

Student Orientation Materials



MASTER OF SCIENCE IN CRIMINAL JUSTICE
Division of Social Sciences
Delta State University
Cleveland, Mississippi 38733

Spring 2004

MASTER OF CRIMINAL JUSTICE PROGRAM
AT
DELTA STATE UNIVERSITY

Welcome to the Criminal Justice Program at Delta State University. It is the goal of this graduate degree program to engage students in a course of study that will be both thought-provoking and academically challenging. Through this endeavor students will develop critical thinking, writing, and analytical skills that will prepare them for a vast assortment of future careers. Students will be provided a diverse curriculum composed of 36 hours of rigorous course work designed to provide them with an opportunity to specialize in a variety of areas of criminal justice. Graduates are prepared for professional careers in law enforcement, corrections, the legal system, and academia.

The Master of Science in Criminal Justice grants students the opportunity to participate in one of three tracks of study. Track One provides students with the opportunity to engage in an innovative research endeavor culminating in the preparation of an original work of research - the thesis. Track Two provides students with the opportunity to combine academics with the professional experience that comes from working for a criminal justice agency. Students work a minimum of 300 hours with an approved criminal justice agency in satisfying the 6 hour practicum requirement. Track Three provides an opportunity for working professionals in the criminal justice field to enroll in an additional 6 hours of specialized electives as a means of advancing their career or enhancing their personal lives.

The faculty of the Criminal Justice Program and the Division of Social Sciences are excited about your participation in this program. The information included in this manual is intended to assist you as you take part in the graduate program here at Delta State University. Ultimately, however, the responsibility for success rests with you the student, as it is your responsibility to take full advantage of all opportunities available for you here at Delta State University. Members of the faculty are always available to assist you with any questions or problems you may encounter. Once again, welcome to the Master of Criminal Justice Program and we look forward to your participation in the program.

Sincerely,

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FACULTY TEACHING IN THE DIVISION OF SOCIAL SCIENCES AND THE MASTER OF CRIMINAL JUSTICE PROGRAM

Julie Campbell, Ph.D. (The University of Southern Mississippi) is an Instructor of Criminal Justice. Her research interests include the perceptions of law enforcement response by stalking victims. Teaching interests include juvenile justice and criminalistics.

Bobby Moore, Ph.D. (The University of Southern Mississippi) is an Assistant Professor of Criminal Justice. His research interests include the use of technology in the commission of criminal activities and the application of technology to investigating criminal activity. Teaching interests include research methods, quantitative methods, and criminal justice theory.

Bob Hunt, Ph.D. (The University of Southern Mississippi) is an Assistant Professor of Criminal Justice. His research interests include school violence and the professionalism of the bail bonding industry. Teaching interests include legal and procedural issues facing the criminal justice system.

Ron Dodge, M.S. (Central Missouri State University) is an adjunct instructor for the Criminal Justice Program. His research interests include the impact of wildlife on the Mississippi Delta's resources. Teaching interests include wildlife ethics and wildlife law.

Albert Nylander, III, Ph.D. (Mississippi State University) is Associate Professor of Sociology and Community Development and serves as Chair for the Division of Social Sciences. His primary teaching interests are sociology of education and research methods. He conducts research on leadership structures in rural communities and access to health care.

Other faculty in the Division of Social Sciences that Master of Criminal Justice Degree students may take classes and work with on research and outreach projects include:

Alan Barton, Ph.D. (Cornell University) is Assistant Professor of Sociology and Community Development.

Brent Hales, Ph.D. (Iowa State University) is Director of the Center for Community Development and Assistant Professor of Sociology and Community Development.

John Green, Ph.D. (University of Missouri-Columbia) is Coordinator of the Master of Science in Community Development program and Assistant Professor of Sociology and Community Development.

Jerry W. Robinson, Jr., Ph.D. (Mississippi State University) is Distinguished Professor of Rural Sociology and Emeritus Professor of Sociology at the University of Illinois, Urbana-Champaign.

Myrtis S. Tabb, Ed.D. (Delta State University) is B.F. Smith Chair for Regional Development.

Mark Bonta, Ph.D. (Louisiana State University) Assistant Professor of Geography.

Garry Jennings, Ph.D. (University of Maryland) Professor of Political Science and Director of the Madison Center.

Mark Routman, Ph.D. (Louisiana State University) Professor of Sociology.

Arlene Story Sanders, M.Ed., MSCD (Delta State University) Instructor of Political Science.

Bruce L. Seivertson, Ph.D. (University of Arizona) Associate Professor of Social Science Education.

PROGRAM REQUIREMENTS FOR THE MASTER OF SCIENCE IN CRIMINAL JUSTICE

Students must complete a total of 36 graduate semester hours, as described below.

The Criminal Justice Program currently offers three tracks of study, each offering specific benefits to the student depending upon his or her future career plans.

