



CRIMINAL JUSTICE DEPARTMENT

BUFFALO STATE • The State University of New York

*Master of Science
Program Handbook*



CRIMINAL JUSTICE DEPARTMENT

BUFFALO STATE • The State University of New York



CRIMINAL JUSTICE DEPARTMENT GRADUATE PROGRAM HANDBOOK

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GETTING THE MOST FROM THIS HANDBOOK

A. Who is the target audience of this handbook?

This handbook is designed for graduate students in the Criminal Justice program or for those students who wish to become students in our program.

B. What is the Purpose of the Handbook?

The handbook provides information about the specifics of the Criminal Justice program, including admission policies, degree requirements and departmental expectations. A comprehensive description of SUNY Buffalo State policies and procedures is available in the Graduate Catalog and on the Graduate School website. Please be aware that the official current policies of the Graduate School can be found in the Graduate Catalog.

C. How do I use the Handbook?

This handbook provides an organized place to find basic information on areas of interest to a student in the Criminal Justice Department. It is not intended to replace official SUNY Buffalo State documents. Rather, it provides a limited overview of certain policies and procedures, links to official documents, as well as specific information about program requirements, graduation expectations, comprehensive exams, Master's Projects, faculty contact information and research expertise. Refer to the table of contents for specifics contained in the handbook.

D. What information will this handbook include?

We will do our best to bring you accurate, up-to date information that briefly introduces you to some Buffalo State policies and procedures and describes more in-depth information of specific interest to Criminal Justice students specifically. The policies outlined in the Graduate Catalog serve as your official guide. Please refer to those guidelines and utilize this handbook as a supplement.

Graduate students must assume full responsibility for knowledge of rules and regulations of Buffalo State and department requirements concerning their individual degree programs. Requirements and programs are subject to change, and students must be aware of current regulations. Provided next is a brief overview of some of the policies. The official document for policies and procedures is the Buffalo State Catalog. Additional official information is available online through the registrar's office, academic standards and the graduate office.

Quick Contacts

Criminal Justice Department

Quick Contacts included below include frequently used phone numbers for Criminal Justice and Buffalo State. You will find additional contact information outlined in more depth throughout this handbook.

Criminal Justice General Phone Number	716-878-4517
Criminal Justice Fax	716-878-3240
Criminal Justice Website	http://criminaljustice.buffalostate.edu
Official Website of Buffalo State	http://buffalostate.edu

Buffalo State

Campbell Student Union (Information Desk) Information Desk provides phone and office numbers on request	716-878-6511
Computer Help Desk	716-878-4357
E. H. Butler Library	716-878-6300
General Information (Switchboard)	716-878-4000
Graduate School Dean's Office	716-878-5601
Registrar	716-878-4811
School of the Professions Dean's Office	716-878-4698
Snow Closings	716-878-5000
Student Accounts	716-878-4121
University Police	716-878-6333
Weigel Health Center	716-878-6711

MISSION AND GOALS

Mission

The department provides a comprehensive education in criminal justice through an academically rigorous, multidisciplinary program of study. The curriculum, which is grounded in the social sciences, integrates theory, research and practice with a goal to prepare students for leadership positions in the criminal justice profession and/or for advanced graduate study. The department is committed to fostering an intellectual climate that encourages faculty research, thus enhancing the understanding of criminal justice issues. The department also provides the state and local criminal justice community with expertise across a wide range of specialties represented among the faculty.

Goals

The department will contribute to the field through expanding our knowledge base both in criminal justice and in other disciplines. We will promote excellence in teaching, research and professional service. The department will produce graduate students who enhance the reputation of the department at the local, state, and national level and are attractive to criminal justice agencies and advanced graduate schools.

Our graduate students will receive broadly based knowledge in criminal justice and related disciplines, acquire academic skills in critical thinking, conceptualization and analysis and have an in-depth understanding of the complexities of decision-making, policy implementation and planned organizational change as it relates to criminal justice.

APPLICATION TO THE CRIMINAL JUSTICE MASTER'S PROGRAM

Applications are available on-line at the Buffalo State Graduate School site:

<http://graduateschool.buffalostate.edu/apply>

Admission Requirements

1. Bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) in the last 60 credit hours or a Master's degree from an accredited college or university.
2. A written statement of intent that includes the student's preparation for graduate study (described below).

Applications are reviewed on a continual basis.

Conditional Admission

If minimum requirements for admission to the program are not met, the Graduate faculty may grant conditional admission to the program as a Pre-Major if the applicant has a minimum undergraduate cumulative grade point average of 2.75 on a 4.0 scale for the last 60 hours of the baccalaureate degree **AND**

- a) A minimum of five years full-time work experience in the criminal justice field;
- OR**
- b) A minimum combined score of 290 on the Verbal and Quantitative sections of the Graduate Record Examination (GRE).

Letter of Intent

The Criminal Justice faculty requests that applicants for admission into the Graduate Program submit a letter of intent as part of their application package. Please follow these guidelines as you write the letter of intent. Keep your letter to a two-page maximum.

1. Explain why you want to pursue graduate study in criminal justice.
2. Link your academic training and job experience, if applicable, to why you think you are prepared for study in the Master's program in criminal justice.
3. Share your expectations of the graduate program in the Criminal Justice Department of Buffalo State College.
4. Specify your future goals/plans after you receive the Master's degree in criminal justice.

Return with your application package to:

**SUNY Buffalo State
The Graduate School
Cleveland Hall 204
1300 Elmwood Avenue
Buffalo, NY 14222**

GRADUATE ADVISEMENT

Advisement is a partnership between you the student, and your academic advisor. The advisor will assist you in thinking about and planning your educational and career goals. He or she will help you make academic decisions consistent with your abilities, interests and career goals. Ultimately, the final responsibility for planning and implementing your program of study rests with you, the student.

Graduate students are assigned an advisor upon acceptance to the program. It is important that you meet with your advisor at the beginning of your studies to plan out your sequence of courses. While graduate students do not have to have a signed advisement slip to register for courses, it is recommended that students meet with their advisor each semester. You should periodically check-in with your advisor to update him/her on your progress. Notify your advisor of any changes in academic plans (for example: pending transfer credit, summer school plans, elective courses taken, etc.).

Degree Works

Student academic progress toward graduation requirements is recorded in the *Degree Works* audit system. *Degree Works* should be used in close coordination with the process of academic advisement, including course planning, preparation for the mandatory exit requirement, and graduation in relation to the degree sought. Students and faculty advisers should work to assure that the audit is accurate and up-to-date. Students should periodically review *Degree Works* to ensure accuracy and follow-up with their advisers if there are discrepancies.

Degree Works is (1) an online tool that shows your progress towards graduation, (2) shows you coursework completed as well as required and (3) is meant to be used in conjunction with the advice of an academic advisor as well as the college catalog.

Students who currently have degree candidacy applications on file can use them for comparison with the *Degree Works* audit system. However, *Degree Works* is the college's official audit system.

Degree Works can be accessed at the following: <http://registrar.buffalostate.edu/students>

It is important that students realize that grade expectations are higher at the graduate level. A "B" is the average grade. Grades of B- to C are below average, but may be used to meet the degree requirements. Students who do not maintain a minimum cumulative GPA of 3.0 (B) will be placed on probation. Please consult the Graduate Catalog for the College's policy on academic probation.

GRADUATE COURSES – EFFECTIVE FALL 2015 SEMESTER

TOTAL REQUIRED CREDITS HOURS: 36 credits

Required Core Courses:

CRJ 501	THEORETICAL PERSPECTIVES ON CRIME/CRIMINAL JUSTICE
CRJ 504	RESEARCH METHODS IN CRJ
CRJ 601	CORRECTIONAL STRATEGIES
CRJ 604	CRIMINAL COURTS
CRJ 606	LAW ENFORCEMENT ISSUES
CRJ 609	STATISTICS IN CRIMINAL JUSTICE

Electives:

CRJ 508	HISTORY OF CRIMINAL JUSTICE
*CRJ 590	INDEPENDENT STUDY
CRJ 602	ORGANIZATION, BEHAVIOR, & MANAGEMENT PROCESS IN CRJ
CRJ 603	ADMINISTRATION OF JUSTICE
CRJ 608	SPECIAL TOPICS IN CRIMINAL JUSTICE
CRJ 620	WHITE COLLAR CRIME
CRJ 622	JUVENILE JUSTICE
CRJ 624	COMPUTER APPLICATION
CRJ 625	RACE AND ETHNICITY IN CRIMINAL JUSTICE
CRJ 626	GENDER ISSUES IN CRIMINAL JUSTICE
CRJ 630	CONSTITUTIONAL ISSUES IN CRJ
CRJ 635	CRIMINAL JUSTICE ETHICS
*CRJ 710	RESEARCH PROJECT
CRJ 721	GRADUATE THESIS/PROJECT CONTINUATION
CRJ 722	GRADUATE THESIS/PROJECT EXTENDED

MANDATORY EXIT REQUIREMENT: Comprehensive exam OR CRJ 690 Master's Project (3 credits).

