Master of Science in Administration of Juvenile Justice Graduate Education Program

A graduate degree program partnership between Shippensburg University and the Pennsylvania Juvenile Court Judges’ Commission

Student Handbook
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Welcome

Master of Science in Administration of Juvenile Justice
Graduate Education Program

Welcome to the Shippensburg University Department of Criminal Justice. The Department is one of seven units that make up the College of Education and Human Services and offers both undergraduate and graduate degrees in criminal justice. The Department was created in 1974 under the direction of Roosevelt E. Shepherd, and prides itself on its longstanding history of being a premiere program in the State System of Higher Education, as well as the Commonwealth of Pennsylvania.

We have an active and exciting Criminal Justice program. Our faculty members have degrees from some of the best institutions of higher education in the United States, and are all actively involved in research and service that address critical issues in criminal justice and public safety. In the Department of Criminal Justice, we pride ourselves in our dedication to student success by offering a high quality education to all of our students.

As a Department, our priority is the academic and professional success of our students. Noted for their student-centered focus, Criminal Justice faculty members are heavily engaged with students on a wide spectrum of activities ranging from scholarly research to internship supervision, and career placement. We encourage our students to take advantage of the many learning opportunities available to them, whether in the classroom or in the community. At the end of the day, the question is: have you put yourself in a position to be competitive in the work force? We are constantly examining market forces to gauge the relevance of our curriculum to position our students for success. Thus, we are deeply committed to preparing students for employment in the field or advanced study by offering courses that provide a balance of theory, policy, research and analysis with an applied perspective. The methodological and theoretical elements of our program are highly suitable as preparation for entering advanced graduate studies and other professional programs.

The faculty and staff in the Criminal Justice Department are dedicated to helping you become the best Criminal Justice student and professional. To help ensure your academic success and progress we have compiled a handbook of information in order to keep you informed and abreast of departmental information and policies. Based on our interactions with students, we have included supplemental information about the University and the many opportunities that await our students.

Shippensburg University and the Department of Criminal Justice is a fabulous place for your great future to start. On behalf of the faculty we extend a heartfelt welcome!
Department of Criminal Justice Faculty and Staff

Cynthia A. Koller, Ph.D. (University of Cincinnati). **Associate Professor, Department Chair, MCRJ Program Coordinator.** Contact: SPH 319, 477-1599, cakoller@ship.edu. Areas of Interest: juvenile justice; white collar crime; judicial theory; sentencing disparities; and diffusion theory.

Laura Beckman, Ph.D. (Arizona State University). **Assistant Professor.** Contact: SPH 313, 477-1763, lobbeckman@ship.edu. Areas of Interest: courts and sentencing, criminological theory, juvenile justice, inequality and punishment, issues in race, ethnicity, immigration and justice.

Matthew D. Fetzer, Ph.D. (University at Albany). **Associate Professor.** Contact: SPH 309, 477-1630, mdfetzer@ship.edu. Areas of Interest: research methods; statistics and quantitative methods; juvenile delinquency; homicide; hate crime; and domestic violence.

Billy W. Henson, Ph.D. (University of Cincinnati). **Associate Professor.** Contact: SPH 315, 477-1608, bwhenson@ship.edu. Areas of Interest: victimology; criminology; policing; criminal justice in popular culture; violent, sexual, and repeat victimization; fear of crime; crime prevention; and cybercrime victimization.

Stephanie A. Jirard, J.D. (Boston College). **Professor, Dean’s Associate for the Center for Student Engagement and Academic Enrichment.** Contact: SPH 307, 477-1142, sajira@ship.edu. Areas of Interest: the U.S. Constitution; capital punishment; and evidence law.

Arellys Madero-Hernandez, Ph.D. (University of Cincinnati). **Assistant Professor.** Contact: SPH 305, 477-1773, anmadero@ship.edu. Areas of Interest: criminal victimization of racial and ethnic minorities, and crime prevention.

Melissa L. Ricketts, Ph.D. (Indiana University of Pennsylvania). **Professor, Graduate Coordinator, JCJC Weekend Master’s Program.** Contact: SPH 311, 477-1550, mlricketts@ship.edu. Areas of Interest: victimology; criminological theory testing; advanced quantitative methods; fear of crime; school violence; cybercrime; and prescription drug abuse.

Carlos E. Rojas-Gaona, Ph.D. (University of Cincinnati). **Assistant Professor.** Contact: SPH 317, 477-1770, cerojas@ship.edu. Areas of Interest: the intersection of race/ethnicity, immigration, neighborhood context and cultural adaptations for criminal behavior, the etiology of crime from a social organization and cultural perspective, and environmental criminology.

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Mission of the Department of Criminal Justice

The Department of Criminal Justice in the College of Education and Human Services at Shippensburg University adheres to the mission of the college and the University. The mission of the Department is to provide current and future criminal justice professionals with the information and skills they need to be effective decision makers in the criminal justice arena. The faculty strives to educate students to be critical thinkers who can communicate their thoughts effectively in an oral and written form that demonstrates a comprehensive knowledge of the field. These objectives are achieved through a balanced approach in which both theoretical and practical issues are addressed. The curriculum is guided by the following assessment objectives which are evaluated on a yearly basis.

OBJECTIVE 1: Comprehensive knowledge of Juvenile Justice: Students will understand more readily the operations of both the juvenile and criminal justice system and the many issues (both theoretical and practical) that confront the administration of justice in a democratic society.

OBJECTIVE 2: Critical analysis: Students will understand more readily how to interpret, analyze and evaluate issues of importance in the field of juvenile justice.

OBJECTIVE 3: Communication: Students will be able more readily to express their knowledge and critical analysis ability through both written work and oral presentation.

OBJECTIVE 4: Exposure to Human and Cultural Diversity: Faculty will expose students to the issues of diversity in the juvenile justice system and provide opportunities for students to participate in experiences that promote diversity.

OBJECTIVE 5: Exposure to Ethical Problem Solving: Faculty will expose students to the nature of ethics in general and the role of normative ethics in the juvenile justice system and provide opportunities for students to participate in juvenile justice-related situations (hypothetical or actual) that deal with ethical issues.