The required 21 hours of Criminal Justice core courses required for all tracks of study are as follows:

- CRJ 630 Theories of Criminal Behavior
- CRJ 635 Data Analysis in Criminal Justice
- CRJ 640 Research Methods in Criminal Justice
- CRJ 650 Organization and Philosophy of Criminal Justice
- CRJ 655 Professional and Institutional Ethics
- CRJ 670 Historical Analysis of the Criminal Justice System
- CRJ 675 Seminar: Issues in Criminal Justice

Track One provides for 21 hours of core courses, 9 hours of electives, and six hours of thesis, which will allow the student and thesis committee chairperson to work closely together. Students interested in continuing their graduate education past the Master's Degree and on to the Doctor of Philosophy degree are strongly encouraged to participate in Track One.

- CRJ 690 Thesis

Track Two provides for 21 hours of core courses, 9 hours of electives, and six hours of practicum, which will allow the student to gain a better understanding of the application of materials learned in the classroom. The student will accomplish this by working 300 hours with an approved criminal justice agency and thereby satisfying the requirements for six hours of coursework.

- CRJ 680 Practicum in Criminal Justice

Track Three is designed for working professionals who maintain **current** active status in a criminal justice agency. Track Three provides for 21 hours of core courses and 15 hours of electives. The electives offered by the faculty of the Master of Criminal Justice Degree program include:

- CRJ 504 Criminal Law
- CRJ 505 Survey of Criminal Justice Theory
- CRJ 506 Criminal Procedure
- CRJ 510 Applied Criminal Investigations
- CRJ 512 Legal Liabilities for Criminal Justice Personnel
- CRJ 515 Drug Identification and Enforcement
- CRJ 520 Seminar in Correctional Criminology
- CRJ 525 Juvenile Justice
- CRJ 530 The Prison Community

- CRJ 535 Applied Criminalistics
- CRJ 540 Community-Based Corrections
- CRJ 545 Civil Liberties
- CRJ 550 Juvenile Corrections
- CRJ 560 Survey of Technology and Crime
- CRJ 565 Family Violence
- CRJ 590 Special Topics in Law Enforcement
- CRJ 591 Special Topics in Corrections
- CRJ 592 Special Topics in Criminal Justice
- CRJ 640 Forensic Science Methods
- CRJ 645 Emerging Technologies in Criminal Justice
- CRJ 665 Special Topics in Criminal Justice*
- CRJ 689 Independent Study*

* Requires the permission of the graduate coordinator for enrollment.

Comprehensive Examination for Graduate Students

Graduate students in the Master of Criminal Justice Degree program who elect to pursue Tracks Two or Three will be expected to pass a comprehensive examination to be administered the last semester of course work. The examination will contain questions designed to test knowledge obtained from each of the seven core Master of Criminal Justice courses.

**INSERT COPY OF PLAN OF STUDY
SPREADSHEET HERE!!**

TRACK ONE

THESIS MANUAL & REPORT GUIDE

General Comments

The Graduate Faculty in the Division of Social Sciences requires that all theses conform to the specifications given below. Unless the Division's Graduate Curriculum Committee for an academic program in the Division of Social Sciences has given its written consent in advance, departures from these guidelines will make a thesis unacceptable. A thesis for the Master of Science in Criminal Justice must demonstrate the student's familiarity with previous work in the academic community, as well as the ability to conduct independent research and to organize results.

The Thesis Specifications and the Thesis Formatting sections, below, are written with the requirements of the Library of Congress in mind. When a thesis is finally submitted to the Dean of the College of Arts and Sciences, the student, the thesis advisor, Graduate Coordinator for the Criminal Justice Program, and the Chair of the Division of Social Sciences must have signed the "Thesis Acceptability Form." This form indicates that the thesis meets the requirements of the Graduate Faculty in the Division.

The Thesis Committee

Students electing to prepare a thesis for the Master of Science in Criminal Degree are to assemble a committee of three professors, with a minimum of two committee members coming from the faculty of the Criminal Justice Program. Additionally, the student must select a thesis committee chairperson, who must be a member of the faculty of the Criminal Justice Program. Deviation from this policy requires the approval of the Chair of the Division of Social Science and the Graduate Coordinator for the Master of Science in Criminal Justice Program. The thesis committee will be responsible for working closely with the student on the research endeavor, so it is paramount that the committee has both an understanding and interest in the research topic.