*Students are allowed to take a combined maximum of six credit hours of CRJ 590 and CRJ 710. Only CRJ 590 (3 credits) can be taken twice.

NOTE: Up to nine (9) credit hours of graduate level electives may be taken outside the department with prior written approval of the student's academic advisor. Graduate classes taken outside the department include those in another department at Buffalo State or at another college or university. Each graduate student must complete at least 15 credit hours in courses numbered 600 or above.

GRADUATE COURSES – PRIOR TO FALL 2015 SEMESTER

TOTAL REQUIRED CREDITS HOURS: 36 credits

Required Core Courses:

CRJ 501	THEORETICAL PERSPECTIVES ON CRIME/CRIMINAL JUSTICE
CRJ 504	RESEARCH METHODS IN CRJ
CRJ 603	ADMINISTRATION OF JUSTICE

Electives:

CRJ 508	HISTORY OF CRIMINAL JUSTICE
*CRJ 590	INDEPENDENT STUDY
CRJ 601	CORRECTIONAL STRATEGIES
CRJ 602	ORGANIZATION, BEHAVIOR, & MANAGEMENT PROCESS IN CRJ
CRJ 604	CRIMINAL COURTS
CRJ 605	LAW & SOCIAL CONTROL
CRJ 606	LAW ENFORCEMENT ISSUES
CRJ 608	SPECIAL TOPICS IN CRIMINAL JUSTICE
CRJ 620	WHITE COLLAR CRIME
CRJ 622	JUVENILE JUSTICE
CRJ 624	COMPUTER APPLICATION
CRJ 625	RACE AND ETHNICITY IN CRIMINAL JUSTICE
CRJ 626	GENDER ISSUES IN CRIMINAL JUSTICE
CRJ 628	ORGANIZED CRIME
CRJ 630	CONSTITUTIONAL ISSUES IN CRJ
CRJ 635	CRIMINAL JUSTICE ETHICS
*CRJ 710	RESEARCH PROJECT
CRJ 721	GRADUATE THESIS/PROJECT CONTINUATION
CRJ 722	GRADUATE THESIS/PROJECT EXTENDED

MANDATORY EXIT REQUIREMENT: Comprehensive exam OR CRJ 690 Master's Project (3 credits).

*Students are allowed to take a combined maximum of six credit hours of CRJ 590 and CRJ 710. Only CRJ 590 (3 credits) can be taken twice.

NOTE: Up to nine (9) credit hours of graduate level electives may be taken outside the department with prior written approval of the student's academic advisor. Graduate classes taken outside the department include those in another department at Buffalo State or at another college or university. Each graduate student must complete at least 15 credit hours in courses numbered 600 or above.

Effective Fall 2016 Semester

ACADEMIC ROADMAP TEMPLATE Masters Program Criminal Justice

Nine (9) Credits /Semester

FIRST SEMESTER			SECOND SEMESTER		
Course Title	Catalog Number	REQ	Course Title	Catalog Number	REQ
Theoretical Perspectives on Crime/Criminal Justice	CRJ 501	Yes	Research Methods in Criminal Justice	CRJ 504	Yes
Correctional Strategies	CRJ 601	Yes	Criminal Courts	CRJ 604	Yes
Statistics in Criminal Justice	CRJ 609	Yes	Law Enforcement Issues	CRJ 606	Yes

THIRD SEMESTER			FOURTH SEMESTER		
Course Title	Catalog Number	REQ	Course Title	Catalog Number	REQ
CRJ Elective			CRJ Elective		
CRJ Elective			CRJ Elective		
CRJ 590 or Course from Outside the Department			Option 1: CRJ 590 or Course from Outside the Department and Comprehensive Exam Option 2: CRJ 690		

Twelve (12) Credits /Semester

FIRST SEMESTER			SECOND SEMESTER		
Course Title	Catalog Number	REQ	Course Title	Catalog Number	REQ
Theoretical Perspectives on Crime/Criminal Justice	CRJ 501	Yes	Research Methods in Criminal Justice	CRJ 504	Yes
Correctional Strategies	CRJ 601	Yes	Criminal Courts	CRJ 604	Yes
Statistics in Criminal Justice	CRJ 609	Yes	Law Enforcement Issues	CRJ 606	Yes
CRJ Elective			CRJ Elective		

THIRD SEMESTER		
Course Title	Catalog Number	REQ
CRJ Elective		
CRJ Elective		
CRJ 590 or Course from Outside the Department		
CRJ 590 or Course from Outside the Department		
Comprehensive Exam		

*NOTE: The required/core courses identified above will be offered every year during the same semester (*Fall: CRJ 501, 601 & 609. Spring: CRJ 504, 604 & 606*).

Course Descriptions

CRJ 501

Theoretical Perspectives on Crime and Criminal Justice

This course examines patterns and trends in crime and victimization in the United States. It also studies the complex relationships between theoretical explanations of criminal behavior and criminal justice policies and priorities. Attention is given to understanding the theoretical and empirical foundations of criminal behavior and crime control. Emphasis is placed on the development of writing and conceptual skills.

CRJ 504

Research Methods in Criminal Justice

This course is an examination of the nature of research in criminal justice. Focus on theory, experimental and quasi-experimental design, sampling, measurement, data analysis and ethics.

CRJ 508

History of Criminal Justice

Focus is on the societal responses to crime and disorder in the U.S. from the colonial period through the 20th century. Emphasis is on social forces that influenced the development of criminal law and its institutions of social control. Readings focus on traditional and revisionist scholarship on social disorder, law, crime, police, courts, prisons, and juvenile justice.

CRJ 590

Independent Study (see Individual Graduate Study)

The purpose of the Independent Study option is to provide an opportunity for a graduate student in Criminal Justice to:

- a) pursue a topic which may be covered only briefly or not at all in the regular course offerings; and to
- b) work closely with a sponsoring faculty member in an effort to improve conceptual, analytical, organizational, writing, and research skills.

CRJ 601

Correctional Strategies

Examines the historical, philosophical, theoretical and legal dimensions of correctional practices in the United States. Contemporary correctional strategies and services, including institutional and community-based programs and probation and parole are described and analyzed according to contemporary legal and policy criteria.

CRJ 602

Organizational Behavior and the Management Process in Criminal Justice

This course examines the managerial environment of criminal justice organizations. Special emphasis is on the analysis and application of administrative science to improving crime control agency management.

CRJ 603

Administration of Criminal Justice

This course provides intensive and integrative analysis of the administration of criminal justice. It adopts due process and crime control models to examine existing policies and their impact on our nation's

criminal justice system and its agencies. This course will also familiarize students with the existing body of literature in criminal justice, legal and social sciences.

CRJ 604

Criminal Courts

This course examines the criminal courts with a focus on the theory of courts and the legal, social, and political processes that significantly affect the cooperation of the criminal courts, and the administration of justice, and judicial decision-making. The interrelationship between social and political forces that influence court decisions and justice will also be discussed.

CRJ 606

Law Enforcement Issues

This course studies selected issues relating to the role and operations of law enforcement in a time of complex social change. Topics will vary as developing issues and problems impact on the police.

CRJ 608

Special Topics in Criminal Justice

An intensive analysis of a special topic(s) not covered in the existing curriculum. This is determined by relevancy and currency of the topic(s), student interests, and the availability of resources and expertise to teach the specific subject matter. Topics will vary. CRJ 608 may be taken up to three times as long as three different topics are taken.

CRJ 609

Statistics in Criminal Justice

Prerequisite: Graduate status or instructor permission. Introduction and overview of statistical principles and methods in criminological research. Examination of descriptive, inferential, and multivariate statistics through parametric and nonparametric measures. Emphasis on the interpretation and application of statistical results from software analysis, such as SPSS, and journal articles.

CRJ 620

White-collar Crime

Examines the theoretical and empirical literature on upper-world crime and its impact on society. Emphasis is on the relationship between criminal, civil, and regulatory processes, their effectiveness and the characteristics of offenders.

CRJ 622

Juvenile Justice

Examines the historical, philosophical, theoretical, and legal foundations of juvenile justice systems in states across the country. Examination of the relationship between juvenile delinquency and youth crime and various state juvenile justice strategies, of the empirical studies of interventions to combat drug behavior, gangs and criminal violence, and the effectiveness of the complex decisions made by the juvenile justice system in addressing delinquency and youth crime.