OBJECTIVE 6: Exposure to Technology: Faculty will expose students to the use of technology in the field of criminal justice in general and provide opportunities for students to participate in juvenile justice related situations that deal with technological issues. The Department’s major strengths are its applied perspective and strong emphasis on theory, policy, research, and analysis. Philosophy, format, and implementation stress the practical application of a higher level of knowledge, skills, and strategies. The methodological and theoretical elements are highly suitable as a preparation for entering the field, advanced graduate studies, and other professional programs.

STUDENT LEARNING OUTCOMES

The program is competency-based; its intent is to develop in students a set of competencies jointly arrived at by the Shippensburg University Criminal Justice Department and the JCJC. Education for excellence in criminal and juvenile justice practice is the guiding mission of the Department of Criminal Justice at Shippensburg University. The faculty who teach in the JCJC program are committed to providing high quality education that will prepare students to provide
practitioner-based services that are ethical, impartial, and effective in a rapidly changing and increasingly diverse society.

**Upon completion of the program, student learners should possess:**

· An advanced understanding of administrative principles and practices found in criminal and juvenile justice agencies.

· Advanced knowledge of theories relating to crime causation and criminality.

· In-depth knowledge of the interdisciplinary nature of the criminal and juvenile justice system.

· Knowledge of contemporary technologies used to manage juvenile justice information.

· Skills that enable the learner to conduct and evaluate criminal and juvenile justice-related research.

· Advanced problem-solving skills that enable the learner to identify, analyze, and solve juvenile justice operational problems that affect the delivery of criminal justice-related services.

· Advanced reading, writing, and verbal communication skills.

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**Commitment to Ethical Practice**

The professions of Counseling & College Student Personnel, Criminal Justice, Educational Leadership and Special Education, Teacher Education, Exercise Science, and Social Work and Gerontology comprise the College of Education and Human Services (COEHS). The COEHS is charged with upholding a learning environment in which faculty, administration, staff, and students work together to develop a lifetime commitment to being of service to others. Together, we define who we are and who we aspire to become as members of the COEHS community.

Each of the professions represented in the College are guided by ethical codes of professional practice enforced through the prescribed channels of its profession. We acknowledge and respect the individual codes and standards of ethical conduct that are prescribed by the disciplines of the College. From these codes our College has created a unifying ideal that consists of seven ethical statements of principle. These statements reflect the fundamental belief that intra-professional collaboration provides a more comprehensive service system to children, families, clients, students, and institutions than individual disciplines acting in isolation. The administration and faculty of the COEHS believe that it is important to actively uphold the following standards of ethical conduct throughout their careers:

- Honoring, and dignifying ourselves and others;
- Valuing differences among and between us;
- Advocating for and acting to attain social justice;
- Using discretion vested in the privileges of our positions appropriately;
- Performing our jobs at the highest standard;
- Upholding the trust of those with whom we work; and,
- Respecting the work of other professionals.

*Individually, in order that others may know who I am, what I believe, and know of my works, I, with all others here, will be accountable for the privileges and responsibilities that accompany my membership in the COEHS.*
Department of Criminal Justice Honor Code

Shippensburg University is devoted to maintaining the highest level of professionalism in the service fields, including criminal justice. To achieve our goal of strict ethical compliance, the standards of conduct established by Shippensburg University and articulated in the Swataney student handbook (http://studentservices.orgsync.com/org/sga/Swataney), as well as this Honor Code and the graduate handbook, shall be applicable to all graduate Criminal Justice students at Shippensburg University.

Any violation of this Honor Code as defined below may result in a disciplinary violation noted in the student’s academic record and may include a determination whether the student is fit to continue in the Administration of Justice graduate program. Any violation of the Swataney Honor Code shall be construed to be a violation of the Criminal Justice Honor Code. Any violation of this Honor Code may also be discussed with any present or future employer who seeks a reference or recommendation from the Criminal Justice Department. The Department of Criminal Justice faculty retains the right to adjudicate and determine the appropriate sanction for violations of this Honor Code. A violation of this Honor Code in no way supersedes any disciplinary action initiated by the Shippensburg University Judicial Board. Criminal Justice students are prohibited from engaging in acts of moral turpitude and in engaging in the following conduct:

**Academic dishonesty**: A description of academic dishonesty can be found in Appendix A of this handbook as well as in the Graduate Student Catalog and Swataney.

**Lying**: Making any false statement intentionally meant to deceive or defraud another in connection with any activity under the purview of the Criminal Justice Department.
Administration of Juvenile Justice  
JCJC Graduate Education Program

The Administration of Juvenile Justice JCJC Graduate Education Program serves students who are currently working full-time in the juvenile justice field. The program also serves working professionals who enhance their understanding of theory and conduct research related to their organizations.

The program’s major strengths are its applied perspective and strong emphasis on theory, policy, research, and analysis. Philosophy, format, and implementation stress the practical application of a higher level of knowledge, skills, and strategies. The methodological, theoretical, and ethical components are highly suitable as a preparation for entering advanced graduate studies and other professional programs.

The Administration of Juvenile Justice JCJC Graduate Education Program is a 33 credit program, with an expected 1.5 year completion time frame for full-time students.

Administration of Juvenile Justice JCJC Graduate Education Program courses are generally restricted to students who work in juvenile probation who have been endorsed by the JCJC and meet the standards for admission. These courses are offered online; and face-to-face on designated Saturdays and Sundays. Courses for the JCJC cohort are offered during the mornings (8:30 a.m. to 12:30 p.m.) and afternoons (1:30 p.m. to 5:30 p.m.) during the academic year. Classes meet for a total of three weekends each fall and spring semester during the academic year. During the summer terms, all coursework is completed online.

Cohort: Students in the JCJC program proceed through all courses as part of a cohort. The cohort structure is a fundamental strength of the JCJC Weekend Program. The cohort experience is central to the advancement of a statewide perspective in juvenile justice, leadership development, networking, and the establishment of long-term working relationships.

Application to the Program

Application Procedures

Interested applicants must follow application procedures for both the Center for Juvenile Justice Training and Research (CJJT&R) and Shippensburg University. The application process is facilitated online through Shippensburg University. For your reference, below is the list of required materials:

- A completed Graduate Education Program Application (see JCJC Website: www.jcjc.pa.gov or Admissions Application for the Shippensburg University, School of Graduate Studies).