Thesis Specifications

Originality: Elements of a master's thesis must constitute scholarship that demonstrates understanding of the methodologies of scientific research and an understanding of the subject matter addressed in the thesis. Acceptable forms of research for the Master of Criminal Justice Program are as follows:

- **Qualitative Research** – The student will be expected to prepare an analysis of an issue facing the criminal justice system. Information for this analysis may come from a variety of sources, including but not limited to, books, academic journals, established websites, individual interviews, focus-group interviews, and analysis of historical records.*

* Established websites refer to websites that are ran by academic or professional organizations. Examples include the Department of Justice's website, The American Correctional Association website, and the American

- **Quantitative Research** – The student will collect and analyze data related to an issue facing the criminal justice system. This data may come from an original research instrument developed by the student or may come from an established database of criminal justice data. Students electing to conduct this form of research will work with the thesis committee chairperson to analyze results obtained through the use of acceptable statistical procedures.**
- **Legal Research** – The student will examine an issue facing the criminal justice system that is related to a legal issue. Information for this research may come from a variety of sources, including but not limited to, Supreme Court opinions, Federal Courts of Appeal opinions, District Court opinions, State court opinions, legal encyclopedia, law reviews, legal treatises, legal textbooks, as well as all other sources considered acceptable under the heading for qualitative research.***

Components of a Master Thesis. The thesis must include:

- (a) a title page
- (b) a table of contents
- (c) a list of illustrations, tables, or figures
- (d) an abstract
- (e) an acknowledgement page
- (f) a dedication if so desired by the student
- (g) an introduction section
- (h) a review of the relevant literature
- (i) a methodology section
- (j) a presentation of results from the analysis
- (k) a section presenting conclusions and recommendations
- (l) a reference listing
- (m) an appendices section is necessary

The Thesis Title Page:⁺ The title page must include the following information:

- (a) university identification – 1” from the top margin the student should type “Delta State University”
- (b) the title of the thesis – title should be written in all caps, Times New Roman or Ariel 12 point font, as determined by the student’s thesis committee chairperson
- (c) the author’s full name

Bar Associations website. Websites hosted and written by individuals will not normally be allowed. Any questions should be directed to your Thesis Committee Chair.

** Students electing to conduct this form of research are strongly encouraged to enroll in a research methodology and statistical analysis course upon their acceptance into the program. Acceptable sources of criminal justice data are The National Archive of Criminal Justice Data, The Bureau of Justice Statistics, and other data clearinghouses.

*** Students who elect to conduct this form of research are strongly encouraged to take advantage of Delta State University’s Legal Research courses and select their thesis committee chairperson accordingly.

+ See appendix A for an example of a thesis title page.

- (d) a statement indicating the thesis was submitted in partial fulfillment of the requirements of the Master of Science Degree in Criminal Justice
- (e) a signature section for the thesis committee and Graduate Dean or Chair
- (f) the month and year the thesis was submitted
- (g) copyright notice should the student elect to copyright the work

Table of Contents:⁺⁺ Here students will provide information relating to the pages where the various sections are contained within the research project. Only the major headings should include a page number. Major headings are sections “a” through “m” from the “Components of the Master Thesis” listing above.

List of Illustrations, Tables, and Figures: Students are required to provide page numbers for any illustrations, tables, and figures included within the research project.

Abstract: The abstract provides the reader with a brief summary of what the research project will discuss and the results found during the course of the research. The abstract should be concise and yet engaging enough to attract the potential reader’s attention.

Acknowledgments: It is in this section that the student is required to provide acknowledgment and appreciation to any fellow students, university staff, or others who assisted in the preparation of the research project, whether such assistance was paid or unpaid. Additionally, it is considered appropriate to thank the individual members of the student’s thesis committee for their guidance, supervision, and advice.

Dedication: The inclusion of a dedication section is optional. Students who elect to include a dedication section should consult with their thesis committee chairperson before composing this portion of the thesis.

Introduction: The introduction section of the thesis is designed to provide the reader with a brief introduction to the issues being researched throughout the research project. This chapter should include the following sections:

- (a) statement of the problem
- (b) a brief discussion concerning any terminology that may be specific to the field and therefore confusing to readers outside of the student’s field
- (c) purpose of the study
- (d) justification of the study

Review of the Relevant Literature: It is in this section that the student should provide a review of current literature related to the issue in question. The term literature refers to any books, magazines, journals, etc. that have discussed the various aspects of the research question being posed by the student.

⁺⁺ See appendix B for an example of a table of contents.

Methodology: The methodology section of the research project is where the student will provide information relating to how the data for the research project has been collected and will be analyzed. It is in this section that the student should provide any hypotheses and research questions being considered by the student, as well as discussing any statistical analysis techniques that may be employed by the student during the research project.

Results of the Study: In this section of the research project, the student will provide a discussion concerning the results of the research project. If the research project has resulted in a series of tables and charts, then it is here that the student will discuss the analysis conducted and the results provided by each of the tables and charts.

Conclusions and Recommendations: The conclusions and recommendations section is where the student will provide a brief summary of what the research project has provided in terms of furthering the criminal justice field. Recommendations for future research and policy change on the basis of the research project are also included within this section.

References: Students will complete an APA style reference section listing all books, magazines, journals, and various other research materials included in the research project.

Appendices: The appendices section is an optional section of the research project and includes any materials that could further the reader's understanding of the materials but does not fit into the written sections of the research project. Examples of items normally included in the appendix are the survey instrument used in the research project, letters to any administrators concerning their participation in the research project, and other similar materials.