CRJ 624

Computer Application

This course provides students with various computer applications of basic statistical methods as they apply to criminal justice. A combination of lectures on both descriptive and inferential statistics and hands-on experience in the computer lab is designed to raise students' analytical ability through quantitative training exercises.

CRJ 625

Race and Ethnicity in Criminal Justice (Pre: CRJ 501)

This course examines the effects of different manifestations of racial and ethnic stratification in American society on crime and the administration of criminal justice in the United States. More specifically, the course explores the legal history of racial stratification In the United States, the effects of racial stratification on the criminality of minority groups, and the differential enforcement of the law against members of minority groups at different phases of the criminal justice process.

CRJ 626

Gender Issues in Criminal Justice (Pre: CRJ 501)

This course furthers the understanding of gender differences and their effects on criminal behavior, law and the criminal justice process. More specifically, the course explores the crimes of which women are disproportionately victims; the extent, types, distinguishing characteristics, and theories of female criminality; as well as the criminal justice policies and practices that result in the differential treatment of female victims, offenders, and practitioners.

CRJ 630

Constitutional Issues in Criminal Justice

This course is designed to extend the student's knowledge and skills in legal reasoning, writing of briefs, and legal research. Study will consist of identifying and analyzing selected Supreme Court cases with an emphasis on the First, Fourth, and Fifth Amendments of the U. S. Constitution. It also **examines** former ideologies for comparison with current trends, issues and ideologies with emphasis on the comprehension of legal thought and how it changes. The casebook method of study will be used.

CRJ 635

Criminal Justice Ethics (Pre: CRJ 501)

Criminal justice professionals must regularly make decisions intended to prevent or redress the most serious social harms. Since ethics provides a foundation for decision- making processes, this course reviews ethics as a component of criminal justice. This course provides an overview of basic ethical concepts and theories, discusses micro-level ethical issues and problems in the criminal justice process, and examines specific ethical problems of the various components of the criminal justice process.

CRJ 690

Master's Project

Research or investigation of a particular problem planned and carried out by the student with consultation and guidance from the instructor.

CRJ 710

Research Project (see Individual Graduate Study)

Participation in an on-going research project by invitation of a Criminal Justice faculty member. A student cannot take this course more than once

CRJ 721

Graduate Project Continuation

Non-Billable (no cost for up to two years immediately after the semester "IP" grade was received).

CRJ 722

Graduate Project Extended

Billable for one credit hour each semester until project has been completed.

Individual Graduate Study (CRJ 590 and CRJ 710)

It is expected that all Independent Study (CRJ 590) and Research Project (CRJ 710) course work and academic products produced by the graduate students be reflective of work typically required of students enrolled in regular graduate courses. That is, the work load, academic standards, and academic products of all individual graduate study work are to be equivalent to any regular graduate course offered within the department.

Sponsoring faculty have the exclusive responsibility for assigning grades to all students they have sponsored under the individual graduate study option. All college policies, procedures, and guidelines concerning the evaluation and grading of completed course work, or the issuance of "Incomplete" grades, governing regular courses apply to the evaluation of individual graduate study courses.

Any of the departmental guidelines and policies may be waived by the departmental chairperson in consultation with the sponsoring faculty under special circumstances. Waiver of the college rules, regulations, and guidelines must be accomplished through the College Academic Appeals Committee.

CRJ 590 – Independent Study:

The Criminal Justice Department will authorize graduate Independent Study credit only under the following circumstances:

1. The subject matter of the topic is either briefly mentioned or not dealt with at all in regular criminal justice courses.
2. Independent study is never a substitute for a course already offered (College Rule).
3. The graduate student seeking independent study credit must have completed all outstanding incomplete course work.
4. The graduate student seeking independent study credit must have successfully completed at least twelve credits of criminal justice graduate course work taken under regular instructional methods.
5. A maximum of six hours of credit for independent studies may be included in a student's program (College Rule).
6. An *Individual Graduate Study Application Form* is completed and a summary attached. The form is available in paper copy from the Criminal Justice Department and on-line (see Appendix A).

Application Procedures for an Independent Study

A graduate student considering enrollment in Independent Study (CRJ 590) must follow the procedures listed below:

1. Preliminary discussion with a criminal justice graduate faculty member.
2. Prepare a summary of the proposed work: description of the topic, purpose and objective, method of instruction (e.g., list of readings, individual consultations with instructor, etc.) and method of evaluation (e.g., research paper, examination, etc.).
3. Meet with the faculty member for the purpose of reviewing the summary.
4. Complete an *Individual Graduate Study Application Form* and present it to the faculty member along with a copy of the summary. Faculty approval/ sponsorship will be formally determined by the faculty member's signature on the form.
5. Submit the signed form and the summary to the Criminal Justice Department chair for signature by the first day of classes.
6. Upon receiving departmental authorization, the graduate student must submit the signed form to the SOP Dean's Office for final authorization by the published deadline.

CRJ 710 – Research Project

The Criminal Justice Department will authorize graduate Research Project credit only under the following circumstances:

1. The graduate student seeking Research Project credit must have completed all outstanding incomplete course work.
2. The graduate student seeking Research Project credit must have successfully completed at least twelve credits of criminal justice graduate course work taken under regular instructional methods.
3. A maximum of three hours of credit for Research Project may be included in a student's program.
4. An Individual Graduate Study Application Form is completed and a summary attached. The form is available in paper copy from the Criminal Justice Department and on-line (see Appendix A).

Application Procedures for a Research Project

A graduate student considering enrollment in Research Project (CRJ 710) must follow the procedures listed below:

1. Be invited by a criminal justice graduate faculty member to participate in the research.
2. Prepare a summary of the proposed work: description of the topic, purpose and objective, description of the research activities in which the graduate student is expected to engage and how the student will be evaluated.

3. Meet with the faculty member for the purpose of reviewing the summary.
4. Complete an *Individual Graduate Study Application Form* and present it to the faculty member along with a copy of the summary. Faculty approval/sponsorship will be formally determined by the faculty member's signature on the form.
5. Submit the signed form and the summary to the Criminal Justice Department chair for signature by the first day of classes.
6. Upon receiving departmental authorization, the graduate student must submit the signed form to the SOP Dean's Office for final authorization by the published deadline.

On-Line Classes

All criminal justice required core courses are offered in-class only, including summer offerings. Criminal justice elective courses may be offered on-line at the discretion of the faculty member teaching the class.

MANDATORY EXIT REQUIREMENT

To complete your Master's degree in Criminal Justice, each student must successfully complete the mandatory exit requirement. You may choose between writing the Graduate Comprehensive Exam **or** writing a Master's Project. You must have a GPA of 3.0 or above to complete the exit requirement.

Your options are:

1. Up to four attempts to pass the Graduate Comprehensive Exam.
2. Completion of the Master's Project.
3. One attempt at approval of the Master's Project and four attempts at the Comprehensive Exam.
4. Some combination of attempts at the Master's Project and the Comprehensive Exam. You may switch from the Master's Project to the Comprehensive Exam at any time **or** from the Comprehensive Exam to the Master's Project after any attempt at the Comprehensive Exam.

Graduate Comprehensive Examination

The current policies and procedures govern the Graduate Comprehensive Examination.

Eligibility

Students will be eligible to take the comprehensive examination when they have completed 24 credit hours of course work, including all Core courses, with a minimum 3.0 GPA in the Master's Program.

Providing Notice

Students intending to take the comprehensive examination must notify the Chairperson two months prior to the exam date by submitting a completed comprehensive exam application form. The document is available in paper form in the Criminal Justice Department office and online (see Appendix D). In the event that the student cannot take the exam, 24-hour notice must be given to the Chair. Should the student sign up for the exam and not notify the Chair, or turn in a completed response, the student will either receive a failing grade for the entire exam and/or for the particular question they did not provide a response.

Date of Exam

The Comprehensive Examination are given twice a year.

Fall – 2nd Monday in September

Spring – 1st Monday in February

Selection of Questions

The Comprehensive Exam consists of three questions, one in each of the following areas: Research Methods, Theory, and Criminal Justice Policy and Practice. The Policy and Practice question will examine students' knowledge of the impacts and outcomes of various criminal justice policies and practices, such as crime control strategies, correctional interventions, and the use of discretion.

The Criminal Justice Department will maintain and make available to eligible graduate students: (1) sample exam questions representative of previous comprehensive exams; (2) a list of major readings within the discipline illustrating the most significant academic literature organized by course; and (3) course syllabi for the past three years, illustrating the focus of courses and the required readings.

The list of major readings made available to students preparing for the exam is not intended to be a comprehensive list of readings necessary for exam preparation. Instead, the list of readings is to be used as a guide to additional supporting literature. In other words, the reading list should be supplemented with a more in depth reading of the literature in specific subfields. Students should be sure that they consult the original works of theorists and researchers, rather than relying on secondary sources for preparation.

