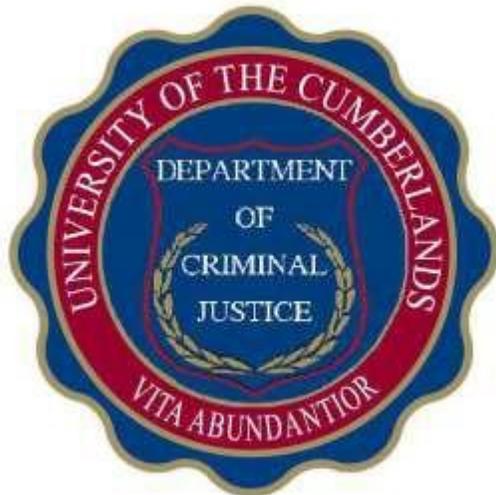

**Master of Science in Justice Administration
University of the Cumberland**



Course Catalog and Program Handbook

2015-2016

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Accreditation

University of the Cumberland is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of the Cumberland.

Nondiscrimination Policy

The University does not illegally discriminate in its programs and activities on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The University has grievance procedures to provide students, employees, or applicants an opportunity to file a complaint of illegal discrimination of any kind. In order to file a grievance, see the grievance procedures published below or contact the appropriate person:

The following person has been designated to handle inquiries or complaints regarding the disability nondiscrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Dr. Michelle Dykes-Anderson
Student Success Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-3561, michelle.anderson@ucumberlands.edu

The following person has been designated as the University's Title IX Coordinator to handle inquiries or complaints regarding the sex nondiscrimination policy and compliance with Title IX of the Education Amendments of 1972:

Ms. Pearl Baker
Human Resources Director and Title IX Coordinator
Gatliff Administration Office 116; (606) 539-4211, pearl.baker@ucumberlands.edu

Dr. Emily Coleman
Vice President for Student Services and Deputy Title IX Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-4171, emily.coleman@ucumberlands.edu

The following person has been designated to handle inquiries or complaints regarding all other portions of the nondiscrimination policy:

Mr. Steve Morris
Vice President for Business Services
Gatliff Administration Office 001; (606) 539-4597, steve.morris@ucumberlands.edu

University Mission Statement

University of the Cumberland has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation.

While located in the resort like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni.

UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs also nurture critical and creative thinking in pursuit of the "life-more-abundant" for both the individual and society. At UC, graduate study prepares professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making.

University of the Cumberland

Department of Criminal Justice



Dear Student,

On behalf of the University of the Cumberland and the Department of Criminal Justice, I would like to welcome you to the Master of Science in Justice Administration Online Program. We are dedicated to providing a convenient alternative to higher education and that is why our program is offered 100% online.

The program is designed to allow the convenience of online learning without sacrificing the quality and integrity of traditional higher education. Our faculty and staff are dedicated to offering you the opportunity to succeed in the field of Criminal Justice because we truly understand how difficult it can be to balance family, work, and education. This catalog can assist you with what you can expect in your program. Please feel free to contact me at any time with any questions that may arise during your time in the program. I can be reached via email at jack.brown@ucumberland.edu.

I believe you have chosen this field because you have a passion and belief in the Criminal Justice system as well as the convenience our program offers. Our faculty members have a vast knowledge of the Criminal Justice system because we all have experience in the field. I look forward to working with you and sharing my knowledge and experiences with you.

Sincerely,



Jack W. Brown, Ph.D.
Director- Master of Science in Justice Administration Program
University of the Cumberland

Program Purpose and Goals

The Master of Science in Justice Administration program provides pre-professionals a strong foundation in the knowledge, skills, and critical thinking attributes required in the various careers served by this discipline. It also prepares in-service professionals for leadership, management, and administration positions in their sub-field of choice. For all of its candidates, the program nurtures essential professional attributes, providing a broad knowledge base of the criminal justice system while also fostering the professional dispositions and ethics required for successful leadership in justice administration.

The program seeks to:

- Prepare students for professional careers and advancement within the criminal justice system.
- Provide students with a comprehension of the theoretical and philosophical principles of the courts, law enforcement, corrections, juvenile justice, and other essential disciplines connected to the criminal justice system in the 21st century.
- Enhance critical thinking and communication skills through the application of statistics and social science research methods.
- Prepare students for leadership positions within criminal justice agencies at the local, state, and federal levels, as well as in the private sector.

Program Overview

The Master of Science in Justice Administration (MJA) program is designed to serve recent baccalaureate graduates and in-service professionals who wish to secure further training in and credentials for effective service and leadership in justice administration. The program's features and course rotation described below enable a candidate to complete the MJA degree easily within 12-24 months.