- A letter of Interest for Endorsement and Admission to the Administration of Juvenile Justice JCJC Graduate Education Program and the Shippensburg University School of Graduate Studies. This letter should address the following issues: a) why you are a strong candidate for endorsement; b) any reasons why you may still be a strong candidate despite having an undergraduate GPA below 2.75/4.00; c) complete description of juvenile justice work experience; and, d) how you expect to use the graduate education experience to improve practices in the county from which application is made.
· The Recommendation Form is to be completed and signed by the Chief Juvenile Probation Officer in your county. (Note: Applicants who are employed at county-administered detention facilities will also need a letter of endorsement from both the detention center administrator and the county’s Juvenile Court Administrative Judge).

· A copy of your résumé.

· A copy of your undergraduate and graduate (if applicable) transcripts. Official transcripts are required.

· A copy of your official GRE/MAT scores (applicable only if your undergraduate GPA is below 2.75/4.00).

The Department of Criminal Justice recommends the GRE as it reflects a familiar testing format that is similar to the SAT. The GRE assesses student strengths in verbal, quantitative, and analytical areas, whereas the MAT only assesses student strengths in the area of verbal reasoning. Given the fact that the Administration of Justice program focuses on academic research requiring strong verbal, quantitative, and analytical skills, the GRE provides for a better assessment of a student’s potential for success. Both the GRE and MAT require academic preparation to successfully complete. Upon request, assistance with GRE/MAT preparation may be available from the University.

Additional information on both the GRE and MAT can be found at the following web links:

GRE  https://www.ets.org/gre?WT.ac=grehome_grehome_a_121017

MAT  http://psychcorp.pearsonassessments.com/haiweb/Cultures/enUS/site/Community/PostSecondary/Products/MAT/mathome.htm

* The standard for successfully passing the GRE or MAT is at or above the 50th percentile.

APPLICATION TIMELINE

Since there are a limited number of positions available for each cohort, admission is on a competitive basis. The timeline for enrollment and the application process is as follows:

March 1st - Application deadline each year to begin in the fall semester. Interested applicants must follow application procedures for both the CJJT&R and Shippensburg University as outlined above.

Second week in April - JCJC Endorsement Interviews at Shippensburg.

May - JCJC Endorsement; the Commission members endorse candidates at the May meeting. Prospective students receive Endorsement letters from CJJT&R and instructions for registering for classes.

August/September - Administration of Juvenile Justice JCJC Graduate Education Program Orientation and classes begin.
Student Planning Guidance

Purpose of the Student Handbook and Academic Advising

This guide had been prepared to assist students in planning their curriculum leading to the Master’s of Science degree in Administration of Juvenile Justice. Students, in consultation with their academic advisor, the MAJ Program Coordinator, and/or the JCJC/CJJT&R – Director of Professional Development, are responsible for registering for courses, and satisfying all degree requirements. The Department of Criminal Justice’s MAJ Program Coordinator and JCJC/CJJT&R – Director of Professional Development currently serve as the academic advisors for all MAJ students. Please consult with your advisor for information that may help you make decisions about which specific courses to schedule.

Scheduling/Registering for Courses

All scheduling and schedule adjustments are completed online.* Prior to scheduling, each student should consult with his/her advisor to review which courses to schedule. It is a student’s responsibility to consult with their advisor. Information on how to schedule graduate courses is available online at http://www.ship.edu/Registrar/Graduate_Scheduling_Information/. Students will schedule courses via the MyShip portal (https://my.ship.edu) using the same username and password for their Ship email account. Students are responsible for registering for courses before the specified deadline as well as ensuring that all tuition and fees are paid. Registration deadlines are available through the Registrar’s Office and information on tuition and fees can be found at Student Accounts (http://www.ship.edu/student_accounts/). All MAJ courses are listed under the “Administration of Juvenile Justice” subject tab.

Note: The MyShip portal has summer courses listed under the following terms: Summer A and Summer B. MAJ courses will be found under both terms.

Student Email Account

Every registered Shippensburg University student is assigned a campus email account, and instructions on how to activate the account. Before sending or receiving messages, you must first activate the account. Activation and use of your email account is the primary avenue of electronic communication with the university, faculty, and your advisor. You should check your email daily to ensure that you do not miss important announcements regarding your classes. Information regarding activation and use of email accounts can be found at https://www.ship.edu/technology/student/student_e_mail_services/.

*Link to Registration Instructions
Course Grading

Your quality point average or QPA is determined by assigning numerical values to the letter marks and weighing them according to the number of class hours. The values assigned to the letters are:

Regular Letter Grades*

<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>B+</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>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*Individual faculty members may choose to use single letter grades and not award plus/minus grades.

Special Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>Q</td>
<td>Deferred Grade</td>
</tr>
<tr>
<td>P</td>
<td>Passed</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>N</td>
<td>Audit (no credit)</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

Temporary Grades (Q and I)

The grades Q and I are temporary grades, which mean you have not completed all the requirements for a particular course. With prior approval of the appropriate College Dean, the grade of Q (deferred grade) may be awarded for courses such as practicum research that are planned from the start to extend over more than one grade period. If you receive a Q grade in a course, it is your responsibility to work closely with the instructor to plan a schedule in order to complete the work within **three years** at most, or the grade automatically converts to an F.

The grade of I (incomplete) can be given if you are unable to complete the requirements of a course due to a serious illness, death in the family, or other personal emergency. To request an incomplete in a particular course, you should apply directly to the instructor of the course. Apply to your College Dean if you are unable to complete the requirements for all your courses in a given term. If the dean or instructor considers your reason for requesting an incomplete satisfactory, he/she will approve it. If you do not complete the work for a course in which you received a grade of I by the last day of classes before final exam week of the next full semester, your Incomplete grade will automatically be converted to a grade of F for the course(s). You may not graduate from Shippensburg University with a temporary grade on your record.
Shippensburg University Academic Standards

The following sub-sections are excerpts from the current Shippensburg University School of Graduate Studies Graduate Catalog:

As a graduate student at Shippensburg University, you are expected to maintain satisfactory academic standing, which requires a cumulative QPA of 3.0 (B) or better in your total program of courses. If your cumulative QPA drops below 3.0 or you earn one C grade in a graduate course, you will be placed on academic probation.

Students on probation must raise their QPA to 3.0 by the end of the next semester (or full summer term) in which they register. An additional probationary semester may be granted at the discretion of the college dean.

Some programs may require undergraduate courses be taken while a student is enrolled in a graduate program. In this event, students must follow the standards for undergraduate courses that have been determined by the department, and the university will follow those standards for dismissal when appropriate.

