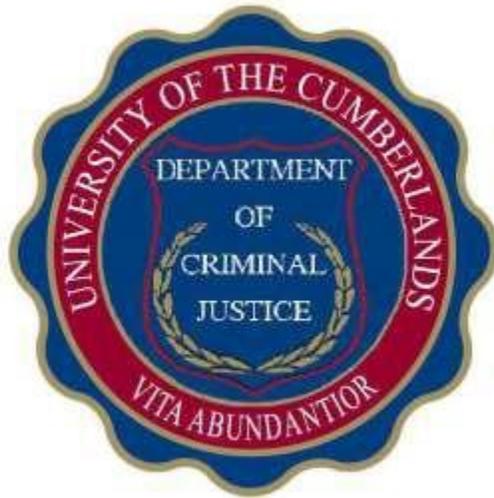

**Department of Criminal Justice
Graduate Studies**

Master of Science in Justice Administration

**Criminal Justice Specialization
for the Ph.D. in Leadership**



Catalog and Handbook

2017-2018

Table of Contents

| | |
|--|----|
| Accreditation | 1 |
| Non-Discrimination Policy..... | 1 |
| University Mission Statement..... | 2 |
| University of the Cumberlands..... | 3 |
| MJA Program Purpose and Goals..... | 5 |
| MJA Program Overview..... | 5 |
| Program Policies and Procedures..... | 6 |
| Admission Requirements..... | 6 |
| Conditional Admission..... | 6 |
| Provisional Admission..... | 7 |
| Advanced Standing Admission..... | 7 |
| Transfer and Course Credit Policy..... | 8 |
| Transfer and Course Credit Procedures..... | 10 |
| Grading..... | 10 |
| Disability Accommodations..... | 11 |
| Academic Appeals..... | 11 |
| Verification of Enrollment..... | 12 |
| Withdrawal..... | 12 |
| Readmission..... | 13 |
| Student Privacy and Informed Consent..... | 13 |
| Privacy Rights of Students..... | 14 |
| Office of Financial Planning..... | 15 |
| Graduation Financial Clearance..... | 15 |
| Refund Policy..... | 15 |
| Treatment of Title IV Aid When a Student Withdraws..... | 16 |
| Time Limit for Degree Completion..... | 17 |
| Academic Standing..... | 17 |
| Master’s Degree Requirements..... | 18 |
| Capstone Course Requirements..... | 19 |
| Criminal Justice Specialization for Ph.D. in Leadership..... | 20 |
| Specialization Requirements..... | 21 |
| Description of Graduate Courses..... | 26 |
| Faculty/Staff..... | 32 |

Accreditation

University of the Cumberlands 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 Cumberlands.

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 non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Mr. Nate Clouse
Student Success Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-3561, nate.clouse@ucumberlands.edu

The following person has been designated as the University's Title IX Coordinator to handle inquiries or complaints regarding the sex non-discrimination 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 non-discrimination policy:

Mr. Quentin Young
Director of Business Services
Gatliff Administration Office 001
(606) 539-4597, quentin.young@ucumberlands.edu

University Mission Statement

University of the Cumberlands 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 Graduate Studies. We are dedicated to providing a convenient alternative to higher education and that is why our program is offered in a 100% online format.

Our programs are 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 programs. 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@ucumberlands.edu.

I believe you have chosen this field because you have a passion and belief in the Criminal Justice system and you see the value of 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 of Graduate Studies
Associate Professor
Department of Criminal Justice
University of the Cumberland

Program Purpose and Goals

M.S. in Justice Administration

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 Director of Graduate Studies 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 brief writing sample, completed as part of the online application process, that focuses 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 Admission

Applicants for the MJA degree may be admitted with 'Advanced Standing' if they have completed career development training and education through the Kentucky Law Enforcement Council (KLEC) **or** other appropriately credentialed professional agency outside of Kentucky.

The terms for Advanced Standing Admission may include:

- Completed graduate application form (**no fee required**).
- Official transcripts for all undergraduate and graduate work from accredited colleges or universities.
- A brief writing sample, completed as part of the online application process, that focuses on the applicant's academic preparation, professional experience, and aspirations in pursuing a master's degree in Justice Administration.