Online Delivery

The online delivery and curricular structure of the MJA program allows a candidate to begin during any term of the academic year.

Bi-Term Class Schedule

Courses are offered according to the same calendar as the University's other online graduate programs. Classes are scheduled in eight-week sessions during the fall, spring, and summer semesters, with two bi-term sessions offered each semester. Full-time degree candidates normally take two classes per bi-term.

Program Policies and Procedures

The MJA Program Director is responsible for routine administration of the policies and procedures of the program, under the oversight of the Vice President for Academic Affairs. Any appeals concerning program policies and procedures must be made in writing through this chain of administrative oversight.

Admission Requirements

Admission to the Master of Science in Justice Administration program will be based on evidence that the applicant has demonstrated academic proficiency and the capability for success at the graduate level.

Full Admission

Documentation for the following items must be received before an admission decision is made:

- Completed graduate application form with application fee.
- Official transcripts for all undergraduate and graduate work from accredited colleges or universities.
- A bachelor's degree from a regionally accredited college or university.
 - A minimum undergraduate GPA of 3.0 on a 4.0 scale.
- A 500-word writing sample focusing on the applicant's academic preparation, professional experience, and aspirations in pursuing a master's degree in Justice Administration.
- Two (2) letters of reference assessing the applicant's academic and professional potential and the character and maturity of the applicant. One letter must be from a member of the law enforcement or corrections community.
- Successful completion of an interview with the Program Director or the Program Director's designee.
- Documentation of language fluency for non-native speakers of English, such as a score report from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The minimum acceptable TOEFL or IELTS scores for admission are:
 - Paper-based TOEFL (PBT) – 550
 - Internet-based TOEFL (IBT) – 79
 - IELTS 6

Conditional Admission

An applicant whose undergraduate transcript reflects a cumulative GPA of 2.60-2.99 may be admitted to the program conditionally. Additional terms of Conditional Admission may include:

1. Completion of specified undergraduate prerequisite courses during the first two semesters of enrollment with grades of "B" or better.
2. Maintenance of a GPA of 3.0 during the first twelve (12) hours of master's level coursework.

Provisional Admission

An applicant who seeks admission to the Justice Administration program upon completion of his or her junior year of undergraduate study at a regionally accredited academic institution outside of the University of the Cumberland may receive provisional admittance to the MJA program. The terms of Provisional Admission may include:

1. A letter of recommendation from the student's Academic Advisor.
2. Submission of an official transcript from the applicant's current undergraduate institution displaying an overall GPA of 3.0.
3. Maximum enrollment of three (3) credit hours per semester, not to exceed nine (9) hours of master's level coursework prior to the student obtaining an undergraduate degree from a regionally accredited institution and seeking Full Admission status to the Justice Administration program.
4. Maintenance of a 3.0 GPA during the first six (6) hours of master's level coursework.

Failure to fulfill these conditions or any other terms of admission by the end of two (2) semesters (or 12 credit hours of course work) will result in suspension from the program. (See additional discussion of Academic Standing later in this document.)

Advanced Standing

Candidates for the MJA degree may be admitted with Advanced Standing if they have completed career development training through the Kentucky Law Enforcement Council (KLEC) or other appropriately credentialed professional agency or organization.

Candidates awarded Advanced Standing will receive six (6) hours of transfer credit in either CROL 661 or CROL 662, depending upon the professional development they have completed through the Kentucky Department of Criminal Justice Training (DOCJT) or other appropriately credentialed professional agency or organization.

- **Law Enforcement Officer Track** – With successful completion of the DOCJT Intermediate Law Enforcement Officer/or Advanced Deputy Sheriff (160 clock hours of training) course plus the Advanced Law Enforcement Officer training (160 clock hours of training) course, or their recognized equivalent via transcripts/records received from another appropriately credentialed professional agency or organization, applicants are eligible for 6 credit hours through CROL 661.
- **Law Enforcement Manager Track** -- With successful completion of two of the following DOCJT training tracks, or their recognized equivalent via transcripts/records received from another appropriately credentialed professional agency or organization, applicants are eligible for 6 credit hours through CROL 662: a) Law Enforcement Supervisor (160 hours of training), b) Law Enforcement Manager (200 to 400 hours of advanced training), or 3) Law Enforcement Executive or Law Enforcement Chief Executive (120 to 200 hours training), applicants are eligible for 6 credit hours through CROL 662.
- **Criminal Justice Training and Education** – With receipt of documentation of successful completion of criminal justice professional training and education received

from a properly recognized and credentialed criminal justice agency or organization (total 320 hours of training and education), applicants are eligible for 6 credit hours through CROL 663. Documentation of this training must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.