The Criminal Justice Graduate Faculty will revise these materials periodically so that students will have a reasonable awareness of the question content and structure, and of suggested literature.

Exam Format

The exam will be administered in a take-home format and be administered using the Blackboard Online learning system at SUNY Buffalo State. Test-takers will have 24 hours to complete each exam question. The first question will be made available to students on Monday at 9:00 a.m. Test-takers will have 24 hours to write their response; it must be returned to the Blackboard drop-box by Tuesday at 9:00 am. The next question will be made available to test-

takers on Wednesday morning at 9am, and must be submitted to the drop box no later than 9:00 a.m. on Thursday. The final question will be made available to students on Friday at 9:00 a.m. and must be submitted to the drop box by 9:00 a.m. on Saturday. This schedule gives test-takers a short break to rest or study for the next question.

Grading Procedure

Exam responses are to be submitted to Turnitin.com by the student for an originality report. Concerns regarding originality will be handled by the department Chair and will be forwarded to the grading faculty. The student's identity is kept confidential throughout the grading process, with students identified only by the special numbers identified on their comprehensive exam application. The exam will be graded by faculty with expertise in the area covered by the question. The Chair will assign two graduate faculty members to grade each of the three questions. All efforts will be made to avoid disclosing the identity of the test-taker and the grader. Faculty members will grade the comprehensive exams using the rubrics found in Appendix B. Faculty members assign a grade of "Outstanding," "Satisfactory" or "Unsatisfactory" to a test-takers answer and transmit such grades to the department Chairperson within two (2) weeks.

When two graders reach different conclusions regarding the quality of a comprehensive examination answer (i.e., unsatisfactory, satisfactory), a "grader conference" or meeting will be held between the two graders. At the conclusion of the conference, if both readers decide that the response is unsatisfactory, the graders will jointly submit a statement or the completed rubrics outlining the reasons for their decision which will then be forwarded to the student. If the two graders disagree at the conclusion of the conference, each will submit a written statement or the completed rubric explaining his or her position. The student's answer, along with each original grader's written rationale, will be forwarded to a third professor, selected by the Chair, who will serve as an independent tie-breaker.

The Chair tabulates the grades for each question and assigns a grade of "Pass with Distinction," "Pass," or "Fail" to the exam as a whole. The Chair notifies each test-taker in approximately 3 weeks by letter of his or her grade on the comprehensive exam and places a copy of the letter in the student's file. The Graduate School is also notified of the results.

Grading Policy

Students must obtain a passing grade in all three content areas in order to "pass" the comprehensive examination and fulfill the Program's exit requirement. If a student receives a grade of "satisfactory" or "outstanding" on a comprehensive examination question, that content area is considered to have received a grade of "pass." Once a content area receives a "pass," the student will not have to retake a comprehensive examination question in the future.

If a student receives a grade of "unsatisfactory" on a comprehensive examination question, that content area is considered a "fail." If a student receives an "unsatisfactory" on any comprehensive examination question, he or she may take the same content area no sooner than the next regularly scheduled administration of the exam in accordance with the exit requirement options.

A student may take the comprehensive examination during the regularly scheduled examination dates, regardless of the number of examination questions, no more than four (4) times in order to “pass” all three content areas. If a student should fail the comprehensive examination four times, that student is automatically placed into the Master’s Project exit requirement.

If a student fails one or more questions, the Chair meets with the student to discuss the reasons that the grading faculty found the particular answer(s) unsatisfactory.

Master’s Project

CRJ graduate students have an option of doing a Master’s Project in lieu of the graduate comprehensive examination. The primary purpose of the Master’s Project is to demonstrate advanced graduate-level scholarship and creativity in examining a criminal justice problem area and/or topic with a substantial degree of depth and breadth, significantly exceeding that used for course papers or independent study projects.

The Master’s Project may include:

1. Analysis of original or secondary data using qualitative or quantitative data sources including survey, interviews and/or participant observation.
2. A case study of a crime, criminal group or criminal justice system operation and/or practices, which may include ethnographic techniques and/or analysis of written documents.
3. Legal analysis examining proposed legislation, existing laws and/or constitutional issues.
4. Theoretical critique and/or construction.
5. Program evaluation where the research involves an outcome and/or process evaluation of an agency program.
6. Policy analysis which examines the effect of legislative, policy or procedural changes by analyzing the intended and unintended consequences of these changes.
7. Content analysis of social artifacts (e.g. media, archival data).

A Master’s Project is expected to be approximately 35-50 pages in length, with variation in length due to methods used and topics investigated.

A committee of two (2) faculty members selected by the student shall oversee and approve the Master’s Project. One member of this committee shall serve as the Primary reader. All stages of Master’s Projects are closely supervised by the faculty committee and must be approved prior to beginning a subsequent stage of development.

Both faculty members will evaluate and critique the student's work. While faculty direction varies somewhat according to the type of paper, all students are called on, in some fashion, to (1) demonstrate conceptualization and writing skills, (2) demonstrate in-depth knowledge of their chosen subject matter, (3) demonstrate knowledge of research methods, and (4) provide critical analysis.

Supervising faculty may examine most of the data reported in the paper to verify the quality of the analysis. Faculty members have very wide latitude in this regard. In a study of

quantified records, the faculty member may well examine the data and computer output to check the student's work. As a student is finishing a literature review, as another example, the faculty member may ask the student to submit the actual articles or cases on which the student has reported for a similar check.

The student is solely responsible for writing the paper. While faculty expect papers to meet normal standards with respect to grammar, etc., they do not edit extensively. Students with such problems may wish to seek help at the Academic Skills Center.

Eligibility for Master's Project

In order to be eligible to choose the Master's Project option, the student must have a G.P.A. of at least 3.0, based upon 18 completed credit hours in criminal justice courses. The student must also have demonstrated graduate-level writing ability in his or her criminal justice courses and have completed all required courses in the Program (e.g., CRJ 501, CRJ 504, CRJ 601, CRJ 604, CRJ 606, CRJ 609).

Procedures

The following steps must be strictly followed:

1. Meet the eligibility requirements.
2. Select a committee of two full-time graduate faculty members within the department as a primary and secondary for the Master's Project.
3. Meet with committee members to set up guidelines and expectations.
4. The advisors complete the top portion of the Master's Project Form (see Appendix B) and return the form to the Chair as notification of the constitution of the committee.
5. Write a prospectus after consultation with the Committee (see Prospectus description below).
6. Provide a copy of the prospectus to Committee to review.
7. Meet with Committee for the purpose of discussing and revising the prospectus.
8. Committee approves prospectus (use Master's Project Form).
9. Human Subjects Approval obtained, if necessary.
10. Student registers for CRJ 690 by completing the Individual Graduate Study Application Form and obtaining the signatures of the Committee members. The form is available in paper copy from the Criminal Justice Department and on-line (see Appendix A).
11. Present the completed form and a description of the research to the Chair for authorization to enroll in CRJ 690. Upon receiving departmental authorization, the student must submit the completed form to the SOP Dean's Office for final authorization by the published deadline.
12. Data gathering (no primary data gathering should take place before the prospectus is approved by committee and IRB).
13. Write findings, analysis, discussion, and conclusion for the Master's Project.
14. Submit paper to committee members for approval.
15. Revise and resubmit, if needed.
16. An electronic version of the completed Project is forwarded to the Chair, who submits it to Turnitin.com for an originality report.
17. Committee signs two copies of the signatory page (see Appendix C) of the Master's Project.

18. Chair signs two copies of the signatory page of the Master's Project and completes the *Master's Project Form*.
19. Submit one paper copy of the approved Master's Project to the Department.

Prospectus

After appropriate preliminary discussion with the Master's Project Committee, the student should prepare a prospectus that includes:

1. the nature and scope of the project including its contribution to the field;
2. the availability of secondary research and/or topical literature supportive of the proposed project;
3. the research design to be used in the development and completion of the project including, but not limited to, the target population, sampling methods used for data collection, qualitative and/or quantitative analysis, and any special considerations, such as the protection of human subjects;

The prospectus should follow the structure set forth below for the Master's Project. It is expected that the definition of the problem area, preliminary literature review, and methods to be employed shall be clearly and completely set forth. While the length of a prospectus may vary with the topic being examined, it should generally be between 15 and 25 pages in length and have a complete bibliography.

Registration for CRJ 690

Once a student's prospectus has been formally approved, the candidate will then be required to register for CRJ 690 before completing the Master's Project. The course grade for CRJ 690 will be assigned by the principal advisor, with consultation of the second committee member. Final grades for the Master's Project will not be submitted until all project requirements and/or final revisions have been completed to the satisfaction of the faculty committee.