****Applicants admitted with Advanced Standing will receive six (6) hours of transfer credit in either CROL 661 or CROL 662, **or** three to twelve (3-12) hours of transfer credit in CROL 663 depending upon the professional development they have completed through the Kentucky Department of Criminal Justice Training (DOCJT) **or** through another appropriately credentialed professional agency or organization (including out-of-state agencies/organizations).**

- **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 **3-12** 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 Director of Graduate Studies 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 *nor* substituted by any other DOCJT course(s) for MJA credits. 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 requirements must apply to the Director of Graduate Studies for purposes of having their prior course work evaluated by MJA graduate faculty.

Transfer and Course Credit Policy for M.S. in Justice Administration Program

Transfer of credit and credit by evaluation decisions are a collaborative effort between the Director of Graduate Studies, MJA faculty, and the University Registrar.

It is important for students to recognize that the credit evaluation process is an ongoing process that sometimes continues as new documentation is provided by the student.

All graduate work transferred in to the MJA Program must display a minimum grade of “B,” provided such credit is earned from an institution of higher education that is fully accredited.

Credit by evaluation is utilized for training and education received and properly documented by practitioners serving or who have served as employees of appropriately credentialed criminal justice agencies or organizations. Credit by evaluation is performed by the Director of Graduate Studies and selected graduate faculty members. Training and education identified as being completed during a criminal justice employee’s ‘in-service’ experience under the auspice of his/her own agency **will not** be accepted as credit.

Articulation agreements and/or a Memorandum of Understanding (MOU) may delineate the transfer and/or evaluation of credit between appropriately credentialed institutions or agencies and

University of the Cumberlands. For more information on available articulation agreements/MOUs students should contact the Director of Graduate Studies.

Remedial or vocational courses are not transferable.

Courses accepted for transfer or credits approved through evaluation must be reported on an official transcript (academic transcript or training record) when available, which must be provided to the UC campus in a sealed envelope originating from the original college/university of enrollment, organization, or agency, bearing the sending institution's official seal and certifying official's signature.

A maximum of twelve (12) semester hours of credit may be accepted as transfer credit or credit by evaluation counting toward the Master of Science in Justice Administration degree (MJA), subject to the approval of the Director of Graduate Studies and the University Registrar. An additional three (3) semester hours of credit may be accepted as transfer credit or credit by evaluation upon approval of the Vice President of Academic Affairs, following request and submission by the Director of Graduate Studies. University of the Cumberlands approved Articulation Agreements or a Memorandum of Understanding (MOU) utilized by the student can qualify for a maximum of fifteen hours (15) of transfer credit toward the MJA degree. **Exceptions to this specific section may only be granted by the Director of Graduate Studies in collaboration with the Vice President of Academic Affairs.**

If a student is to take a course from another accredited graduate school concurrently while enrolled and taking coursework at the University of the Cumberlands that transfer credit must be approved before the course begins by the Director of Graduate Studies.

Students on academic probation or academic suspension cannot take a course from another institution for the purpose of subsequently transferring the credit in to the MJA program.

NOTE: Any written communication between a Justice Administration faculty or staff member, the UC Registrar, or an employee of the UC Registrar's office and a currently enrolled or formerly enrolled University of the Cumberlands criminal justice student regarding acceptance or approval of courses included in a transfer credit/credit by evaluation application **does not** constitute an official transcript.

APPEAL PROCESS

Students who wish to appeal an evaluation of transfer equivalencies or a credit by evaluation decision may do so by contacting the Director of Graduate Studies, who will assign the appeal to a minimum of two (2) qualified MJA faculty members for review. Each faculty member will render a decision, in writing, to the Director within ten (10) calendar days. If the decision of the faculty members is not unified the Director will refer the matter to the University Registrar who will render a final decision.

When making an appeal students must be prepared to provide supporting documentation (e.g., a course syllabus, course description from the other institution's catalog, examples of work, etc.) as directed by the Director of Graduate Studies.