Formal documentation of these training hours must be filed with the Program Director for review and submission to the Registrar before credit is awarded for CROL 661, CROL 662, or CROL 663. These KLEC training programs, or their equivalent, *cannot* be combined with *or* substituted by any other DOCJT for MJA credits. Program applicants seeking Advanced Standing must also meet all other requirements for full (unconditional) admission to the MJA program. Candidates who have already been fully admitted to the program and wish for KLEC or outside agency training and education credits to fulfill their degree Specialization requirement must apply to the Program Director with proper documentation.

Transfer and Course Credit Policy

A maximum of six (6) semester hours of credit may be accepted as ‘transfer credit’ counting toward the MJA degree, subject to the approval of the Program Director and the University Registrar. Any coursework offered for transfer credit must have been earned in a graduate program at a regionally accredited institution within the last five years. Transfer credits from other institutions must be in courses quantitatively and qualitatively equivalent to courses in the MJA program. Advanced Standing granted for KLEC credits counts as the maximum of six (6) semester hours of transfer credit. **Exceptions to this policy may only be granted by the MJA Program Director and the Vice President for Academic Affairs in consultation with the University Registrar.**

Grading

The Justice Administration program uses the following grades and quality points:

- A** Superior performance, four quality points are earned for each semester hour with a grade of “A”
- B** Performance distinctly above average, three quality points are earned for each semester hour with a grade of “B”
- C** Average performance, two quality points are earned for each semester with a grade of “C”
- F** Failure, given for unsatisfactory work, no quality points.
- W** Withdrawn from class without punitive grade.
- AF** Failure due to excessive absences.
- X** Incomplete, assigned only in instances where a small unit of work is not complete because of verifiable, extenuating circumstances. An “I” contract is submitted to the Registrar’s Office with each “I” grade assigned.

The grade point average is computed on all graduate course work with the exception of “W” or “WP.” The grade of “I” is computed as an “F” in determining qualifications for candidacy. If the grade point average is below 3.0 (B) the candidacy application is held until the incomplete is cleared and the grade earned is then considered in determining the grade point average. Grade “F” cannot be used toward degree or non-degree programs but will be used toward computing GPA. **Candidates for a graduate degree are required to have a combined cumulative grade point average of “B” in all courses.** A “W” grade has no bearing on the grade point average.

The grade of ‘Incomplete’ (‘I’) is awarded only when legitimate circumstances warrant. The grade of “I” will be recorded on the graduate student’s transcript and will remain until the faculty member awarding this grade makes the appropriate change or until the time specified on the “I” contract expires. **The maximum length of time an “I” may remain on a transcript is one calendar year.** *At the end of a one calendar year period, the incomplete will change to the grade of “F” if the student has not completed the course requirement as specified by the instructor.* Each submitted incomplete must be accompanied by a valid contract for this grade. This contract will indicate all of the necessary steps to be taken by the student to satisfactorily change the grade of “I”.

Disability Accommodations

University of the Cumberland accepts students with certified disabilities and provides reasonable accommodations for their certified needs in the classroom, in housing, in food service or in other areas. (Please see the University’s Non-Discrimination Policy on the inside front cover.) Students with disabilities may incur additional costs for services not provided by the University. The University’s obligation to reasonably accommodate any student’s disability ends where the accommodation would pose an undue hardship on the University or where accommodation in question would fundamentally alter the academic program.

For accommodations to be awarded, a student must submit a completed Accommodations Application form and provide documentation of the disability to the Disability Services Coordinator, Dr. Tom Fish Library 021 (606) 539-4216. Documentation may include copies of accommodation records from a high school or previously attended educational institution, testing results and evaluation by a licensed psychometrician, and/or statements from a physician describing the disability and the necessary restrictions. When all paperwork is on file, a meeting between the student and the Coordinator will be arranged to discuss possible accommodations before accommodations are formally approved. Students must then meet with the Coordinator at the beginning of each semester before any academic accommodations can be certified for that term. Certifications for other accommodations are normally reviewed annually. All accommodations may be reviewed at any time at the request of the student or the Disabilities Coordinator.