Structure and Substance of Master's Project

Master's Projects should include the following headings (subject to Committee discretion):

- I. Description and Significance of the Problem Area
- II. Review of Relevant and Supporting Literature
- III. Analysis Methods and Techniques
- IV. Discussion of Research Findings
- V. Conclusion and Implications for Criminal Justice Policy and Practice
- VI. References
- VII. Appendices

Evaluation

The Master's Project is evaluated in terms of the following objectives.

- A. Demonstrates strong conceptualization and writing skills
- B. Demonstrates extensive exposure to subject areas
- C. Demonstrates ability to conduct research
- D. Demonstrates critical analysis

Review of Completed Master's Projects

Copies of Master's Projects are available in the Department Office for review. Students are encouraged to read other Master's Projects to become familiar with the structure and content.

Master's Project Continuation Credit Policy – Registration for CRJ 722

Graduate students who have 24 or more earned hours and who do not complete their capstone requirements by the end of the term in which they have registered will receive an IP grade on their transcript. Once a student has (a) earned 24 or more graduate hours, (b) registered for at least 1 graduate capstone requirement credit and received an IP grade and (c) not completed the capstone requirement within two years, the student must register for 722 Thesis/Project Extended – non-credit bearing but billable for 1 credit at existing graduate tuition rates, until the thesis or project has been completed. If the student does not register for the 722 course, he or she will become a nonmatriculated student and will have to reapply for admission to the Graduate School and pay all other appropriate fees. Reapplication must be made in accordance with the established deadline dates and current admission requirements. See Readmission.

Once a student has completed the thesis or project, the IP grade will be changed to the appropriate grade.

MISCELLANEOUS INFORMATION

WRITING

The department has adopted APA writing style (American Psychological Association).
<http://www.apastyle.org/>

ALPHA PHI SIGMA

The National Criminal Justice Honor Society

Membership Eligibility

Membership into Alpha Phi Sigma is open to criminal justice majors who have a minimum overall and major GPA of 3.4 on a 4.0 scale. Students must have completed a minimum of four courses within the criminal justice curriculum.

Application Information

Online applications are available for downloading on the criminal justice website. (See Appendix A).

ACADEMIC SUPPORT SERVICES

The Graduate Catalog includes a section on Campus Resources. Of special interest to some students is the Academic Support Services Skills Center, which is located in Twin Rise South, Room 310 (phone number: 716-878-4041). Some support services offered include tutoring in a variety of subject matter and in writing and study skills.

DEPARTMENTAL POLICY ON PLAGIARISM AND PAPER RECYCLING

According to the College Academic Dishonesty policy:

All Buffalo State Students are expected to display honesty and integrity in completing course requirements and following college academic regulations. "Academic misconduct" refers to any form of plagiarism or cheating on examinations or assignments, and is inconsistent with the aims and goals of the State University College at Buffalo. Instances of academic misconduct include but are not limited to:

- Prior acquisition or possession of an examination and submission of false data
- Submission of the work of another individual without proper acknowledgment
- Performance of work in a course for another individual while registered in the same course
- Failing to demonstrate academic integrity by not upholding the individual's basic share of responsibility for collaborative course work and/or assignments. (College Directory of Policy Statements, May 2015).

Plagiarism, presenting someone else's words or ideas as your own, is one form of cheating. If you use someone else's exact words, put them in quotation marks and cite the source. If you borrow ideas, cite the source. Everything that you do not cite must be your own original work. If you have any questions about citing your research or about plagiarism, ask your instructor, advisor, or committee members.

As a result of a sustained allegation of academic misconduct, a low or failing grade for part or all of the coursework may be given to the student at the discretion of the instructor....Cases of severe infractions of acceptable standards may be brought before the Academic Misconduct Board and may result in academic dismissal (see [SUNY Buffalo State - Graduate School Catalog](#)).

Recycling of papers, i.e., using a paper, in its entirety or a substantial part of it, for more than one class, is another form of cheating. Instructors are encouraged to keep electronic files of students' papers to effectively address the concern of paper recycling.

In accordance with Buffalo State's policy on academic misconduct, graduate students must assume full responsibility for knowledge of rules and regulations of the college and department requirements concerning their individual degree programs. It is the student's responsibility to be familiar with the standard for academic misconduct and plagiarism at SUNY Buffalo State. Appeals may be made through the Department and the College academic appeals process.

Academic Dishonesty Policy on Exit Requirements

Comprehensive exams and Master's Projects submitted in partial fulfillment of degree requirements will be submitted to the College approved plagiarism software for each student. College approved plagiarism software is an online plagiarism detection service. The service provides a detailed assessment of originality on any submitted work by performing a search for textual similarities to other works in academic journals, on the Internet, and within its own database of previously submitted work. SUNY Buffalo State has licensed College approved plagiarism software for the benefit of its faculty and students in order to educate students about academic integrity, detect instances of academic dishonesty, and deter plagiarism.

When a comprehensive exam or Master's Project is submitted to the College approved plagiarism software, an originality report is generated. The originality report computes a percentage of the paper that is similar to or exactly matches other sources found in its database. When similarities between student text and an existing document are discovered, the software denotes those similarities for instructor review. It is important to note however that similarities alone do not always indicate plagiarism has occurred and the material may have been properly cited.

The Department Chair will evaluate all originality reports. An exam or project will be suspected of plagiarism if it is identified to have a minimum of 25% of the document highlighted by the College approved plagiarism software. The Department Chair will consult with the two faculty members responsible for grading the exams or Master's Projects in order to determine if the comprehensive exam answer or Master's Project constitutes academic dishonesty. If it is determined that the student has engaged in academic dishonesty, the student will be notified. In accordance with the College's academic dishonesty policy, the student will be required to sign a Statement of Resolution documenting the academic misconduct and sanction imposed.

The student has the right to appeal the decision (see <https://academicstandards.buffalostate.edu/misconduct>).

In a case of substantiated academic dishonesty on any comprehensive exam question, the student will fail that question. In the case of substantiated academic dishonesty on the Master's Project, the student will be required to rewrite the plagiarized sections of the Master's Project.

Grievances and Appeal

Please consult the graduate catalog for procedures regarding other student complaints, grievances, and appeals.

GRADUATE SCHOOL POLICY ON INCOMPLETE GRADES

An instructor may submit a grade of "I" (Incomplete) only when circumstances leading to a student's failure to complete course requirements are known to be beyond the student's control (e.g., serious illness or unavailability of material) and only when the department chair has been properly notified. An *Incomplete Course Contract* must be completed, signed by both the student and the course instructor, and placed in the student's file. The Incomplete Course Contract can be obtained from the academic department. The student must complete course requirements and the instructor must submit a grade change by the 10th week of the following spring or fall semester or the grade automatically converts to an "E" (Failure). In the event that the instructor who granted the "I" grade is unable to evaluate whether the student has fulfilled the course requirements during the stipulated time period, the chair takes responsibility for evaluating the student's work and changing the grade (see SUNY Buffalo State Graduate Catalog).

FINANCIAL AID

Full-time academic status typically consists of a course load of 9 graduate-level credit hours per semester. Fully employed part-time students registered in the fall and spring semesters should limit themselves to a maximum of two courses each semester. To be eligible for financial aid, students must be enrolled as matriculated students in an eligible program of study. Other guidelines vary depending on the type of aid. Various state and federal financial aid programs require that students be registered for 12 graduate credits; loans typically do not. Students should contact the Financial Aid Office or the Graduate School for details and personalized counseling. Students who wish to apply for financial aid should consult the Graduate Catalog. The campus Financial Aid Office is in Moot Hall, Room 230 (phone number: 716-878-4902).

GRADUATE ASSISTANTSHIPS AND AWARDS

The Criminal Justice Department usually offers a full academic year assistantship. Openings are announced to students and are competitive. Details about this position are available from the Department Chair.

Edward Morgan Award: This award honors the top criminal justice master's student at Buffalo State who demonstrates the spirit of integrity, academic excellence, and community service. It is named after the founder and the first chair of the Criminal Justice Department, Edward Morgan.

Filing for Graduation and Graduation Requirements

Commencement is held once each year at the end of the spring semester in May. Students eligible to participate in commencement will have completed their degree requirements in December (previous), May (current), or August (anticipated). Visit the commencement Web site for more information:

<http://commencement.buffalostate.edu/>
<http://graduateschool.buffalostate.edu/graduation>

There is only one formal graduation commencement ceremony each year. We as a faculty feel strongly that the graduation ceremony is an important part of your degree. Please join us at the end of your program to celebrate your accomplishments! In order for a graduate student to be awarded a master's degree or certificate of advanced study, minimum requirements must be met. They are outlined in the graduate catalog and on the Graduate School Website <http://graduateschool.buffalostate.edu>. Cap and gown may be purchased at the Barnes and Noble bookstore. <http://buffalostate.bncollege.com/>

To initiate graduation, the student must submit a completed *Application for Graduation Form* before the deadline listed in Student Deadlines in the current graduate class schedule.