In addition, some programs may require higher standards than listed above because of limitations imposed by accreditation agencies and societies. Such requirements are provided by departments administering these programs.

Dismissal for C or F Grades

You may earn only one C grade in any graduate course taken at Shippensburg University. This includes any courses that have been repeated and replaced with a higher grade. If you earn two C grades you will be dismissed from the University. A C grade earned at Shippensburg University may not be made up at another institution of higher learning for the same course.

If you earn an F grade in any graduate course taken at Shippensburg University, you will be dismissed from the university. An F grade earned at Shippensburg University may not be made up at another institution of higher learning for the same course.

Notice and Appeal

If you are academically dismissed you will be notified in writing by the Registrar’s Office. You may appeal your dismissal by writing a letter to the Dean of the College of Education and Human Services (with copies sent to the Criminal Justice Department chair and the MAJ Program Coordinator) by the date indicated in the dismissal letter. All appeals will be considered by the Academic Review Committee.

Readmission of Dismissed Students

If you are dismissed for academic reasons, you may not apply for readmission to the university for at least one calendar year following your dismissal. Students who are dismissed may not take classes as a non-degree graduate student and may not apply for admission to a different graduate degree program at Shippensburg.
Students who have had their provisional or conditional admission terminated may not apply for readmission to the university for at least one calendar year. Applicants who have been denied admission to a degree program may take classes as a non-degree student with the permission of the academic department offering the course(s) on a course-by-course basis. To apply for readmission, you must submit the appropriate application form to the Registrar’s Office with the regular application fee. Readmission is never guaranteed following academic dismissal. It may only be granted if you present compelling evidence of some fundamental change that will allow you to perform academically at the level needed to graduate.

**Repeating Graduate Courses**

Students may repeat any course taken previously, regardless of letter grade. Permission from the academic department must be obtained before a course may be repeated. Graduate students are limited to a total of two repeats where the most recent grade of the course will be used in the QPA calculation, regardless of whether that grade is higher or lower. A single course repeat for grade improvement is limited to one time. If you repeat a course, only the most recent grade will be used in calculating your cumulative QPA. If you repeat a passed course and fail, you will lose both the quality points and the credits you had previously earned. After the second repeat instance, any additional course repeats will include both the previous and new grade in the QPA calculation.

A C or F grade earned at Shippensburg University may not be made up at another institution of higher learning for the same course. Independent study or individualized instruction may not be used to repeat a course.

**Transfer Credit**

In order to meet the needs of individual students who are not transfer students, specialized work at other institutions may be recommended to a maximum of nine credit hours. If you are admitted to Shippensburg’s graduate program and wish to take graduate courses elsewhere for transfer credit after starting your program, you must receive prior approval from the MAJ Graduate Coordinator and the JCJC Director of Professional Development in order to insure transfer credit can be granted. A maximum of nine semester hour credits of graduate work earned at another institution will be accepted provided the courses are appropriate for your program at Shippensburg University, and the credits are received on an official transcript with grades of B or higher. Credits transferred to a Shippensburg University graduate degree program from other institutions must not have been applied to a previously earned bachelor's degree or completed master’s degree.

Grades earned in courses transferred from other colleges and universities are not included in determining your quality point average in the graduate program at Shippensburg. Credit earned more than five years prior to the date you begin your graduate program at Shippensburg University does not qualify for transfer credit.
**Attendance Policy***

Students are expected to participate fully in their scheduled classes, even when these classes are held online. If a student is unable to participate, even partially, in a scheduled class, the student must notify the faculty member in advance. Acceptance of an absence is at the discretion of the faculty member (with the exception of religious observations). Furthermore, the Department of Criminal Justice stipulates that if a student misses more than 20% of his or her workload for a course for reasons other than extenuating and unforeseeable circumstances, then the faculty member may fail the student or the student should withdrawal from that course (prior to University deadlines). In addition to notification of the faculty, should a student experience extenuating and unforeseeable circumstances preventing that student from participating in more than one week of class, it is the student’s responsibility to notify the Department of Criminal Justice MAJ Graduate Program Coordinator and JCJC/CJJT&R – Director of Professional Development.

*Hybrid courses may include synchronous and asynchronous elements; faculty members have the discretion/academic freedom to impose an “online” attendance policy that differs from the one stipulated above, so students should consult the syllabus for each course that they register for and abide by that attendance policy.*

**Dispute Resolution for Academic Matters**

In the case that a student has a dispute in regard to academic matters, the student should follow the appropriate authoritative chain in seeking a resolution. The student should first approach his/her faculty member for the course of instruction.* The MAJ Graduate Coordinator for the Department of Criminal Justice is next, followed by the Department Chair, the Associate Dean for the School of Education and Human Services, and then the Dean for the School of Education and Human Services. Students may also consult with the Director of Training and Professional Development for guidance.

*Note: Prior to approaching the instructor, the student should first consult the syllabus for the course of instruction and this student handbook.*

**Statute of Limitations**

All research and course work for the master’s degree must be completed within a seven-year period beginning the semester you matriculate in the degree program. Extensions must be requested through the Criminal Justice Department chair and approved by the Dean of the College of Education and Human Services and the Dean of Graduate Studies.
Program Course Guide

The MAJJ Graduate Education Program runs on a fall-admission cohort model with courses offered via a hybrid format that includes an online and face-to-face component during the fall and spring terms, with fully online courses during the summer terms. The courses and the (33-credit hour) schedule* is currently as follows:

**REQUIRED CORE COURSES (21 Credit Hours)**
- AJJ 501: Seminar in Juvenile Justice & Delinquency
- AJJ 502: Advanced Criminological Theory
- AJJ 503: Leadership in Juvenile Justice
- AJJ 504: Advanced Research Methods
- AJJ 505: Quantitative Analysis
- AJJ 506: Strategic Planning, Budgeting & Finance
- AJJ 507: Seminar in Policy Analysis

**ADMINISTRATION OF JUVENILE JUSTICE**

**CAPSTONE COURSES (6 Credit Hours)**
- AJJ 551: Practicum
- AJJ 552: Practicum II

**ELECTIVE COURSES (6 Credit Hours)**
- AJJ 520: Advanced Studies in Policing
- AJJ 521: Seminar in Victimology
- AJJ 522: Seminar in Social Justice
- AJJ 523: Mental Health & the Administration of Justice
- AJJ 524: Anatomy of Violence
- AJJ 525: Intimate Partner & Family Violence
- AJJ 540: Selected Topics
- AJJ 541: Selected Topics
- AJJ 550: Independent Study