Academic Appeals

A student wishing to appeal a grade must appeal first to the professor of the course. If the situation remains unresolved, the student may then appeal to the Program Director. Following the ruling of the Program Director, either the professor or the student may file a complaint with the Academic Appeals Committee of the University. **This formal written appeal must be filed by the end of the 4th week of classes in the next regular term following the term in which the course in question was taken.** The Academic Appeals Committee then gathers information from the student, the instructor, and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring with or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed.

An appeal of application of program policy made by the Director of the program may be filed with the Vice President for Academic Affairs, who makes the final determination in the matter.

Verification of Enrollment

A student must confirm enrollment at the beginning of each term during the Confirmation of Enrollment period established by the Registrar and published on the Academic Calendar. For in-seat courses, Confirmation of Enrollment normally occurs by attendance in all courses on a student's schedule at least once during the confirmation period. For on-line courses, Confirmation of Enrollment normally occurs via active participation in a learning activity in all courses during the confirmation period. With the assistance of other offices and all faculty, the Registrar's Office administers the procedures by which enrollment is confirmed.

NOTE: Student Aid is not dispersed by the Financial Planning Office until enrollment is verified. A student's receipt of aid confirms the student's intent to complete all courses on the schedule for the semester. Once enrollment is confirmed and aid is dispersed, all policies and procedures described elsewhere are followed regarding tuition refund and aid remission should a student choose to drop individual classes or withdraw from all classes.

Withdrawal

Students may voluntarily withdraw from the Justice Administration program in accordance with the University's general policies and procedures.

Withdrawing from the University

A student desiring to withdraw from University of the Cumberland at any time must complete required paperwork and receive permission from the Vice President for Academic Affairs. The withdrawal process normally begins in the Office of Academic Affairs. The following policies and procedures govern withdrawal from the University for the current term.

1. The permanent record of a student who withdraws from University of the Cumberland up until the last day to drop a class published on the Academic Calendar for that semester or bi-term will list a mark of "W" for all courses for which another grade (such as an "F") has not been previously posted. A "W" carries no grade point penalty.
2. Students withdrawing after the last day to drop a course for the semester or bi-term will receive a grade as determined by the professor. In many cases this may be an "F."
3. A student who does not attend or ceases to attend a class but never officially drops or withdraws will receive an "F" for each class when appropriate. An administrative withdrawal will be posted when non-participation in classes results in an active schedule of less than 1 credit hour, with W's, F's or WF's posted on all other courses.
4. No student who withdraws from University of the Cumberland is entitled to a grade report or transcript of credits until the student's account is cleared by the Bursar's Office.
5. The final date of active enrollment (more information below) will be used by the Bursar's Office and the Office of Financial Planning to determine any adjustments involving financial aid and financial charges.

Medical/Emergency Withdrawal. Students who must withdraw from classes for medical reasons or because of dire personal circumstances may submit a written request to the Academic Affairs Office as soon as the student intends to stop participating in classes. This request must be supported by a letter from a medical professional or other source supporting the student's request with specific information on the student's diagnosis, current condition and continuing treatment requirements, or

on the student's personal emergency that necessitates the withdrawal request. If the medical/emergency withdrawal is granted, the student will receive a grade of "W" in all current classes. NOTE: Normally, partial medical/emergency withdrawals are not permitted (that is, withdrawal from one or two courses while the student continues in others).

Administrative Withdrawal. A student may be withdrawn from all classes by administrative action based upon

1. Disciplinary action against a student confirmed by the Vice President for Academic Affairs, the Vice President for Student Services, or other university officer;
2. Failure of the student to confirm enrollment during the enrollment confirmation period at the beginning of a term.
3. Non-Participation in classes resulting in an active schedule of less than 1 credit hour and the posting of an F or W in other classes.

Final Date of Active Enrollment. Whatever the circumstances, at the time of student withdrawal from the current term, the Registrar determines the final date of active enrollment (normally the last date of class attendance for in-seat classes or the withdrawal date for online courses). The final date of active enrollment is used by the Bursar's Office and the Financial Planning Office to determine any eligibility for tuition refund and any requirement for return of financial aid.

Readmission

Any individual who has previously matriculated and failed to complete the entire program of study within the required time period will be required to initiate a new application for admission. Likewise, applicants who enrolled in the MJA Program but failed to meet requirements for satisfactory academic performance and were subsequently suspended from the MJA program will be required to initiate a new application for admission.

Student Privacy and Informed Consent

Students pursuing a Master of Science in Justice Administration are granted privacy through the Family Educational Rights and Privacy Act of 1974 (FERPA), which was enacted to protect the privacy associated with educational records, to establish the rights of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Privacy Rights of Students

The University is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students certain rights with respect to the student's education records. These rights are:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask the University to amend a record. They should

write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or a violation of their privacy rights. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the request and will provide the student with additional information regarding the hearing procedures.