ASSESSMENT

In an effort to ensure the MJA Policy and Procedure regarding transfer of credit and credit by evaluation is working effectively the Director of Graduate Studies and the University Registrar meet at least once annually for the specific purpose of reviewing awards of credit and to collaboratively determine if adjustments to the MJA Policy and Procedure are warranted.

TRANSFER AND COURSE CREDIT PROCEDURES

- Upon Admission into the MJA Program a student will notify the Director of Graduate Studies in writing of a willingness to have prior credit posted to his or her MJA degree plan.
- The Director of Graduate Studies will respond to the student in writing indicating specific documents the student must arrange to have delivered to the Director for the evaluation process to commence.
- Upon receipt of all applicable documents pertaining to the student's request, the Director of Graduate Studies and a minimum of one (1) graduate faculty member will review the documentation presented and reach a collaborative decision as to the award or non-award of academic credit that may be utilized for MJA degree credit (in instances other than when Articulation Agreements or MOUs serve as the frame of reference).
- The Director will then forward the recommendation for award of credit to the University Registrar for posting of the recommended credit to the student's degree plan and official transcript.

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.

I 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 entered *only* when legitimate circumstances warrant, (such as injury requiring hospitalization, a death in the student’s immediate family, or an inability to complete course work due to military service), **and only for** grades not given for a ‘final paper,’ a final course project, or a final exam. *In all instances timely documentation verifying the need for the request must be submitted prior to the ‘I’ grade being entered.* 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 grade change or until the time specified on the ‘I’ contract expires. **The length of time an ‘I’ grade may remain ‘open’ is the end of the bi-term immediately following the student’s current bi-term, unless an exemption is granted by the Director extending this time, with the maximum allowable time for conversion from an ‘I’ grade being one calendar year from the date the ‘Incomplete’ contract is signed by the student.** Each submitted ‘Incomplete’ grade request must be accompanied by a valid contract. This contract will indicate all of the necessary steps to be taken by the student for the instructor to be able to satisfactorily change the grade of “I” to a standard quality grade. *At the end of the described time period the grade of ‘I’ will change to the grade of ‘F’ if the student has not completed the specifically designated remaining course requirement(s) as specified by the instructor.*

Disability Accommodations

University of the Cumberlands 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, Mr. Nate Clouse. 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 Cumberlands 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 Cumberlands 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.

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.
- Students in a conditional admission status or a provisional admit status who have not achieved a 3.00 GPA upon Admissions review, as stated in their University admittance letter, 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.

Master’s 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 Ethical Issues in Justice Admin**
- CROL 536 Human Resource Management
- CROL 537 Leadership Fundamentals
- CROL 538 Legal Issues in Justice Administration

2. Completion of four (4) courses (12 credit hours) from the following **Specializations:**

- 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 for a minimum of 6 hrs credit)

CROL 661 KLEC Law Enforcement Officer Training

CROL 662 KLEC Law Enforcement Manager Training

CROL 663 Criminal Justice Training and Education

3. Capstone Course

CROL 699 Capstone Course in Justice Administration

Capstone Course

The Capstone Course (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, students who have completed at least twenty-four (24) credit hours toward their degree complete assignments based upon their work completed during the program. This course entails:

- 1) Research and written analysis of scholarly literature on a topic/issue in the field of criminal justice or justice administration approved by the professor.
- 2) A traditional annotated bibliography.
- 3) Completion and submission of MJA program post-test.

Student performance in the MJA Capstone Course will provide an important summative evaluation of learning that will be used as part of the program's overall assessment process.

Criminal Justice Specialization for the Ph.D. in Leadership

The Criminal Justice Specialization for the Ph.D. in Leadership provides master's degree holding students the knowledge, skills, and critical thinking attributes required to successfully complete the Specialization requirement for the Ph.D. in Leadership degree at the University of the Cumberlands. Completion of the Criminal Justice Specialization in conjunction with successful completion of the Ph.D. in Leadership degree requirements will allow degreed graduates to become highly-qualified candidates for professional positions in criminal justice and academia. For all of its candidates, the Criminal Justice Specialization in the Ph.D. in Leadership degree nurtures essential professional and academic attributes, providing a broad knowledge base of the criminal justice system while also fostering the professional dispositions and ethics required for successful leadership in criminal justice and higher education.