**JCJC COURSE DELIVERY INFORMATION**

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
<th>Summer 1A</th>
<th>Summer 1B</th>
<th>Fall 2</th>
<th>Spring 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJJ 501</td>
<td>AJJ 503</td>
<td>AJJ 551</td>
<td>AJJ—Elective 2*</td>
<td>AJJ 505</td>
<td>AJJ 506</td>
</tr>
<tr>
<td>AJJ 502</td>
<td>AJJ 504</td>
<td>AJJ—Elective 1*</td>
<td></td>
<td>AJJ 552</td>
<td>AJJ 507</td>
</tr>
</tbody>
</table>

*indicates 100% online class

*Note: Alterations from this course schedule may be made by the Department of Criminal Justice. Notification of changes will come from the MAJJ Graduate Coordinator and/or the JCJC/CJJT&R – Director of Professional Development. Students will be informed of the topic/title of the available electives when it is time to schedule those courses. Also, when registering for classes, some pre-requisites may apply; if you experience any difficulty in scheduling courses, please contact the MAJJ Graduate Coordinator or the JCJC/CJJT&R – Director of Professional Development for assistance.
Student Practicum

The practicum can be viewed as the culmination of the Administration of Justice JCJC Graduate Education Program as it incorporates material gained from courses taken in the program including administration, theory, research, policy and practice. In addition to demonstrating the ability to successfully evaluate data, and to generate and interpret statistics regarding their home-county services, which is something all successful graduate students should be able to do, the practicum is also a way for students to acknowledge their communities and agencies, as well as the JCJC for sponsoring and providing them with the support and resources to attend the program. Thus, the project benefits the students personally in terms of their own intellectual growth and development, while simultaneously providing their stakeholders with a meaningful, evidence-based evaluation.

Students will conceptualize a research project and evaluate data employing the knowledge gained in their studies in solving problems relevant to the field of juvenile justice (a data set will be provided by the CJJT&R). For the practicum, a student must demonstrate an ability to analyze, interpret, and synthesize information and to apply the skills and knowledge acquired during his/her graduate coursework to the evaluation of this data.

The practicum component is comprised of two courses – AJJ 551: Practicum I and AJJ 552: Practicum II.

Statute of Limitation on Practicum

Faculty will provide JCJC cohort students with a syllabus for both components of the practicum requirement – Practicum I and Practicum II (each component is considered to be a separate course). Students are expected to complete their practicum coursework according to the deadlines specified in the syllabus, and complete the requirements for each practicum component by the end of the term in which students register for that practicum course. Failure to complete course requirements may result in a grade of “F” and termination from the program.
Research Involving Human Subjects

If relevant, one of the major pre-requisite components of coursework research may be obtaining Institutional Review Board (IRB) clearance to conduct research involving human subjects. Information on human subject research and the Committee on Research with Human Subjects (commonly referred to as the Institutional Review Board or IRB) are available at http://www.ship.edu/research/. The Committee on Research with Human Subjects protects the rights, welfare, and well-being of subjects involved in research conducted or supported by the students and faculty of Shippensburg University and helps ensure that such research is carried out in accordance with the regulations described at 45 CFR part 46.

Shippensburg University has a formal agreement with the Office for Human Research Protections (OHRP) to comply with the regulations pertaining to human subject protections.

All research involving human subjects and participants must be approved by The Committee. All students (undergraduate and graduate) conducting research on human subjects while enrolled at Shippensburg University must comply with the University’s policy on human subjects research.

University Policy on Research Involving Human Subjects/Participants*

Pursuant to action taken by the Council of Trustees, all members of the Shippensburg University faculty, staff, and student body (whether full or part-time) who are conducting research, development, or related activities with human beings as subjects[1], must comply with procedures published by the Office of Research Integrity, Office of the Secretary of Health and Human Services. The completion and filing of the form, Application to Use Human Subjects in Research is required. This form must be completed for each project before any research is conducted (e.g., data is collected) and before support for this research is solicited from any source.

For projects running longer than twelve months, continuing review is required on or before the anniversary date of the initial request. The form indicated above should be used for this continuing review and request for approval.

The person filing an application must be the principal investigator. All applications will be referred to the chairperson of the Committee on Research on Human Subjects. This committee is appointed by the president of the university and meets the criteria for membership established at 45 CFR Part 46.107. If the application satisfies the criteria for expedited review as established at 45 CFR Part 46.110, the chairperson or his/her representative board member will conduct the review. The full committee will consider those applications that do not meet the criteria for expedited review. The criteria to be used by the full committee for review of applications are established at 45 CFR Part 46.111. These criteria are:

1. Risks are minimized.
2. Risks to subjects are reasonable in relation to anticipated benefits to subjects and the importance of the knowledge that may reasonably be expected to result.
3. The selection of subjects is equitable.
4. Informed consent will be sought from each prospective subject or the subject's legally authorized representative.

5. Informed consent will be appropriately documented.

6. Provision is made for monitoring the data collected to insure the safety of the subjects.

7. Adequate provisions are made to protect the privacy of subjects and to maintain the confidentiality of data.

8. Where subjects are likely to be vulnerable to coercion or undue influence, appropriate additional safeguards are included to protect the rights and welfare of these subjects.

*Source: Shippensburg University’s Committee on Research with Human Subjects, available at [http://www.ship.edu/Research/Policy/](http://www.ship.edu/Research/Policy/).
Graduation

Requirements for Graduation

All Administration of Juvenile Justice majors must satisfy the following University requirements for graduation:

- The completion of 33 credit hours in a selected curriculum (course descriptions can be found in the Shippensburg University graduate catalog and the appendix of this handbook).
- A cumulative grade point average of at least 3.0 for the total program coursework.

Applying for Graduation

Students should apply for graduation prior to the start of the semester that they intend to graduate. Students select the term for graduation (Fall, Spring, Summer) in which they intend to finish all their required course work. The application process for graduation is conducted online through MyShip (Under the Student tab, Graduation Tools, then Apply to Graduate). An application fee of $50 is required at the time you apply for graduation. In addition, students must print out and sign the Graduation Application Signature Page after making payment, and return the completed form to the Registrar’s Office. The signature page, instructions for graduation and additional information are available online through the Registrar’s Office.