3. **The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent) to perform a university function which would otherwise be accomplished by a university employee; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The University may also disclose, without the student's consent, "directory information", unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed. The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: the student's name, addresses including electronic mail address, telephone numbers, date and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members and denominational preference.

The University may disclose education records without the student's consent in certain other circumstances, but shall do so only upon the authorization of the Registrar.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements FERPA. The name and address of the office which administers FERPA and to which complaints are to be sent is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

Office of Financial Planning

To learn more about financial aid options, please contact the Office of Financial Planning by calling 606-539-4220.

Graduation Financial Clearance

Full payment of an account or satisfactory financial arrangements of an account for all charges for previous semesters are due on or before registration. No candidate having an unpaid account shall receive financial clearance for the release of an official report of grades, a transcript of credits, or a diploma. Candidates not in a position to pay the full amount of tuition at registration should contact the Bursar's Office prior to enrollment.

Cancellation Deadlines (ALL Undergraduate/Graduate Programs)

Any student that does not cancel prior to their required deadline will be assessed a minimum fee of \$150 for classes and a minimum fee of \$150 for room & board. Deadline dates are posted with the Registrar Office and Bursar Office.

Refund Policy

Students must officially withdraw through the Office of Academic Affairs. Students who fail to officially withdraw forfeit all rights to a refund or reduction in fees.

Refund Schedule

Courses Fifteen Weeks or Greater in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
Week 2 of classes	20%	80%
Week 3 of classes	40%	60%
Week 4 of classes	60%	40%
Week 5 of classes	80%	20%
After 5th week of classes	100%	0%

Courses Greater than Six Weeks but Less than Fifteen Weeks in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
Week 2 of classes	50%	50%
After 2nd week of classes	100%	0%

Courses Six Weeks or Less in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
After 1st week of classes	100%	0%

If a student officially withdraws after the posted cancellation deadline and on or before the first day of the term, they will be charged a **non-cancellation fee of \$150 for tuition and \$150 for room and board** for the fall and spring term. There is no non-cancellation fee for the summer

term(s). If a student officially withdraws after the first day of classes, they will be charged an **administrative withdrawal fee of \$100 for the fall and spring terms and \$50 fee for the summer and bi-terms**. A student is **not eligible for any financial aid prior to the first day of class attendance**. **No Refund of Tuition or fees will be applied for dropping a course after the last day to add a course for the term has expired.**

Treatment of Title IV Aid When a Student Withdraws

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The title IV programs that are covered by this law are: Federal Pell Grants, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you are originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period. If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt.

Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

If you receive (or your school or parents receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of: 1. Your institutional charges multiplied by the unearned percentage of your funds, or 2. The entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refunds policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know what your school's refund policy is, you can ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-fedaid (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

Time Limit for Degree Completion

The Master of Science in Justice Administration must be completed within four (4) years of enrolling. The Program Director must approve any request for extending the time limit.

Academic Standing

The following standards determine a student's academic status:

- A student on Conditional Admission must complete any and all prerequisite courses within the allotted time to be in good academic standing and be fully admitted to the program.
- Conditionally admitted students must also maintain a 3.00 GPA during their first completed twelve (12) credits of graduate work or they will be placed on academic probation.
- Conditionally admitted students who do not achieve a 3.00 GPA after completing twelve (12) credits of graduate work (6 credits if Provisionally admitted) will be suspended from the program and may apply for re-admission after sitting out one full semester (two bi-terms).
- After receiving Full Admission, a student whose GPA drops below 3.00 will be placed on academic probation. The student then has three (3) bi-terms to improve the GPA to an overall GPA of 3.00 or higher. If the student fails to do so, the student will be suspended from the program.
- Students may have a maximum of six (6) credit hours of "C" on their graduate transcript that count toward the MJA degree. Students may retake a course once to raise a "C" grade.
- A student must pass a course that is a prerequisite for another course with a "B" or better before taking the following course.
- Suspended students may apply for re-admission after sitting out one full semester (two bi-terms).
- **Students must complete all program requirements within four (4) years of matriculation.**

High standards of personal honesty and ethics are essential for those in advanced careers in justice administration. Candidates must demonstrate integrity in their characters and academic work. Students who submit the work of others as their own, intentionally fail to follow instructions on tests, or otherwise act unethically may be dismissed from the program.