General Formatting Issues Related to the Thesis

Length: There are no pre-set minimum pages for a Master thesis. However, the student must ensure that the research question is adequately covered. The length of the Master thesis will be impacted by the student's research as well as guidance by the thesis committee. While there are no minimum page requirements, Master theses will not normally exceed 150 pages in length with double spacing, including title page, abstract, table of contents, preface, acknowledgments, reference list, and appendices.

Final Version: The final copy of the thesis is a representation of the student, his or her committee and the university itself. Therefore, the work must be free from typographical errors, grammatical errors, or any other errors when submitted to examination by the University Library. While proofing is ultimately the responsibility of the student, the thesis committee will work to assist students in preparing as error free a version of the work as possible.

Script and Page Format: Theses must be typed with double spacing, preferably using a word processor, on 8.5" x 11" paper. A conventional font, size 12-point, 10 to 12 characters per inch must be used. Line spacing must be double or 1.5. Left-hand margins shall have a width of not less than 1.5 inches to facilitate binding. The right-hand margin shall not be

justified and it should be well defined at approximately one inch for any single-sided copies. The margins at the top and bottom of each page shall be 1 inch.

Paper and Print Quality: Paper and print quality are fundamentally important for successful microfilming and legibility. All final copies of the thesis must be printed on 100 percent cotton paper with a weight of 16 lbs or greater. All theses must be of laser-print quality or letter quality.

Page Numbering: Positioning of page numbers is governed by the style guide used by the student. Absent the permission of the student's thesis committee chairperson the American Psychological Association's style guide (APA style guide) should be used. The manual from the American Psychological Association is available at the reference desk at the university library. Page numbers for the first page of each section should be centered, one inch from the bottom of the page. All subsequent page numbers should be upper right hand corner of the page. Pagination must be carefully checked for correct sequence and completeness, and all errors must be corrected before final deposition.

Footnotes, References and Appendices: These portions of the research project should conform to a scholarly style appropriate to the discipline. Footnotes may be placed at the bottom of the page or at the end of each chapter. Consistency of formatting for footnotes and references is required throughout the thesis. Students may consult handbooks such as American Psychological Association handbook for formatting styles, which is available at the reference desk at the university library.

Figures and Illustrations. Figures, tables, graphs, etc., should be positioned according to the scientific publication conventions of the discipline. They may be presented in black and white or in color. Illustrations must be drawn or printed using an ink that permits microfilming and high quality photocopying. Charts, graphs, maps, and tables that are larger than the standard page should be avoided unless absolutely necessary. Any overlays must be meticulously positioned in the text.

Photographs: Photographs may be incorporated into the thesis. The final copy of the thesis must be black and white throughout. It must include either high-quality black-and-white or professional grade color photos. High contrast black-and-white photos reproduce well. Photographs with a glossy finish and photographs with dark backgrounds should be avoided.

Where graphs, illustrations, photographs, etc. fill an entire page, these pages can be numbered in sequence or left unnumbered (see Pagination above). Legends or captions accompanying such full-page graphics must be presented on a separate page.

Additional Materials: Slides, tapes, diskettes, etc. are to be avoided if possible and can be included only if the candidate authorizes the reproduction of the thesis without them.

Binding and Labeling Review Copies: Review copies of the thesis must be placed in three-hole notebooks with stiff binders. Spiral binders are not accepted. Each copy of the

thesis must have a typed label with the student's name, complete thesis title, Division of Social Sciences, degree sought, and copy number. The student's name and degree should also appear on the outside of the notebook containing the review copy of the thesis.

TRACK TWO

PRACTICUM MANUAL AND REPORT GUIDE

Students who elect to pursue Track Two for the Master Degree in Criminal Justice will engage in learning that will take place within a criminal justice agency. The field practicum provides the student with the opportunity to combine theories learned in the classroom with a practical approach gained only through interaction with a criminal justice agency. Students who elect to participate in this track will find that the practicum is an opportunity to simultaneously develop competence in both the academic and practical aspects of criminal justice.

Field Placement

Prior to beginning the practicum experience, students will meet with the Graduate Coordinator for the Master of Science in Criminal Justice Program to initiate the development of the proposed practicum. This initial meeting will consist of the following:

- Identification of potential field experience
- Organization of literature/theory to support such a project
- Development of suitable timetable for submission of the practicum proposal

Practicum Proposal

The practicum proposal will be turned in to the Graduate Coordinator for the Master of Science in Criminal Justice Program prior to the formal proposal meeting. The practicum proposal will consist of the following:

- Purpose of practicum
- Review of the relevant literature
- Examination of theories supporting the initiative
- Expectations of the practicum experience
- Learning goals for the participant

The students will use proper grammar and citation procedures. The practicum proposal will be double-spaced and use appropriate fonts and margins.