Note to all students: If you do not finish your coursework within six weeks of the end of the term that you selected for your graduation date, you must re-apply for graduation. This should be done AFTER all required coursework is completed – your Faculty Advisor will advise you of when to reapply (you do not need to reapply every term). You will not be required to pay the application fee again, as the fee is paid only once.

Commencement Participation

The Department of Criminal Justice faculty and staff strongly encourages all graduates to take advantage of the graduate commencement ceremony. This will give you an opportunity to be recognized!! Commencement announcements will be sent out during the spring term.

Anthony F. Ceddia Award

Each year, the members of the Criminal Justice Faculty who teach in the program select an exceptional student from that year’s graduating class to receive the Dr. Anthony F. Ceddia Award for Outstanding Scholarship in Juvenile Justice. The criteria for the award are academic excellence, leadership, and commitment to the juvenile justice profession as demonstrated throughout the program. All three criteria are given serious consideration by the faculty when selecting the award recipient.
Academic and Social Improvement Services

Career Center: The Career Development Center (CDC) staff is excited to provide support to first year students, sophomores, juniors, seniors, graduate students, and alumni up to one year after graduation. Phone: (717) 477-1484. Website: www.ship.edu/career.

Counseling Services: The Counseling Center is accredited by the International Association of Counseling Services, Inc. and is located on the ground floor of Naugle Hall, operating weekdays 8:30 a.m. – 5:00 p.m. More information can be obtained by calling 717-477-1481 or https://www.ship.edu/counseling_center/.

Learning Center: The Learning Center is an academic resource center available to the Shippensburg University community. The Center is located in the lower level of Lehman Library. The Center provides tutoring, study skills assistance and other services for students, faculty and staff. Students with learning differences and/or physical challenges can take extended time tests and work with a learning specialist. More information about the learning center is available by calling 477-1420, by Email at learning@ship.edu, or on the website at http://learning.ship.edu/home.

Multicultural Student Affairs: Multicultural Student Affairs, located in Gilbert Hall 100, is a student-centered office that assists groups such as the African-American Organization, Minority Affairs, the Latino Student Organization, Cultural Differences Committee, and others with program development and implementation. The office serves as a liaison in areas such as financial aid, residence life, career development, and academic departments. The office works to improve the quality of life for all students enrolled at the University and can be reached at http://www.ship.edu/msa/ or 717-477-1616.

L.G.B.T.Q. Committee: 717-477-1655 or 1676. For more information visit: http://www.ship.edu/lgbtq/.

Women’s Center: The Women’s Center, located in Horton Hall 132, provides a wide variety of opportunities and support services for students. The center sponsors programs, small group discussions, activities, and speakers, in addition to providing a peer referral service, meeting room space, and information about women’s issues as well as campus and community events. Contact the Women’s Center at (717) 477-1790, https://www.ship.edu/womens_center/.

Office of Social Equity: Shippensburg University is committed to serving all students, including students with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the State System of Higher Education, and Shippensburg University's Equity Plans, the Office of Social Equity coordinates and provides services for students with disabilities. Call 717-477-1161 or contact http://www.ship.edu/social_equity/.
Important Documents and University Office Information

http://studentservices.orgsync.com/org/sga/Swataney -- the student handbook

http://www.ship.edu/catalog/ -- for the university graduate catalog containing university policies

http://www.ship.edu/Graduate/Resources/ -- for resources for graduate students

http://www.ship.edu/microlabs/ -- for a list of microcomputer labs, including those open 24 hours

https://www.bkstr.com/shippensburgstore/home/en -- for the University Bookstore

University Offices

Office of Financial Aid          OM 101 477-1131  finaid@ship.edu
Ezra Lehman Library            ELML 477-1461  librarian@ship.edu
Office of Student Accounts      OM 100 477-1211  studentaccts@ship.edu
Office of the Registrar         OM 111 477-1381  registr@ship.edu

Important Phone Numbers

To call these offices from a campus phone, dial the 4-digit extension listed below. To dial these numbers from off campus, use (717) 477- then the number.

Student Accounts (bills, payment) 1211
Financial Aid (loans, grants, work-study) 1131
Registrar's Office (scheduling, transcripts) 1381
Dean, College of Education and Human Services 1141
University Store 1600
University Police (parking decals, IDs) 1444
Hot Line (for University closings) 1200
Appendices
Appendix A: Academic Dishonesty Policy

Per the Shippensburg University School of Graduate Studies current Graduate Catalog:

Academic Dishonesty

It is the policy of Shippensburg University to expect academic honesty. Students who commit breaches of academic honesty will be subject to the various sanctions outlined in this section. This policy applies to all students enrolled at Shippensburg during and after their time of enrollment.

Definition

As used in this policy, the term academic dishonesty means deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit by a means not authorized by the course instructor or university policy. A breach of academic honesty is committed by students who give, as well as receive, unauthorized assistance in course and laboratory work and/or who purposefully evade, or assist other students in evading, the university’s policy against academic dishonesty.

Academic dishonesty includes but is not limited to:

- Bribing, or attempting to bribe, faculty or staff personnel in order to attain an unfair academic advantage.
- Possessing course examination materials prior to administration of the examination by the instructor without the instructor’s consent.
- Using unauthorized materials or devices such as crib notes during an examination.
- Providing and/or receiving unauthorized assistance during an examination.
- Using a substitute to take an examination or course.
- Misusing transcripts, records, or identification, such as forgery or alteration of transcripts.
- Allowing others to conduct research for you or prepare your work without advance authorization from the instructor, including, but not limited to, the services of commercial term paper companies.
- Plagiarism, as the term is defined in the section Plagiarism.
- Intentionally and without authorization falsifying or inventing any information or citation in an academic exercise, such as making up data in an experiment or observation.

The preceding list is only for purposes of illustration. Other forms of inappropriate conduct may also be subject to charges of academic dishonesty.

Resolution of Charges

When an instance of academic dishonesty is alleged, the issue should be resolved on an informal basis between the student and faculty member. If an informal resolution cannot be achieved, a formal process of deciding culpability and assessing sanctions will be
followed. If the student has committed a previous violation, the formal process must be followed.

**Informal Resolution**

A faculty member who obtains information that a student has been dishonest should act promptly to resolve the issue. The faculty member should first contact the Dean of Students to determine if this is the first violation for the student. If the suspected incident is not the first, the offense must be handled through the formal resolution process.