The deadlines for graduation registration for the academic year are as follows:

December graduation:	October 1st
May graduation:	February 1st
August graduation:	June 1st for inclusion in May commencement program

If a student fails to meet the requirements for graduation by the appropriate time, he or she must file a new *Application* for a later graduation ceremony. The form is available on-line (see Appendix A).

GRADUATE STUDENT COMPUTER LAB

The Graduate Student Computer Lab is located in Classroom Building C101. The computer lab is equipped with 4 desktop computers, a scanner and a black and white printer (you must supply your own paper). It is a great place for a student to complete assignments in a quiet atmosphere. The Lab is also equipped with a couch and 2 chairs where a student could relax and complete reading assignments.

*****Note:** You must ask a Criminal Justice Faculty member for the access code to enter the lab.

FACULTY

The Department has thirteen full-time multi-disciplinary faculty members who have published widely in their fields and who serve as local, state and national consultants on policy issues.

James J. Sobol, Chair and Associate Professor

Ph.D. (2007) State University of New York – Albany.
Specialization: Law Enforcement, CRJ Administration, Crime Policy
Contact: (716) 878-3217, soboljj@buffalostate.edu, Classroom Building C113

Clairissa D. Breen, Assistant Professor

Ph.D. (2012) Temple University
CMAS – Certified Mastery Anti-Terrorism Specialist
Specialization: Catastrophic Criminology, Terrorism, Hate Groups
Contact (716) 878-5470, breencd@buffalostate.edu, Classroom Building C121

Michael A. Cretacci, Professor

Ph.D. (2002) State University of New York – Albany.
Specialization: Criminal Law and Procedure, Criminology, and Multicide
Contact: (716) 878-5133, cretacma@buffalostate.edu, Classroom Building C117

Jill D'Angelo, Associate Professor

Ph.D. (2000) American University.
Specialization: Corrections and Juvenile Justice
Contact: (716) 878-5661, dangeljm@buffalostate.edu, Classroom Building C110

Shashi M. Gayadeen, Associate Professor

Ph.D. (2012) State University of New York – Buffalo
Specialization: Criminological Theory, Hazing, Race and Crime
Contact: (716) 878-5268, gayadesm@buffalostate.edu Classroom Building C119

Scott Johnson, Associate Professor

Ph.D. Pennsylvania State University
Specialization: Criminal Justice, Criminology, and Criminal Justice Ethics
Contact (716) 878-4525, johnsosl@buffalostate.edu Classroom building C105

Dae-Young Kim, Associate Professor

Ph.D. (2010) University of Nebraska at Omaha
Specialization: Corrections, Social Control, Race and Crime
Contact (716) 878-4512, kimd@buffalostate.edu, Classroom Building C107

Menasco, Melissa, Associate Professor

Ph.D. (2005) State University of New York - Buffalo
Specialization: Criminology, Juvenile Delinquency, Terrorism, and Drugs
Contact (716) 878-3228, menascma@buffalostate.edu, Classroom Building C120

Ksenia Petlakh, Assistant Professor

Ph.D. (2017) Michigan State University

Specialization: Criminal Indigent Defense, Law and the Courts, Judicial Administration, and Discretionary Decision Making.

Contact (716) 878-4029, petlakhk@buffalostate.edu, Classroom Building C118

Scott W. Phillips, Professor

Ph.D. (2006) State University of New York – Albany.

Specialization: Law Enforcement, Administration and Management Issues.

Contact: (716) 878-3154, phillisw@buffalostate.edu, Classroom Building B102

John H. Song, Professor

Ph.D. (1988) University of California – Irvine.

Specialization: Asian Victimization and Crime, Comparative Criminal Justice, and Social Control.

Contact: (716) 878-6819, songjh@buffalostate.edu, Classroom Building C108

Elizabeth Szockyj, Associate Professor

Ph.D. (1992) University of California-Irvine.

Specialization: White-Collar and Corporate Crime, and Gender, Crime and Administration of Justice.

Contact: (716) 878-3353, szockye@buffalostate.edu, Classroom Building C112

Jawjeong. Wu, Associate Professor

Ph.D. (2009) University of Nebraska – Omaha

Specialization: Courts and Sentencing, Criminological Theory, Comparative Criminal Justice and Hate Crime Laws

Contact: (716) 878-3665, wuj@buffalostate.edu, Classroom Building C109

APPENDIX A

Forms

Application to Criminal Justice Master's Program Form

<http://graduateschool.buffalostate.edu/apply>

Request for Change in Approved Graduate Degree Program Form

<https://graduateschool.buffalostate.edu/forms>

Individual Graduate Study Application Form

<https://graduateschool.buffalostate.edu/forms>

Master's Project Form

Paper copy – available in the Criminal Justice Department Office

Also attached as Appendix B

Incomplete Course Contract

Paper copy – available in the Criminal Justice Department Office

Application for Graduation Form

<http://graduateschool.buffalostate.edu/graduation-forms>

Application for CRJ Honors Society

<https://alphaphisigma.org/applications>

APPENDIX B

Master's Project Form

Student Name: _____
(Print Name)

- Minimum GPA of 3.0
- Minimum of 18 credit hours in criminal justice courses
- Graduate level writing ability
- CRJ 501 completed
- CRJ 504 completed
- CRJ 603 completed

Committee comprised of two full-time graduate faculty members:

Primary Advisor: _____
(Print Name)

(Signature)

Secondary Advisor: _____
(Print Name)

(Signature)

Approval of Prospectus:

Committee _____
(Signature)

(Signature)

Approval to register for CRJ690:

- No
- Yes →

Individualized Study Form Completed

- Yes
- No

Check Turnitin.com

- No
- Yes

Master's Project Approved

- No
- Yes

One printed copy and **one** electronic version of the approved Master's Project

- No
- Yes

APPENDIX B

Master's Project Form

Student Name: _____
(Print Name)

- Minimum GPA of 3.0
- Minimum of 18 credit hours in criminal justice courses
- Graduate level writing ability
- CRJ 501 completed
- CRJ 504 completed
- CRJ 601 completed
- CRJ 604 completed
- CRJ 606 completed
- CRJ 609 completed

Committee comprised of two full-time graduate faculty members:

Primary Advisor: _____
(Print Name)

(Signature)

Secondary Advisor: _____
(Print Name)

(Signature)

Approval of Prospectus:

Committee _____
(Signature)

(Signature)

Approval to register for CRJ690:

- No
- Yes →

Individualized Study Form Completed

- Yes
- No

Check Turnitin.com

- No
- Yes

Master's Project Approved

- No
- Yes

One printed copy and **one** electronic version of the approved Master's Project

- No
- Yes

Student No. _____

Theory Rubric

Objectives	Choose Best (Closest) Response					Weight	Score Multiply your score by "x" in the weight column	Justification for poor/very poor grades
	Outstanding (90% to 100% or A)	Good (80% 89% or B)	Adequate (73% to 79% or C)	Poor (60% to 72% or D)	Very Poor (0% to 59% or E)			
Framework of Response: Accurately identifies theories and their key concepts and components related to the question. Illustrates a clear understanding of theories by defining key concepts and components. Illustrates a clear understanding of theories by illustrating key concepts and components.	5	4	3	2	1	10% (x=2)	<input type="checkbox"/> One or more theories are not accurately identified <input type="checkbox"/> Key concepts or components of theories are missing or inaccurately identified <input type="checkbox"/> Definitions of key concepts or components of theories are missing or inaccurately specified <input type="checkbox"/> Illustration of key concepts or components of theories are missing or inaccurately applied	
	5	4	3	2	1	10% (x=2)		
	5	4	3	2	1	10% (x=2)		
Supporting Scholarship: Identifies and discusses seminal/classical scholarship as it pertains to the question. Incorporates a range of scholarship including primary sources (minimum of 8 sources used)	5	4	3	2	1	10% (x=2)	<input type="checkbox"/> Seminal/classical scholarship is missing or inaccurately referenced <input type="checkbox"/> Does not have an acceptable range of scholarship	
	5	4	3	2	1	10% (x=2)		