Practicum Proposal Meeting

Upon reviewing the practicum proposal, the Graduate Coordinator for the Master of Criminal Justice Program, the program committee, the potential field instructor, and the student will discuss the feasibility of the practicum experience. When the practicum proposal is approved, a timetable will be established for the practicum.

Field Instruction/Supervision

Ideally, the Field Instructor for the Practicum will:

- Have a minimum of three years experience in the field of criminal justice
- Hold a position within the organization that provides the opportunity for learning experiences for the criminal justice student
- Has an interest in assisting students interested in education and the criminal justice system
- Be willing to contract with the student to provide supervision for the duration of the placement, and
- Be willing to discuss the progress of the student with the Graduate Coordinator for the Master of Criminal Justice Program at regular intervals throughout the placement.

The Field Instructor has the right to confer with the Graduate Coordinator for the Master of Criminal Justice Program as needed. The Graduate Coordinator will provide readings and guidelines to the Field Instructor as needed. The role of the Graduate Coordinator For the Master of Science in Criminal Justice will be facilitative and supportive to the Field Instructor in order to provide the student with the best possible learning experience.

Policies and Procedures Regarding Students in the Field

Time: The practicum experience will consist of 150 hours for 3 hours of academic credit or 300 service hours for 6 hours of academic credit. All hours require the student be directly involved in the organizational setting.

Students are expected to:

- Log their hours, indicating the projects/activities that they are engaged in
- Keep an Activities Journal
- Keep a Question and Learning Journal

During this time, students will meet on a bi-weekly basis with their field practicum instructor and possibly other graduate students partaking in the practicum to discuss their progress and any problems. These sessions will also be useful in providing assistance that any student may need in regards to the practicum.

Field Practicum Report

Students are required to file an interim and final field report, using the guidelines provided in this manual and through discussions with the Graduate Coordinator for the Master of Science in Criminal Justice. The final field practicum report will be turned into the plan of study committee no later than three weeks prior to the date of defense. These copies will be returned to the student no later than two weeks prior to the defense date. Because changes may be recommended, it is recommended that students make every effort to submit these reports as soon as possible. The earlier that the report is submitted to the committee the more time a student will have to make revisions to the document. A cleaned copy of the report will be turned into the committee one week prior to the defense. Utilizing the practicum proposal, students will construct a field report consisting of the following:

- Purpose of practicum
- Literature Review
- Thoroughly discuss the practicum experience by addressing the following:
 - I. The organizational structure
 - a. The organization's mission statement
 - b. The organization's funding levels
 - c. Hierarchy of command for the organization
 - d. Population serviced by the organization
 - II. The dynamics of the organization
 - a. Current initiatives being considered for implementation by the organization
 - b. Policy development within the organization
 - c. Any community outreach programs or programs designed to increase interaction with the community the organization serves
 - III. The student's participation in the organization
 - a. Expectations of the practicum experience
 - b. Listing of the student's goals for the practicum
 - c. The student's function within the organizational hierarchy
 - d. Encounters made by the student that relate to materials discussed in the academic lecture portions of the program
 - e. Application of theories and education to the organization's interaction with the community and individuals the organization serves
 - f. Any challenges encountered by the student and any lessons learned from the practicum experience
 - g. Was the student's goals for the program met
 - h. The reality of the practicum experience and recommendations for the practicum program at Delta State University

EXPECTATIONS OF THE STUDENT DURING THE PRACTICUM OR THESIS ORAL DEFENSE

Graduate students must orally defend their practicum report or thesis project. The oral examination has two parts: (1) the summary and presentation of findings, and (2) questions and comments by a committee. Prior to the oral defense the student should provide six copies of the research project, to be distributed as follows:

- (a) three copies to the thesis or practicum committee
- (b) one copy to the Chair of the Social Sciences Division
- (c) one copy to the Dean of the College of Arts and Sciences
- (d) one copy to the student for use during the oral defense

The oral defense will begin with an introductory oral presentation that should last twenty minutes. The student should organize the presentation and rehearse it to ensure that the presentation does not exceed the stated time limit. Students may employ the use of notes during this presentation; however, at no time will the student be allowed to read their presentation to the thesis or practicum committee. The use of audio/visual materials are not required. However, should the student desire to use such equipment then he or she must ensure that the presentation is handled as if they are presenting at a professional conference. The student's presentation should be designed to provide the committee with findings and results from the research endeavor or practicum experience. The student should prepare their presentation with the understanding that the thesis or practicum committee is familiar with the reasoning that justified the research project and has read the literature review. Therefore, under no circumstances should the student devote time during the presentation to presenting these materials. The student should address the presentation not so much to the advisor as to the other members of the committee. Remember, all of the examiners will have read the report so that only relevant points need to be presented. The oral defense of the practicum or the thesis report will be open to the university community, and the student may be interrupted by the committee for a question or correction. Neither of these issues should be of concern to the student. The oral defense is open to the university community as a means of providing future students, who will engage in similar endeavors, an understanding of how the presentation and oral defense is handled. Under exceptional circumstances the defense may be closed to the public. Students should consult with their thesis committee chairperson to discuss this possibility.