For a first violation, the faculty member may attempt to resolve the issue informally with the maximum penalty to be a grade of F in the course. If the faculty member feels the offense warrants a more severe penalty, the matter must be resolved through the formal process.

For the matter to be resolved informally, the faculty member must meet with the student and present any evidence of a violation. The student will be given an opportunity to provide an explanation after hearing the evidence. If the faculty member determines a violation has occurred, he/she will complete the Settlement of a Charge of Academic Dishonesty form. This form will include the penalty that the faculty member will apply.

The form is then given to the student, who has 72 hours to seek advice and decide whether to sign. If the student agrees to accept the penalty, he/she must sign in the presence of the faculty member. The faculty member will then implement the accepted penalty and forward the settlement form to the Dean of Students. The form will be kept on records for five years and may be used if the student is accused of another academic dishonesty offense or any other violation of the Student Code of Conduct. The information will only be used for internal purposes and will not be disclosed outside the university.

If the student refuses to sign, the faculty member may pursue the matter through the formal resolution process.

**Formal Resolution**

An allegation of academic dishonesty must be resolved through a formal process if the student disputes the charges or does not accept the penalty proposed by the faculty member. The formal process must also be followed if the incident is not the student’s first violation.

In the formal process, an allegation of academic dishonesty will be treated as a violation of the Student Code of Conduct. The charges will be resolved through the Judicial Process administered by the Dean of Students. The Dean of Students and an academic administrator designated by the Provost will consult to determine if sufficient information is present to warrant further action.

If there is sufficient information to proceed with the complaint, the steps outlined in the “Student Code of Conduct and Judicial Process” section of the student handbook Swataney will be followed. Academic dishonesty cases must be heard by the university
judicial hearing board; the judicial officer option is not available for these cases. Appeals of academic dishonesty decisions will be handled by the Vice President for Student Affairs and the Provost.

**Penalties**

The Student Code of Conduct contains a list of sanctions, which may be imposed for violations. In addition to those in the Code of Conduct, the following two sanctions may be imposed against students found to have committed acts of academic dishonesty:

- Grade Reduction: The grade for a particular unit of work or for the entire course may be reduced.
- Imposition of a Failing (F) Grade: The student may receive an F for the course.

These two penalties may be imposed through the informal settlement process or the formal hearing process. More severe penalties, including suspension or expulsion, may only be imposed through the formal process. Additional stipulations may be attached to any sanction.

**Plagiarism**

Plagiarism is a form of academic dishonesty. Shippensburg University will not tolerate plagiarism, and the faculty will make all reasonable efforts to discourage it.

Plagiarism is your unacknowledged use of another writer’s words or specific facts or propositions or materials in your own writing. When other writers’ words or materials (even short phrases or specific (terminology) are used, you should put these words, phrases or sentences inside quotation marks (or else indent and single-space more extended quotations), and you should then cite the source of the quotation either in the text of your writing or in footnotes. Failure to do so may be considered plagiarism. When the propositions of another writer are restated in your own words (paraphrased), you should also indicate the source of the paraphrased material in your own text or in footnotes. Comparable citation should be made for borrowings from media other than printed texts, such as lectures, interviews, broadcast information, or computer programs.

The more flagrant form of plagiarism is your submission of an entire paper or computer program or lab report (or a substantial portion of a longer work) written by someone else and presented as your own work. This can include material obtained from a friend, from a fraternity or sorority file, from duplicated student writings used for analysis in other writing courses, from commercial sources, or from published materials. Another common form of plagiarism is the unacknowledged borrowing from other sources (either words or propositions) and the integration of such material in your own work.

Certain situations may cause conscientious students to fear plagiarizing when they are not really plagiarizing. These include:
Improper format for documentation

Improper documentation is not plagiarism but a technical academic problem. Different professors, different academic departments, and different academic disciplines have various ways of documenting borrowed materials. Each professor should make clear to you how he/she wants borrowed materials documented for given writing or programming assignments. You should make every effort to understand precisely what your professor expects regarding documentation. As long as you make a clear effort to document all borrowed materials, you are not plagiarizing.

Use of supplemental individualized instruction on an assignment

Various tutorial resources are available at the university, including a writing center and assistance from faculty who assist students during the process of composing a paper. When you seek these kinds of legitimate academic assistance, you are not plagiarizing. In fact, you are making an extraordinary attempt to improve your writing and academic performance. In such cases, you should inform your instructor of the fact you have sought assistance from a given source on an assignment. This acknowledgement should be stated on the cover sheet of your paper or program. The prohibition against plagiarism should in no way inhibit or discourage you from seeking legitimate supplemental instruction in developing an assignment.

Use of a proofreader

If you are unsure of your ability to produce finished drafts that are virtually error-free, you may use such resources as hired typists, more editorially proficient friends, tutors, or writing center personnel to insure your finished papers are relatively error-free. You should indicate on the title page the fact your paper was typed and/or proofread by someone else. The prohibition against plagiarism should in no way inhibit or discourage you from using available reference and/or human editorial resources in seeking to produce an error-free final copy of a paper.

In summary, plagiarism is the unacknowledged borrowing of another writer’s, speaker’s or programmer’s words and/or propositions. To avoid plagiarism, you should acknowledge assistance received in developing and/or proofreading a paper. If you need or desire such assistance, you should not be discouraged from seeking it because of the university policy on plagiarism.
Appendix B: Description of Courses

Course Name: AJJ 501 Seminar in Juvenile Justice & Delinquency
Course Type: Required Core
Course Description: Studies the social construction of juvenile delinquency and historical development of justice practices; including the diversity of delinquents and status offenders from early to modern times. Students survey contemporary juvenile justice issues, ranging from applied and evidence-based practice, ethical and data-driven decision-making, to victim impact and restorative justice practices, risk and case management tools, and juvenile correctional policy, sentencing, diversion and treatment.

Course Name: AJJ 502: Advanced Criminological Theory
Course Type: Required Core
Course Description: Examines the diverse nature and causes of delinquent behavior, typologies, offenders, and victims to include the process of becoming a delinquent, patterns of delinquent behavior, and the social and individual consequences of juvenile crime and delinquency.

Course Name: AJJ 503: Leadership in Juvenile Justice
Course Type: Required Core
Course Description: Studies complex organizations with emphasis on the concepts and practices of the administration and management of agencies in the juvenile justice system. Students will survey contemporary management trends and issues, with special attention focused on how evolving technological, social, political, ethical and economic factors influence juvenile justice administration, theory, and practice.