<p>Application: Employs the appropriate application in one or more of the following ways, depending on the question. Please mark "X" to all that apply; each item, if applicable, is equally weighted. (CT)</p> <p><input type="checkbox"/> Effectively compares and contrasts key concepts and components of different theories.</p> <p><input type="checkbox"/> Effectively analyzes the chronological development of theories.</p> <p><input type="checkbox"/> Effectively evaluates the weaknesses and/or strengths of theories.</p> <p><input type="checkbox"/> Effectively applies theories to type of crime.</p> <p><input type="checkbox"/> Effectively connects theories to research methodology.</p> <p><input type="checkbox"/> Effectively discusses implications for future crime or criminal justice policy related to the question.</p> <p><input type="checkbox"/> Other? Please specify. _____ _____ _____ _____ _____</p>	5	4	3	2	1	30% (x=6)		<p>Application Concerns:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of or inaccurate comparison of theories <input type="checkbox"/> Compares but does not contrast theories <input type="checkbox"/> Insufficient depth and breadth in the response <input type="checkbox"/> Chronological development is incomplete or inaccurate <input type="checkbox"/> Evaluation of strength/weakness is incomplete or inaccurate <input type="checkbox"/> Crime and theories connection is missing, incomplete or inaccurate <input type="checkbox"/> Connection of theories to methods is missing, incomplete or inaccurate <input type="checkbox"/> Policy discussion is missing, incomplete or inaccurately applied
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<p>Writing Purpose: Focus Writing on a Specific Purpose: Thesis & purpose of the answer are focused, & clearly related to the question.</p>	5	4	3	2	1	5% (x=1)		<input type="checkbox"/> The response does not address the question
<p>Organization and Structure:</p> <p>All concepts or ideas are presented in a logical order</p> <p>Transitions between ideas enhance presentation</p>	5	4	3	2	1	3.5% (x=0.7)		<input type="checkbox"/> There is no logical sequence to the information presented <input type="checkbox"/> The paper lacks a structured introduction, body and conclusion <input type="checkbox"/> Response jumps around, it is difficult to follow <input type="checkbox"/> Many missing or ineffective transitions between ideas/paragraphs <input type="checkbox"/> Information is disjointed
<p>Communication</p> <p>Language clearly & effectively communicates concepts & ideas; may at times be nuanced and eloquent</p> <p>Minimal errors in spelling, grammar, word order, word usage, sentence structure, & punctuation</p> <p>Quotes are used sparingly & they are adequately explained & relevant to the issue</p> <p>Uses in-text citations to document source of material</p>	5	4	3	2	1	5% (x=1)		<input type="checkbox"/> There is confusion as to what is being said <input type="checkbox"/> Many grammatical/punctuation/spelling errors <input type="checkbox"/> Quotes are used extensively <input type="checkbox"/> Quotes have little or no relevance to the response <input type="checkbox"/> Quotes are not explained or have no context <input type="checkbox"/> More in-text citations needed
	5	4	3	2	1	2.5% (x=0.5)		
	5	4	3	2	1	1% (x=0.2)		
	5	5	3	2	1	1% (x=0.2)		
<p>Appropriate Format Requirements are Followed:</p> <p>Respondent utilized a consistent citation style throughout the response</p> <p>Respondent employs a consistent citation format style in the bibliography/reference page</p>	5	4	3	2	1	0.5% (x=0.1)		<input type="checkbox"/> In-text citation missing <input type="checkbox"/> In-text citation inconsistently formatted <input type="checkbox"/> In-text citation inaccurately formatted <input type="checkbox"/> Reference page missing <input type="checkbox"/> References inconsistently formatted <input type="checkbox"/> Reference inaccurately formatted
	5	4	3	2	1	1% (x=0.2)		
Total							/100	Outstanding – 90% or above Satisfactory – 60%-89% Failure – below 60%

Student No. _____

Research Methods Rubric

Objectives	Choose Best (Closest) Response					Weight	Score Multiply your score by "x" in the weight column	Justification for poor/very poor grades
	Outstanding (90% to 100% or A)	Good (80% to 89% or B)	Adequate (72% to 79% or C)	Poor (60% to 71% or D)	Very Poor (0% to 59% or E)			
Introduction and Theory: States the problem clearly. Literature review is sufficient and relevant to the question. Proposition (including concepts) is/are appropriate.	5	4	3	2	1	2.5%	<input type="checkbox"/> problem statement missing or confused <input type="checkbox"/> literature review is missing or too limited <input type="checkbox"/> literature cited is not relevant to question <input type="checkbox"/> proposition is missing <input type="checkbox"/> proposition is misstated	
	5	4	3	2	1	(x=0.5)		
	5	4	3	2	1	2.5% (x=0.5)		
Study Design (CT): Describes and justifies the research design used in the study (e.g. experimental, quasi-experimental). The dependent variable(s) is/are identified and appropriately operationalized. The independent variable(s) is/are identified and appropriately operationalized. Procedure for evaluating reliability is explained accurately.	5	4	3	2	1	15% (x=3)	<input type="checkbox"/> does not use specified design <input type="checkbox"/> pertinent DV are not identified <input type="checkbox"/> pertinent IV are not identified <input type="checkbox"/> one or more DV are not operationalized or adequately operationalized <input type="checkbox"/> one or more IV are not operationalized or adequately operationalized <input type="checkbox"/> IV and DV are mis-specified or switched <input type="checkbox"/> the operationalization of one or more IV and /or DV are not feasible or practical <input type="checkbox"/> reliability is not explained or poorly explained <input type="checkbox"/> reliability is inaccurately explained	
	5	4	3	2	1	5% (x=1)		
	5	4	3	2	1	5% (x=1)		
	5	4	3	2	1	3.5% (x=0.7)		

<p>Study Sample (CT): Explains where the research will be performed.</p> <p>Articulates the appropriate unit of analysis.</p> <p>Effectively articulates sample selection procedures.</p> <p>Sample size, as indicated, is appropriate.</p>	5	4	3	2	1	2.5% (x=0.5)		<input type="checkbox"/> population is not specified <input type="checkbox"/> sampling procedure is not specified <input type="checkbox"/> sampling procedure is poorly or inaccurately specified <input type="checkbox"/> sampling procedure is not feasible or practical <input type="checkbox"/> unit of analysis is inaccurate <input type="checkbox"/> unit of analysis is missing <input type="checkbox"/> sample size is too small
<p>Statistical Analysis: Accurately describes the statistical procedure that will be used to examine the data (e.g., regression analysis).</p>	5	4	3	2	1	3.5% (x=0.7)		<input type="checkbox"/> statistical analysis is missing <input type="checkbox"/> statistical analysis is missing variables <input type="checkbox"/> statistical analysis is poorly specified <input type="checkbox"/> statistical analysis is inaccurately specified
<p>Validity: Student demonstrates that design is acceptable for a master's student in terms of considerations of:</p> <p>Threats to internal validity of the study</p> <p>External validity of the study</p> <p>Statistical conclusion validity of the study</p> <p>Construct validity of the variables</p>	5	4	3	2	1	18% (x=3.6)		<p>Threats not identified</p> <input type="checkbox"/> internal validity <input type="checkbox"/> external validity threats <input type="checkbox"/> statistical conclusion validity <input type="checkbox"/> construct validity threats <p>Threats not accurately described or poorly described</p> <input type="checkbox"/> internal validity <input type="checkbox"/> external validity threats <input type="checkbox"/> statistical conclusion validity <input type="checkbox"/> construct validity threats <p>Threats not adequately controlled in study</p> <input type="checkbox"/> internal validity <input type="checkbox"/> external validity threats <input type="checkbox"/> statistical conclusion validity <input type="checkbox"/> construct validity threats
<p>Writing Purpose: Focus Writing on a Specific Purpose: Thesis & purpose of the answer are focused, & clearly related to the question.</p>	5	4	3	2	1	3% (x=0.6)		<input type="checkbox"/> the response does not address the question
<p>Organization and Structure: All concepts or ideas are presented in a logical order</p> <p>Transitions between ideas enhance presentation</p>	5	4	3	2	1	3% (x=0.6)		<input type="checkbox"/> there is no logical sequence to the information presented <input type="checkbox"/> the paper lacks a structured introduction, body and conclusion <input type="checkbox"/> response jumps around, it is difficult to follow <input type="checkbox"/> many missing or ineffective transitions between ideas/paragraphs <input type="checkbox"/> information is disjointed