During the second part of the oral defense, questions and comments will be based mainly on the report and presentation. However, the student should be aware that other relevant subjects may be covered in the questions section of the defense. Answers to all questions should be concise, unless the student is specifically requested to elaborate. The idea is to engage the committee in an enjoyable and informative discussion.

Under no circumstances shall the student approach the members of the thesis or practicum committee in advance to discuss details of the oral defense. However, the student should not be concerned about this as he or she is allowed to ask their thesis chairperson or practicum

coordinator for general advice. Any comments by the examiners will be made available to the student after the defense.

After a successful defense and with approval of the examining committee, a minimum of five original copies of the fully-corrected version of the practicum/thesis report are required for final deposition with the signed "Certificate of Acceptability." For further details on submission, please see the guidelines that can be obtained from the Graduate Coordinator for the Master of Science in Criminal Justice Program.

REFERENCE GUIDELINES FOR THE PRACTICUM REPORT OR THESIS

In the process of writing the practicum proposal document and the field practicum report, it is important to remember that these works are academic. As such, proper grammar and sentence structure should be checked prior to submission of the report. Appropriate citation is also required for works utilized in the development of the review of literature and other relevant portions of the research project. Following is a brief introduction to citation style as governed by the American Psychological Association. For a more in-depth examination of citation requirements please see your thesis committee chairperson or the Graduate Coordinator for the Master of Science in Criminal Justice for information relating to the citation requirements for practicum reports.

In-text citation procedures

When quotes are used, proper citation is expected. The failure to do so may be regarded as plagiarism. Proper citation of requires the author's name, year of the work's publication, and the exact page number where the quote may be found. Following are some examples.

- (1) According to Goldstein (1995), "problem oriented policing is the future of law enforcement" (p. 99).
- (2) "problem oriented policing is the future of law enforcement" (Goldstein, 1995, p. 99).

When sections of text are summarized but not quoted, it is still necessary to cite the original work. Examples of proper citation are provided below.

- (1) When we consider the impact the death penalty has had on deterrence, it becomes clear that re-evaluation of our approach is necessary (Cabana, 1999).
- (2) According to Cabana (1999), when we consider the impact of the death penalty on deterrence, it becomes clear that re-evaluation of our approach is necessary.

If there are two authors, then the following examples indicate how the citations should be handled.

- (1) When we think of cruel and unusual punishment, it is important to understand that this is defined by a constantly evolving society (Cabana & Campbell, 1997).
- (2) According to Cabana and Campbell (1997), when we think of cruel and unusual punishment, it is important to understand that this is defined by a constantly evolving society.

When there are three or more authors of the work cited, the use of abbreviated citation is preferred. However, the first citation should always include all authors up to a maximum of four, and then all subsequent citations should be abbreviated in the manner demonstrated below.

- (1) When we think of cruel and unusual punishment, it is important to understand that the concept is defined by a constantly evolving society (Cabana, Hunt, & Campbell, 1997).
- (2) Cruel and unusual punishment is a concept and as such is subject to constant reevaluation by the courts (Cabana et al, 1997).
- (3) According to Cabana, Hunt, and Campbell (1997), it is important to understand that the concept is defined by a constantly evolving society.
- (4) According to Cabana et al (1997), it is important to understand that the concept is defined by a constantly evolving society.

Criminal justice research may lead a student to include citations to legal resources. For an in-depth examination of this form of citation it is recommended that the student consult the American Psychological Association style guide for clarification.

The first form of legal source that may be encountered by the student is that of opinions written by one of the various courts. Below are examples of several different forms of court decisions. ***Note that the court decision's title is always italicized.**

- (1) In the case of *Thompson v. Oklahoma* (1989) the United States Supreme Court ruled against the execution of juveniles under the age of 16.
- (2) The Supreme Court has ruled in the past that the execution of juveniles under the age of 16 is unconstitutional (*Thompson v. Oklahoma*, 1989).

Legal Encyclopedias are also often encountered. Below are some examples of how to cite information from one of these encyclopedias.

- (1) The warrantless arrest of material witnesses is considered acceptable only in extreme situations (Corpus Juris Secundum §87 *Witnesses*, 2002).

References

References are generally found at the end of the document in a separate section titled “References”. Examples of proper formats are provided below.

Citation of a book:

Cabana, D. (1997). *Strategies for community intervention*. Boston, MA: Prentiss Hall.

(Note that the title of the book is in italics and only the first part of the title is capitalized. Boston, MA is the place the book was published and Prentiss Hall is the publisher.)

Article citation:

Scheb, M. (1988). Evolution of criminal law and the basis of natural law. *American Journal of Criminal Law*, 94, 95-120.

(Note that the title of the Journal is in italics and capitalized while the title of the article is not.)