Course Name: AJJ 504: Advanced Research Methods
Course Type: Required Core
Course Description: Studies contemporary empirical research methods and their application in the field of juvenile justice, including research design, research ethics, theories of sampling, construction of data files, data collection strategies, and analysis of findings. The goal of this course is to provide students with the foundational knowledge of research methods and technologies; to become more informed consumers of academic research and adept at quantitative reasoning, and better equipped to implement and evaluate evidence-based practices.

Course Name: AJJ 505: Quantitative Analysis
Course Type: Required Core
Course Description: Examines the relationship and application of statistical techniques to theory building, concept construction, computer analysis of quantitative data applied to juvenile justice, the logic of data analysis, and fundamentals of statistical procedures commonly used in criminological research. Students also learn to critique empirical research. Prerequisite: AJJ 504.
Course Name:  AJJ 506: Strategic Planning, Budgeting, and Finance  
Course Type:  Required Core  
Course Description:  
Examines the interactive process of strategic planning and financial management within juvenile justice agencies. Emphasis is placed upon this process as a system of organizational development, with grant writing and program budgeting as the visible products. Topics include identifying, developing, and securing fiscal resources through the development of a grant; comparisons of levels of planning; distinguishing between operational and managerial plans; the political context of juvenile justice planning/budgeting as it relates to preparation, presentation, approvals, execution, and audit; and enhancements and alternatives to an agency’s routine funding base.

Course Name:  AJJ 507: Seminar in Policy Analysis  
Course Type:  Required Core  
Course Description:  
Introduces, examines, and provides students the skills with which to analyze juvenile justice policies. This course emphasizes a conceptual approach to studying the creation, implementation, and evaluation of juvenile justice policies. The focus is on the steps involved in the evaluation of juvenile justice policies; it will also address the existence of polices and their relevance to the success of the juvenile justice system (acknowledging the operations of each juvenile justice component - law enforcement, courts, and corrections).

Course Name:  AJJ 520: Advanced Studies in Policing  
Course Type:  Elective  
Course Description:  
Focuses on research, theory, and applications of the causes and consequences of modern police behavior. Specific focus will be placed on the historical role that police have played in society as well as the structure and functioning of police agencies and the consequences of that functioning on the juvenile justice system. Topics to be covered include police history, the social and political contexts of the police, police strategies and tactics with diverse juveniles, police accountability and legitimacy, and conducting research on the police and their place in modern society.

Course Name:  AJJ 521 Seminar in Victimology  
Course Type:  Elective  
Course Description:  
Studies the history of victimology from early victim-centric justice to the prevailing model of government-centered prosecutions. Explores the causes and consequences of offense-specific victimizations, variations in risk across persons, relationships, lifestyles, and domains, and societal responses to the diversity of youth who are victimized and/or violate others.
Course Name: AJJ 522: Seminar in Social Justice  
Course Type: Elective  
Course Description:  
Focuses on social justice issues (primarily in America) that affect juveniles. Social justice can be defined as the act of "promoting a just society by challenging injustice and valuing diversity," and is generally equated with notions of equality. Through the exploration into social justice concepts, issues, and policy remedies students develop the necessary analytical tools to assess inequality and injustice in juvenile justice.

Course Name: AJJ 523: Mental Health & the Administration of Justice  
Course Type: Elective  
Course Description:  
Explores mental illness and the intersection of the mental health and juvenile justice systems in the United States, particularly as a result of the deinstitutionalization movement which has resulted in the shifting of individuals with mental illness from hospitals into community-based correctional facilities and programs.

Course Name: AJJ 524: Anatomy of Violence  
Course Type: Elective  
Course Description:  
Examine the nature of violent and sexual victimization. The focus on juvenile violence will cover various perspectives, including those of victims, offenders, and individuals close to victims/offenders. Students will explore concepts and theories that attempt to explain the causes and effects of violent youthful behavior. The goal of this course is to not only teach students about the types and frequency of violent behaviors, but also to encourage them to seek an answer to the question “why do human beings commit violence?”

Course Name: AJJ 525: Intimate Partner and Family Violence  
Course Type: Elective  
Course Description:  
This course will provide students with an overview of the theoretical paradigms examining the definitions of, causes of, ramifications of, and interventions for intimate partner and family violence. More specifically, we will (1) examine the nature and extent of intimate partner and family violence; (2) take an in-depth look at the perpetrators and victims of IPV; (3) examine theories to gain a better understanding of why these forms of violence take place; (4) examine the juvenile justice response to intimate partner and family violence; and (5) examine some of the larger cultural contexts within which the varieties of abuse occur. This course recognizes that a disproportionate number of the victims are women, but that a strict feminist analysis needs to be modified to recognize abuse in same sex relationships and a growing literature on female offenders. A seminar format is utilized for the course.

Course Name: AJJ 540 & AJJ 541: Selected Topics  
Course Type: Elective  
Course Description:  
Courses will be offered covering a range of special topics addressing specific issues or research in juvenile justice.
Course Name: AJJ 550: Independent Study
Course Type: Elective
Course Description:
This course provides the opportunity for the student to pursue in-depth study on a topic or issue of personal interest under the direction and guidance of a department faculty member. The goal of the course is to provide students the opportunity to embrace a comprehensive body of information through the examination/analysis of theories, practices, and/or key issues involved in the management of juvenile justice organizations and operations.

Course Name: AJJ 551: Practicum I (Capstone)
Course Type: Required
Course Description:
This first capstone course requires students to demonstrate their mastery of the program’s learning objectives through their ability to successfully review and analyze issues in juvenile justice. Utilizing the principles and concepts as presented in the core and elective courses of the AJJ curriculum, students prepare a scholarly paper which thoroughly reviews and analyzes the extant body of research in regard to a contemporary juvenile justice issue and proposes a research methodology to further examine the issue.

Course Name: AJJ 552: Practicum II (Capstone)
Course Type: Required
Course Description:
This continuation capstone course requires students to demonstrate their mastery of the program’s learning objectives through their ability to successfully conduct, analyze and interpret, and present juvenile justice research. Utilizing the principles and concepts as presented in the core courses of the AJJ curriculum, students complete an empirical research paper which presents their findings, discusses limitations, and makes recommendations for actions and/or further research.