The Criminal Justice Specialization seeks to:

- Prepare students for professional careers and advancement within the criminal justice system and within higher education.
- Provide students with a comprehension of the theoretical, ethical, philosophical, practical, and research principles of 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 field of higher education.

Specialization Overview

The Criminal Justice Specialization of the Ph.D. in Leadership degree is designed to serve master's graduates who wish to secure further education for purposes of attempting to secure positions or promotions in the area of criminal justice and/or higher education, as a result of completing a Specialty area reflective of effective learning and leadership in advanced criminal justice study.

Online Delivery

The online delivery and curricular structure of the Specialization is aligned with the delivery structure of the Ph.D. in Leadership degree program.

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 semester.

Criminal Justice Specialization Requirements

The Criminal Justice Specialization requirements are comprised of eighteen (18) hours of advanced graduate coursework.

The Criminal Justice Specialization requires successful completion of the following:

- CROL 681 Proseminar in Criminal Justice
- CROL 683 Criminal Justice Program Evaluation
- CROL 685 Qualitative Methods in Criminal Justice
- CROL 687 Legal Research and Analysis
- CROL 689 Life-Course Criminology
- CROL 691 Drugs and Crime

The courses listed below may be taken and, if successfully completed, applied toward the six (6) hours of elective credit required for the Ph.D. in Leadership degree:

- CROL 674 Advanced Statistical Analysis
- CROL 677 Applied Leadership

Policies and Procedures

The Director of Graduate Studies is responsible for routine administration of the policies and procedures applicable to the Criminal Justice Specialization, under the oversight of the Vice President for Academic Affairs. Any appeals concerning policies and procedures must be made in writing through this chain of administrative oversight.

Students are directed to Policies and Procedures information contained in the most current edition of the Ph.D. in Leadership catalog regarding policies, procedures, rights, and regulations applicable to UC doctorate students enrolled in this specific program.

As the University and the Criminal Justice Department particularly recognize the privacy rights and financial needs and rights of all University students, applicable information is provided below to ensure ease of access to this information for any and all enrolled criminal justice department students.

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:

4. 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.

5. 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.

6. 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.

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.

Graduate Course Descriptions

Below are concise descriptions of Criminal Justice Department graduate 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. (3 credit hours)

CROL 535 Ethical Issues in Justice Administration.

This course explores personal, situational, and professional ethical issues and boundaries in Justice Administration. 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 criminal justice professionals in today's society, and how administrator's decide to handle 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 Legal Issues in Justice Administration.

This course examines broad legal issues across the criminal justice system and within the confines of justice administration. Contemporary issues, policies, and laws that justice administrators have to deal with on a daily basis will also be at the center of this course, with a particular focus on seminal and recent federal case law applicable to all areas of criminal justice. (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. (3-12 credit hours)

CROL 674 Advanced Statistical Analysis.

This course focuses on building a greater understanding of the theoretical underpinnings and tools for applying linear models and related techniques to social scientific data analysis. Learners will explore the workings of multiple regression and problems that arise in applying it, as well as delving deeper into the theory of inference underlying regression analysis. Consideration will also be given to the analysis of binary and count data, emphasizing the need to fit appropriate models, as well as factorial designs. Prerequisite: Currently enrolled PhD in Leadership student. Credit: 3 hours

CROL 677 Applied Leadership.

This course is an advanced leadership course with a focus on developing leaders' abilities to critically assess and evaluate different leadership styles, with a focus on self-examination for purposes of applying techniques and skills to the practice of leadership in the field. Prerequisite: Currently enrolled PhD in Leadership student. Credit: 3 hours

CROL 681 Proseminar in Criminal Justice.