Degree Requirements

The Master of Science in Justice Administration is comprised of **31** credit hours. All candidates complete a Common Core of coursework, two Specializations, and a Capstone Project.

The Master of Science in Justice Administration requires the following:

1. Completion of a minimum of six (6) of the **Common Core** courses (18 credit hours). Required courses have a ** designation.

CROL 531 Foundations in Justice Administration**
CROL 532 Criminological Theories in Justice Administration
CROL 533 Research, Design and Analysis**
CROL 534 Statistical Applications in Justice Admin**
CROL 535 Legal and Ethical Issues in Justice Admin**
CROL 536 Human Resource Management
CROL 537 Leadership Fundamentals
CROL 538 Administrative Law and Management

2. Completion of four (4) courses (12 credit hours) from the following **Specializations** (Note: Courses must be completed in a 2+2 format):

- a. Law Enforcement

CROL 631 Law Enforcement Administration
CROL 632 Critical Issues in Law Enforcement

- b. Corrections

CROL 633 Corrections Administration
CROL 634 Critical Issues in Community Based Corrections

- c. Homeland Security

CROL 635 Legal and Ethical Issues in Homeland Security
CROL 636 Critical Issues in Homeland Security]

- d. Juvenile Justice

CROL 637 Juvenile Justice Administration and Management
CROL 638 Critical Issues within the Juvenile Justice System

- e. Family Services
CROL 539 Family Violence
CROL 640 Race, Ethnicity, Gender, and Crime

 - f. Investigations
CROL 540 Sex Crimes: Myths & Motives
CROL 641 Violent Offenders: Crimes & Psychology

 - g. Addiction Studies
CROL 550 Addiction and the Offender Population
CROL 651 Recovery and Relapse

 - h. KLEC or equivalent (one of the following)
CROL 661 KLEC Law Enforcement Officer Training
CROL 662 KLEC Law Enforcement Manager Training
CROL 663 Criminal Justice Training and Education

 - i. Special Topics
CROL 690 Special Topics in Justice Administration I
CROL 692 Special Topics in Justice Administration II
3. Capstone Project
CROL 699 Capstone Project in Justice Administration

Capstone Project

The Capstone Project of CROL 699 is an especially noteworthy component in a professional leadership program like the Master of Science in Justice Administration. Although CROL699 is only a one-credit course, it provides an essential bridge between class experience and real world professional experience. During this course, candidates who have completed at least twenty-four (24) credit hours toward their degree complete a capstone project based upon their work completed during the program. This project entails:

- 1) Research and written analysis of scholarly literature on a topic/issue in the field of criminal justice or justice administration (traditional research paper or literature review).

-OR-

Research and written analysis of quantitative data gathered from a justice agency or organization.

- 2) Submission and committee review of an academic portfolio that includes an annotated bibliography of references utilized for submitted artifacts.
- 3) An oral presentation of research findings made to a panel of graduate faculty.

Student performance on this project will provide an important summative evaluation of learning that will be used to assess the program.

Description of Courses

Below are concise descriptions of program courses.

CROL 531 Foundations in Justice Administration.

This course is an overview of all the knowledge and skills of an administrator in the justice system. These skills include the ability to budget an organization with monetary limitation, the aptitude to know what needs the public has at a given time, and the resources to form professional integration and evaluation plans for new policy. This course will also be an overview of professional administrative ethics and morals, and an analysis of effective managerial processes as it pertains to civil liability. (3 credit hours)

CROL 532 Criminological Theories in Justice Administration.

This course provides an overview of the founding principles of the major criminological theories, including sociological, biological, economic, environmental, and psychological theories about the etiology of crime. Theories can be empirically validated and translate their principles into policy will be examined, also in terms of the context in which they were presented and their implications on the justice administrative system (3 credit hours)

CROL 533 Research, Design and Analysis.

This course examines the different research design theories as applied to crime, criminal justice as a whole, and criminal justice organization administration. This course will discuss research analysis methods such as sampling, experimental and quasi-experimental design, survey and case studies. This course is designed to serve as a basic overview of holistic research and design methods. (3 credit hours)

CROL 534 Statistical Applications in Justice Administration.

This course provides an overview of the use of statistics in the management of a criminal justice organization. This course will have several different areas of focus. The first focus is the role of statistical application in criminal justice administration, where students will learn to use statistical research in public management. The second focus of this course is where students will learn about how to report criminal justice agency statistics. The third, and final, focus is on the use of statistics in planning agency decisions. Prerequisite: CROL 533. (3 credit hours)

CROL 535 Legal and Ethical Issues in Justice Administration.