Multi-author article citation:

Cabana, D & Campbell, J. (1999). Social policy and the death penalty. *American Journal of Criminal Justice*, 94, 105-120.

Citation of book chapter:

Hunt, R. (1995). “Approaches to controlling juvenile violence” In J. Campbell’s (ed.), *Strategies for Controlling Violence Among Children*. New York, NY: Atomic Dog: 26-63.

(Note that the title of the chapter is not capitalized and the editor of the book is listed.)

United State Supreme Court Opinion:

United States v. Johnson, 454 U.S. 220, 225 S. Ct. 22, 322 L. Ed. 3d 425 (1987).

(Note that there are 3 different legal citations listed for the opinion. The first [454 U.S. 220] is the official Supreme Court Reporter and must be reported. The remaining two citations are known as parallel citations and should be included as well in case the official reporter is unavailable)

United States Courts of Appeals Opinions:

Johnson v. State of Mississippi, 335 F.3d 221 (5th Cir. 1999).

(Note that when dealing with courts of appeal, it is required that the district be indicated. This is necessary because other attorneys may

rely upon the decision in a case they are arguing if their circuit has never encountered the issue before)

Important Circuit Court Decisions:

Smith v. Johnson, 543 F. Supp. 2d 111 (D. WV 1999).

(Note that because not all Circuit Court decisions are deemed sufficiently important for publication it is necessary to indicate which district the decision originated in. In this example the court was the District court in West Virginia and the year was 1999)

State Supreme Court Decisions:

Jackson v. State, 225 So. 2d 955 (Miss. 1998).

(State decisions are reported in regional reporters, of which Mississippi is a member of the Southern Reporter. This citation is from the Southern Reporter, 2nd Edition, and comes from Mississippi in 1998. Identification of the state is important because there are multiple states' decisions reported in each reporter)

Legal Encyclopedias:

“Arresting material witnesses”. (2002). *Corpus Juris Secundum* §87 *Witnesses*.

Internet:

Campbell, J. (2003). *The impact of juvenile crime on rural communities*. Retrieved on August 29, 2003, from <http://www.communitydevelopment.org/page0001122345>.

(Note that the web address cannot stop merely at the website. The citation must contain a link so thorough that the reader would merely have to type in the address provided and they would be taken directly to the article cited in the research project)

Any questions concerning different forms or resources should be directed to the Graduate Coordinator for the Master of Criminal Justice Program or the student's thesis committee chairperson or practicum coordinator.

ACADEMIC DISHONESTY AND PLAGIARISM

Academic honesty is fundamental to the principles and activities of a university. All members of the Delta State University community, including students, must be forthright in their presentation of information. Faculty in the Master of Science in Criminal Justice Program take any and all forms of dishonest conduct seriously, following the appropriate Delta State University procedures.

What is plagiarism?

Plagiarism is appropriating the work of others and representing it as your own. This is considered a serious violation of ethical standards in academic settings. In short, plagiarism is cheating.

Examples of plagiarism:

- (1) Buying a paper off the Internet or any other source, putting your name on it, and submitting it to fulfill a course requirement.
- (2) Borrowing a paper that a fellow student has submitted for a different course and submitting it as your own work.
- (3) Copying material off the Internet, out of books or journals, or from any other source, without citing the source. Even when the source is cited, copying text verbatim (word-for-word) is plagiarism, unless it is included in quotation marks and is explicitly cited with a page number.
- (4) Borrowing ideas (including copying but rewording text) from any source without citing the source.

Why is plagiarism wrong?

Plagiarism is unfair.

- (1) It is unfair to other students in the class who do their own work without cheating.
- (2) It is unfair to the author of the original work, who put substantial time and effort into producing that work, and deserves credit.
- (3) It is unfair to the professor, who must dedicate time and effort to catching cheaters, which takes time and energy away from more productive activities.
- (4) It is unfair to the plagiarist, who is not getting the full benefit from their education. A college education should challenge you, should help you learn, and should help you grow as a person. You accomplish none of these goals by cheating.

What is the DSU policy on plagiarism?

The regulations in the *Delta State University Student Handbook 2002/2003* state:

“The statements listed below, although not inclusive, enumerate certain violations of the student regulations and may subject violators to appropriate disciplinary action, including suspension and expulsion:

[...]

9. Plagiarism, cheating, or knowingly furnishing false and/or misleading information to the University or other similar forms of dishonesty in University-related affairs.”

The *Delta State University Bulletin 2002–2004* states:

“Cheating and plagiarism are not tolerated. If it is established that a violation has occurred, instructors may determine the penalty and/or may report the offense to the division/department chair, the student’s advisor, and dean. The usual penalty involves a grade of zero on the test, examination, or paper in question. A second offense by any student should be reported immediately for more stringent action.”

What are the sanctions for students caught plagiarizing?

