRIM 5518 The Intelligence Community and Homeland Security
- CRIM 5540 Homeland Security Policy
- CRIM 5465 Leading in Crisis