Communication: Language clearly & effectively communicates concepts & ideas; may at times be nuanced and eloquent Minimal errors in spelling, grammar, word order, word usage, sentence structure, & punctuation Quotes are used sparingly & they are adequately explained & relevant to the issue Uses in-text citations to document source of material	5	4	3	2	1	4% ($x=.8$)	<input type="checkbox"/> there is confusion as to what is being said <input type="checkbox"/> many grammatical/punctuation/spelling errors <input type="checkbox"/> quotes are used extensively <input type="checkbox"/> quotes have little or no relevance to the response <input type="checkbox"/> quotes are not explained or have no context <input type="checkbox"/> more in-text citations needed
	5	4	3	2	1	2.5% ($x=0.5$)	
	5	4	3	2	1	0.5% ($x=0.1$)	
	5	4	3	2	1	0.5% ($x=0.1$)	
Appropriate Format Requirements are Followed: Respondent utilized APA citation style throughout the response Respondent employs APA citation format style in the bibliography/reference page	5	4	3	2	1	0.5% ($x=0.1$)	<input type="checkbox"/> in-text citation missing <input type="checkbox"/> in-text citation inconsistently formatted <input type="checkbox"/> in-text citation inaccurately formatted <input type="checkbox"/> reference page missing <input type="checkbox"/> references inconsistently formatted <input type="checkbox"/> reference inaccurately formatted
	5	4	3	2	1	0.5% ($x=0.1$)	
Total							/100 Outstanding – 90% or above Satisfactory – 60%-89% Failure – below 60%

Student No. _____

Policy and Practice Rubric

Objectives	Choose Best (Closest) Response					Weight	Score Multiply your score by "x" in the weight column	Justification for poor / very poor grade
	Outstanding (90% to 100% or A)	Good (80% 89% or B)	Adequate (73% to 79% or C)	Poor (60% to 72% or D)	Very Poor (0% to 59% or E)			
Framework of Response (CT): Accurately identifies, defines, and describes key concepts and issues related to the question. Illustrates a clear understanding of key concepts related to the question. Illustrates a clear understanding of the primary issues related to the question.	5	4	3	2	1	10% (x=2)	<input type="checkbox"/> Key concepts are not clearly identified <input type="checkbox"/> Key concepts are not adequately defined <input type="checkbox"/> Key concepts are not clearly explained <input type="checkbox"/> Does not link key concepts to the question <input type="checkbox"/> Poorly links key concepts to the question <input type="checkbox"/> Does not show an overall understanding to the issues contained in the question <input type="checkbox"/> Demonstrates a poor understanding to the issues contained in the question.	
	5	4	3	2	1	10% (x=2)		
	5	4	3	2	1	10% (x=2)		
Supporting Scholarship: Identifies seminal scholarship and/or relevant case law. Incorporates a diverse range of scholarship (e.g. classics to contemporary readings not limited to required course readings).	5	4	3	2	1	10% (x=2)	<input type="checkbox"/> Used no or limited seminal scholarship <input type="checkbox"/> Used no or limited relevant case law <input type="checkbox"/> Fails to use material from outside the courses <input type="checkbox"/> Used limited material from outside the courses	
	5	4	3	2	1	15% (x=3)		

<p>Application (CT): Effectively applies seminal scholarship and/or relevant case law to the issues related to the question.</p>	5	4	3	2	1	25% (x=5)		<ul style="list-style-type: none"> <input type="checkbox"/> Response does not clearly apply <input type="checkbox"/> Poorly applies the relevant material to the issues in the question <input type="checkbox"/> Response contains some irrelevant information <input type="checkbox"/> Response contains too much irrelevant information
<p>Writing Purpose: Focus Writing on a Specific Purpose: Thesis & purpose of the answer are focused, & clearly related to the question.</p>	5	4	3	2	1	5% (x=1)		<ul style="list-style-type: none"> <input type="checkbox"/> The response does not address the question <input type="checkbox"/> The response poorly addresses the question
<p>Organization and Structure: All concepts or ideas are presented in a logical order Transitions between ideas enhance presentation</p>	5	4	3	2	1	3.5% (x=0.7)		<ul style="list-style-type: none"> <input type="checkbox"/> There is no logical sequence to the information presented <input type="checkbox"/> The paper lacks a structured introduction, body and conclusion <input type="checkbox"/> Response jumps around, it is difficult to follow <input type="checkbox"/> Many missing or ineffective transitions between ideas/paragraphs <input type="checkbox"/> Information is disjointed

<p>Communication: Language clearly & effectively communicates concepts & ideas; may at times be nuanced and eloquent</p> <p>Minimal errors in spelling, grammar, word order, word usage, sentence structure, & punctuation</p> <p>Quotes are used sparingly & they are adequately explained & relevant to the issue</p> <p>Uses in-text citations to document source of material</p>	5	4	3	2	1	5% (x=1)	<input type="checkbox"/> There is confusion as to what is being said <input type="checkbox"/> Many grammatical/punctuation/spelling errors <input type="checkbox"/> Quotes are used extensively <input type="checkbox"/> Quotes have little or no relevance to the response <input type="checkbox"/> Quotes are not explained or have no context <input type="checkbox"/> More in-text citations needed
	5	4	3	2	1	2.5% (x=0.5)	
	5	4	3	2	1	1% (x=0.2)	
	5	4	3	2	1	1% (x=0.2)	
<p>Appropriate Format Requirements are Followed: Respondent utilized a consistent citation style throughout the response</p> <p>Respondent employs a consistent citation format style in the bibliography/reference page</p>	5	4	3	2	1	0.5% (x=0.1)	<input type="checkbox"/> In-text citation missing <input type="checkbox"/> In-text citation inconsistently formatted <input type="checkbox"/> In-text citation inaccurately formatted <input type="checkbox"/> Reference page missing <input type="checkbox"/> References inconsistently formatted <input type="checkbox"/> Reference inaccurately formatted
	5	4	3	2	1	1% (x=0.2)	
Total							/100 Outstanding – 90% or above Satisfactory – 60%-89% Failure – below 60%

APPENDIX C

Signatory Page

Buffalo State
State University of New York
Department of Criminal Justice

[Paper Title]

A Master's Project in
Criminal Justice

by

[Student Name]

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Master of Science

(month of graduation and year of paper completion)

Date of Approval:

[Name of Chair]
[Academic Rank]
Chair of the Department of Criminal Justice

MASTER'S PROJECT COMMITTEE SIGNATORY

Date of Approval:

[Name]
[Academic Rank] of Criminal Justice

[Name]
[Academic Rank] of Criminal Justice

APPENDIX D

For Students Accepted \geq Fall 2015

Application for Comprehensive Exam Master of Science Criminal Justice

(To be submitted two months before the exam date.)

NAME _____ STUDENT NO. _____
(Last) (First) (M.I.)

ADDRESS _____ DAYTIME PHONE _____

CITY _____ STATE _____ ZIP _____

EMAIL _____ 6-DIGIT RANDOM NUMBER _____

COMPREHENSIVE EXAM DATE _____
(Semester) (Year)

Eligibility

- Minimum GPA of 3.0
- Minimum of 24 credit hours of course work completed
- CRJ 501 completed
- CRJ 504 completed
- CRJ 601 completed
- CRJ 604 completed
- CRJ 606 completed
- CRJ 609 completed

- Please attach a copy of your current audit sheet. Audit sheets can be accessed on Degree Works at <http://registrar.buffalostate.edu/students>
- Please attach the signed plagiarism contract (if not already on file).
- Please list the specific course title of any CRJ 608 Special Topics in Criminal Justice classes taken.
CRJ 608 _____
CRJ 608 _____
CRJ 608 _____

Please check the box that applies to you:

- This is my first attempt at the comprehensive exam.
- This is my second attempt at the comprehensive exam. Retake: Methods Policy Theory
- This is my third attempt at the comprehensive exam. Retake: Methods Policy Theory
- This is my fourth attempt at the comprehensive exam. Retake: Methods Policy Theory

(Print Name)

(Signature)

Thank you!

APPENDIX D

For Students Accepted < Fall 2015

Application for Comprehensive Exam **Master of Science Criminal Justice**

(To be submitted two months before the exam date.)

NAME _____ STUDENT NO. _____
(Last) (First) (M.I.)
ADDRESS _____ DAYTIME PHONE _____
CITY _____ STATE _____ ZIP _____
EMAIL _____ 6-DIGIT RANDOM NUMBER _____
COMPREHENSIVE EXAM DATE _____
(Semester) (Year)

Eligibility

- Minimum GPA of 3.0
- Minimum of 24 credit hours of course work completed
- CRJ 501 completed
- CRJ 504 completed
- CRJ 603 completed

- Please attach a copy of your current audit sheet. Audit sheets can be accessed on Degree Works at <http://registrar.buffalostate.edu/students>
- Please attach the signed plagiarism contract (if not already on file).
- Please list the specific course title of any CRJ 608 Special Topics in Criminal Justice classes taken.

CRJ 608 _____

CRJ 608 _____

CRJ 608 _____

Please check the box that applies to you:

- This is my first attempt at the comprehensive exam.
- This is my second attempt at the comprehensive exam. Retake: Methods Policy Theory
- This is my third attempt at the comprehensive exam. Retake: Methods Policy Theory
- This is my fourth attempt at the comprehensive exam. Retake: Methods Policy Theory

(Print Name)

(Signature)

Thank you!