The sanctions depend on the severity of the case, whether the student has been caught before, the student’s attitude, and other extenuating circumstances. In the most severe cases, plagiarism can result in the student being expelled from school. Each violation will be handled individually between the student, professor and other appropriate parties.

Why is plagiarism punished so harshly?

Plagiarism is frequently difficult to detect. Generally other students may know what is going on, but they are reluctant to turn in their fellow students, even though the cheater’s actions may directly affect them and their own grade in the course. Therefore, when a professor suspects a student has plagiarized, the professor must search for the original source and find other evidence that demonstrates the student is cheating. This is time consuming and difficult. In addition, students frequently challenge the professor and deny any wrongdoing, which makes it more difficult and time-consuming. Because plagiarism is difficult to detect and prove, in instances where it is proven, it must be punished harshly. This is the most effective way to deter students from trying it.

COMPREHENSIVE EXAMINATION GUIDELINES

The comprehensive examination is designed to test the graduate student on materials obtained from each of the seven core courses in the Master of Criminal Justice Degree program. The questions are designed in such a manner that any student successfully completing the course is capable of successfully passing the examination. To ensure that both students and faculty have time to prepare for the administration of the examination, students desiring to sit for the exam and graduate must make arrangements with the Graduate Coordinator for the Master of Science in Criminal Justice program at least one semester prior to their taking the examination.

Questions on the examination will not be instructor-specific. Therefore students should not be concerned about passing a section merely because they did not have the instructor who is currently teaching the course. All questions from each section will be selected through the Criminal Justice graduate committee, which is comprised of Dr. Campbell, Dr. Moore, and Dr. Hunt. The seven core areas tested will be:

- CRJ 630 Theories of Criminal Behavior
- CRJ 635 Research Methods in Criminal Justice
- CRJ 640 Statistics
- CRJ 650 Organization and Philosophy of Criminal Justice
- CRJ 655 Professional and Institutional Ethics
- CRJ 670 Historical Analysis of the Criminal Justice System
- CRJ 675 Seminar: Issues in Criminal Justice

The examination will take approximately 5 hours; beginning at 12:00 p.m. and ending at 5:00 p.m. Students are expected to bring a minimum of 8 blue books, as there are 6 questions and each question should take 1 blue book to provide an adequate answer. The 2 remaining blue books account for the potential for mistakes or the need for expansion of a possible question.

Each question will be graded on a scale of 1 to 5, with 1 being unacceptable and 5 being superior. Each member of the graduate committee will score the examination and the average of the 3 committee members' scores will be the final score for each section. To successfully pass the comprehensive examination, students must have a final combined score of 22.5, which is a score of 75%. For example, consider the following scores on the comprehensive examination:

Section	Campbell	Hunt	Moore	Average
Theory	3	4	3	3.33
Ethics	4	4	4	4.00
Research & Stats.	3	2	3	2.66
Organization	4	3	3	3.33
History of CJ	4	4	4	4.00
Seminar	3	3	3	3.00
			Total Score	20.32

In this example the student has failed to adequately satisfy the requirements for graduation from the Master of Criminal Justice Degree program. Students who fail to successfully complete the comprehensive examination may retake the test a maximum of 2 additional times.

The Criminal Justice graduate committee will provide students with a study guide for the comprehensive examination upon their registering for the exam. This study guide should not be misconstrued as being the exact questions that will be asked on the examination. However, the questions on the study guide are designed to be representative of the types of questions that will be asked on the examination. Therefore, a student who is capable of answering each question on the study guide should have no problem successfully completing the comprehensive examination when it is administered.

Students who elect to pursue the Thesis track of graduate study will be exempt from the written comprehensive examination.

Appendix A – Sample Title Page

Delta State University

PLEA BARGAINING IN MISSISSIPPI: PERCEPTIONS
AMONG MISSISSIPPI CITIZENS

By:

Samuel Eugene Johnson, III

A Thesis
Submitted to the Graduate Committee
Of The Division of Social Sciences
In Partial Fulfillment of the Requirement
Of the Master of Science Degree

Approved:

Committee Chairperson

Graduate Dean

May 2004

TABLE OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGMENTS.....	iii
LIST OF TABLES.....	iv
CHAPTER	
I. INTRODUCTION.....	1
Statement of the Problem	
Purpose of the Study	
Justification of the Study	
Hypotheses	
Delimitations	
Terminology	
II. REVIEW OF RELATED LITERATURE.....	11
History of Plea Bargaining	
Prior Studies on the Use of Plea Bargaining	
The Need for Better Understanding of Plea Bargaining	
III. METHODOLOGY.....	54
Subjects	
Instrumentation	
IV. ANALYSIS OF DATA.....	76
Respondents	
Tests of Hypotheses	
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	99
Conclusions	
Recommendations	
APPENDICES.....	105
REFERENCES.....	110

*** Note that the heading “Table of Contents” is not spaced down 2” from the top of the page. On the actual research report, the heading must be spaced down 2”.**