This course explores professional ethical and legal issues and boundaries. The discussion will weave through various points of interest such as corruption, codes of ethics, race/gender discrimination, ethical, moral and design flaws in research settings, and use of force. The course will stay to the point of ethical issues faced by all criminal justice professionals in today's society, and how to deal with the results of each predicament. (3 credit hours)

CROL 536 Human Resource Management.

This course offers an in-depth examination of the administration and practices of the human resource cabinets of different agencies. This course will also discuss sound management

principles, the selection process, training and education, transfer/discharge and performance evaluation as it relates to criminal justice organizations. Reasons for motivation within a company, as well as worker satisfaction and salary administration will also be discussed. (3 credit hours)

CROL 537 Leadership Fundamentals.

This course explores conceptual and theoretical leadership fundamentals in a criminal justice setting so that the students may apply these learned leadership skills and principles to where they may work or administrate. The course material will best show how to apply lessons learned from leaders past and present in the current work place. The students will be educated on the use of various management models as they relate to criminal justice. (3 credit hours)

CROL 538 Administrative Law and Management.

This course investigates the legal, binding principles that govern criminal justice agencies. The conceptual ideas behind managing a criminal justice organization will be placed on the forefront of this course. Contemporary issues and policies that public administrators have to deal with on a daily basis will also be at the center of this course. (3 credit hours)

CROL 539 Family Violence

This course is a comprehensive examination covering the major types of family violence across the lifespan, including child maltreatment, intimate partner violence, and elder abuse. Students will learn legal, sociological, and psychological approaches involved when encountering and attempting to resolve violent encounters between family members. (3 credit hours)

CROL 540 Sex Crimes: Myths & Motives

This course provides a legal, sociological, and psychological examination of sex crimes and sex offenders. Drawing from theory, real-life cases, and sex offender typologies, the course explores the myths and motives among a variety of sex crimes and the people who commit them. The student will encounter topics such as sex offender recidivism, sex offending over the life-course, sex offender registration and community notification, and the collateral consequences. Additional topics including sex offender treatment programs and internet-based sex offending are also discussed. (3 credit hours)

CROL 550 Addiction and the Offender Population

This course is designed to explore the dynamics of addiction counseling, with a focus on the offender population; and with a particular emphasis on motivational interviewing and stages of the addiction treatment process. This course will also examine diagnosis and the components of the treatment process including the development of treatment plans, goal setting, and appropriate referrals to treatment modalities. Students will explore differences in working with the offender population particularly as it relates to sanctions necessary for effective supervision and support from the criminal justice System. Professional pitfalls will be clarified. Students will also acquire basic knowledge of the pharmacology and neurobiology of drugs and setting up meaningful urine testing programs. (3 credit hours)

CROL 631 Law Enforcement Administration.

This course examines the best way to enforce the law, policing administration, internal affairs as it relates specifically to policing institutions, and managing special units. Students will also learn

about the trends in community policing, restorative justice programs and crime prevention, and contemporary issues in policing structure as it relates to administrative purposes. (3 credit hours)

CROL 632 Critical Issues in Law Enforcement.

This course discusses all aspects of policing. From the history and different theories of policing, to restorative policing, to community policing, a holistic view of police life and obligation will be shown to the student. Contemporary police problem-solving theories and theory application will be covered. (3 credit hours)

CROL 633 Corrections Administration.

This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course seeks to provide an examination of the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system. (3 credit hours)

CROL 634 Critical Issues in Community-Based Corrections.

This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course examines the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system. (3 credit hours)

CROL 635 Legal and Ethical Issues in Homeland Security

This course offers a broad-based examination of all aspects that govern and give power to U.S. national security. The legal framework included in Common Law, the U.S. Constitution and legal opinions within the branches of government will be discussed as it pertains to how different branches within the U.S. government share national security powers. There will also be a focus on the legality and ethical considerations relevant when organizing counterterrorism efforts, as well as a general discussion over investigating terrorism and the evolution of terrorist efforts and counterterrorist technology. (3 credit hours)

CROL 636 Critical Issues in Homeland Security.

This course offers an examination of anti-terrorism/extremism theories in contemporary law enforcement. It will provide an analysis of terrorist behavior, different terrorist typologies and extreme behavior as the foundation for all terrorist activity. The industry of homeland security and the misunderstood role of homeland security organizations will be discussed, as well as contemporary reasons for terrorist exploits. The legality of acts taken within the U.S. will be discussed in detail, as well as an unraveling of U.S. domestic terrorism policy. (3 credit hours)

CROL 637 Juvenile Justice Administration and Management.