This course is a review of classical and recent literature in criminal justice. Trends and issues that transcend the components of the criminal justice system will be researched, analyzed, and evaluated. Prerequisite: Currently enrolled PhD in Leadership student. Credit: 3 hours

CROL 683 Criminal Justice Program Evaluation.

This course will focus on the key concepts and methods available for performing analysis of field-level criminal justice programs. Students will be exposed to primary principles of analyzing and existing criminal justice programs for purposes of determining efficacy and feasibility, whether before a program is launched or during post-implementation. Quantitative and qualitative forms of program evaluation will be discussed and utilized. Prerequisite: Currently enrolled PhD in Leadership student. Credit: 3 hours

CROL 685 Qualitative Methods in Criminal Justice.

This course provides the foundation for professional criminal justice research with a specific focus on qualitative methods, including participant observation, ethnography, interviews,

historical analysis, and case studies. The course will explore the uses, strengths, and weakness of qualitative approaches to criminal justice research. Prerequisite: Currently enrolled PhD in Leadership student. Credit: 3 hours

CROL 687 Legal Research and Analysis.

This course examines traditional legal research methods, providing the student the tools necessary to successfully research and properly document the history of case law in the United States. Prerequisite: Currently enrolled PhD in Leadership student. Credit: 3 hours

CROL 689 Drugs and Crime.

This course focuses on the nature and scope of the relationship between drugs, alcohol, and crime, and the effect of anti-drug legislation on the criminal justice system in an historical and contemporary context. Literature affirming or denying the relationship between drugs and crime will be analyzed and evaluated, with various methods for accumulating data being examined and utilized. Prerequisite: Currently enrolled PhD in Leadership student. Credit: 3 hours

CROL 691 Life-Course Criminology.

This course provides an exploration of crime and deviance based on the life course theoretical perspective. The theoretical underpinnings, research methodologies, and empirical research of this framework will be studied. Issues to be discussed include: the development of criminal careers, the cessation and evolution of criminal behavior over the life course (specifically trajectories, transitions, and turning points), and qualitative and quantitative research methodologies specific to life course criminology. Also, this course will examine criminal justice policy implications and applications related to life course criminology. Prerequisite: Currently enrolled PhD in Leadership student. Credit: 3 hours

CROL 699 Capstone Course in Justice Administration.

During this one credit hour course students complete assignments designed with a focus upon prior work completed in one or more previous MJA courses. 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. (1 credit hour)

Faculty/Staff

Jack W. Brown – Associate Professor of Justice Administration and Director of Graduate Studies, Department of Criminal Justice
A.A., Manatee Community College; B.S., University of Southern Mississippi; M.S., University of Southern Mississippi; Ph.D., University of Southern Mississippi

John K. Mills – Associate Professor of Justice Administration and Chair of Criminal Justice
B.A., University of Kentucky; J.D., Northern Kentucky University

Robert Stephens – Adjunct Instructor of Justice Administration
B.S., Cumberland College; J.D., University of Louisville

Adam J. McKee – Adjunct Instructor of Justice Administration
B.S., University of Southern Mississippi; M.A., University of Southern Mississippi; Ph.D., University of Southern Mississippi

Lawrence M. Anthony – Adjunct Instructor of Justice Administration
B.A., St. Michael's College; M.S., Xavier University; Ed.D., University of Cincinnati

Elizabeth G. Marsal – Adjunct Instructor of Justice Administration
B.A., Meredith College; M.S.W., East Carolina University; Ph.D., Walden University

Allison Timbs - Adjunct Instructor of Justice Administration
B.A., Arkansas State University; M.S., Florida State University; M.A., Arkansas State University; Ph.D., University of Florida

Boderick Bennett- Adjunct Instructor of Justice Administration
B.S., South University; M.A., University of the Rockies; Ph.D., Walden University

Sarah Shelton- Adjunct Instructor of Justice Administration
A.A., Paducah Community College; B.A., Murray State University; M.S., Murray State University; M.P.H., Medical College of Georgia; M.S.C.P., Fairleigh Dickinson University; Psy.D., Spalding University