This course explores the juvenile justice system, focusing on the responsibilities of being a public manager of a juvenile justice organization. The focus of this course is to build the knowledge base of the student on contemporary juvenile justice issues and to teach the student how to apply theories of management to public systems as they pertain to juvenile justice. The

extent of juvenile gangs in the U.S., drug rings and other contemporary issues will be covered. (3 credit hours)

CROL 638 Critical Issues within the Juvenile Justice System.

This course explores the complexities involved in dealing with juveniles as a subsystem of the criminal justice system. Issues such as mental health, physical health, gang membership and juvenile peer pressure theories will also be discussed. (3 credit hours)

CROL 640 Race, Ethnicity, Gender, and Crime

This course will examine unique issues raised by race, ethnicity, and gender when analyzed in relationship to crime and the criminal justice system. Students will examine theoretical frameworks that attempt explain the linkage between race, ethnicity, gender and crime. Issues related to minority status and law enforcement, courts, and corrections will be analyzed and explored. Policy implications that arise from studying race, ethnicity, gender, and crime will be examined. Students will also analyze how social, economic, and political forces impact crime and the administration of justice in 21st century America. (3 credit hours)

CROL 641 Violent Offenders: Crimes & Psychology

This course explores and reviews serious violent offenses including: homicide, rape, robbery, murder, aggravated assault, serial killing, and arson. Students will explore and analyze the psychological similarities and differences of the perpetrators of each type of offense and how the public and the criminal justice system are impacted by the processing of violent crime cases. (3 credit hours)

CROL 651 Recovery and Relapse

This course is designed to introduce the student to recovery and relapse processes. The student will learn the stages of change and the various phases of the recovery process. Students will be able to recognize the behavioral criteria for someone who is in stable recovery, versus instability and relapse potential. Included in this course is an exploration of the psychological causes and manifestations of craving, treatment strategies in relapse prevention planning, nutritional variables that contribute to relapse, relapse issues among various populations, and support factors to maintain a healthy recovery. (3 credit hours)

CROL 661 KLEC Law Enforcement Officer Training.

Advanced Standing credit is awarded upon documentation of successful completion of Intermediate Law Enforcement Officer/or Advanced Deputy sheriff (total 160 hours of training) Plus Completion of Advanced Law Enforcement Officer (160 hours of training). Documentation of this training from the Kentucky Department of Criminal Justice Training DOCJT must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records. (6 credit hours)

CROL 662 KLEC Law Enforcement Manager Training.

Advanced Standing credit is awarded upon documentation of successful completion of 2 of the following tracks: Law enforcement Supervisor (160 hours of training) Law Enforcement Manager (200 to 400 hours of advanced training) Law Enforcement Executive or Law Enforcement Chief Executive (120 to 200 hours training). Documentation of this training from the Kentucky Department of Criminal Justice Training DOCJT must be reviewed by the Program

Director and the Registrar and is kept on file by the Registrar with other student records.
(6 credit hours)

CROL 663 Criminal Justice Training and Education

Advanced Standing credit is awarded upon receipt of documentation of successful completion of criminal justice professional training and education received from a properly recognized and credentialed criminal justice agency or organization (total 320 hours of training and education). Documentation of this training must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records. (6 credit hours)

CROL 690 Special Topics in Justice Administration I.

This special topics course explores criminal justice issues and boundaries in a specific context. The course will discuss various points of interest applicable to areas of the criminal justice system and the administration of justice in the United States. (3 credit hours)

CROL 692 Special Topics in Justice Administration II.

This special topics course explores criminal justice issues and boundaries in a specific context. The course will discuss various points of interest applicable to areas of the criminal justice system and the administration of justice in the United States. (3 credit hours)

CROL 699 Capstone Project in Justice Administration.

During this one credit course students complete a capstone project based upon their work in one or more previous courses. This project requires the preparation and submission of an academic portfolio displaying, at minimum, one substantive academic artifact from each course in the graduate curriculum. The project will also entail either of 1) research and written analysis of scholarly works on a topic/issue in the field of criminal justice or justice administration (satisfied through submission of a traditional research paper or traditional literature review), or 2) research and written analysis of data gathered from a justice agency or justice organization. The completion of the project requires an oral presentation of the student's research findings made to a panel of graduate faculty. Students normally enroll in this 1-credit hour semester course during the semester after they have earned at least 24 credit hours toward the degree, including satisfactory completion of all core courses. (1 credit hour)

Program Faculty/Staff

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