



STUDENT GUIDEBOOK

# MASTER OF SCIENCE CRIMINAL JUSTICE AND CRIMINOLOGY

DEPARTMENT OF CRIMINAL JUSTICE AND CRIMINOLOGY  
COLLEGE OF ARTS AND SCIENCES



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KANSAS CITY

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## TABLE OF CONTENTS

|   |           |
|---|-----------|
| <b>I. Introduction</b>                                      | <b>5</b>  |
| Student Learning Objectives (SLOs)                          | 6         |
| <b>II. Admission Status</b>                                 | <b>8</b>  |
| Regular Graduate Student Status                             | 8         |
| Provisional Graduate Student Status                         | 8         |
| <b>III. MS-CJC Degree Requirements</b>                      | <b>9</b>  |
| Required Hours and Courses                                  | 9         |
| Some Commonly Asked Questions About Coursework              | 10        |
| Information Regarding Prerequisite Courses                  | 11        |
| Elective Hours and Courses                                  | 11        |
| Thesis or Research Demonstration Project                    | 11        |
| Thesis Option   | 11        |
| Master’s Thesis Proposal Process                            | 12        |
| Thesis Proposal Approval Committee Signature Page           | 13        |
| Master’s Thesis Outline                                     | 14        |
| Final Notes Regarding the Master’s Thesis Process           | 15        |
| General Timeline for a Master’s Thesis                      | 16        |
| MS-CJC Thesis Completion Deadlines                          | 18        |
| Research Demonstration Project Option                       | 19        |
| MS-CJC Demonstration Project Example                        | 19        |
| Grading Rubric for the MS in CJC Demonstration Project      | 25        |
| Changing from Thesis Option to Demonstration Project option | 26        |
| Course Load and Registration Requirements                   | 26        |
| Part- and Full-Time Students                                | 26        |
| Continuous Enrollment Requirement                           | 26        |
| Class Schedules and Registration for Courses                | 26        |
| Adding, Withdrawing and Changing Courses                    | 26        |
| Completion of Program Requirements: The Seven Year Rule     | 27        |
| Grading and Performance Standards                           | 27        |
| Grading System and Standards                                | 27        |
| Incomplete Grades   | 27        |
| Academic Probation  | 27        |
| <b>IV. Student Advising</b>                                 | <b>28</b> |
| Principal Graduate Advisor                                  | 28        |
| Program of Study (POS)                                      | 28        |
| Minimum Competence  | 28        |
| Student Evaluation  | 28        |
| Additional Evaluations                                      | 29        |
| Completion of Program                                       | 30        |
| Academic Enrollment Policies                                | 30        |
| Academic Loads  | 30        |
| Enrollment/Readmission Policy                               | 30        |

|   |           |
|---|-----------|
| Leave of Absence .....  | 30        |
| Graduation .....  | 30        |
| Continuous Graduate Enrollment Requirements .....                 | 31        |
| Supervisory Committee .....                                       | 31        |
| Selection Requirements for Committee Membership .....             | 31        |
| Functions of the Supervisory Committee .....                      | 31        |
| Procedures to Designate Supervisory Committee.....                | 31        |
| Program of Study .....  | 32        |
| Courses in the Program of Study .....                             | 32        |
| Rules Governing Enrollment in Non-Graduate Level Courses .....    | 32        |
| Transfer Credits from Other Institutions and Programs .....       | 32        |
| <b>V. Procedures for Completion of Degree and Graduation.....</b> | <b>34</b> |
| Application for Graduation And Enrollment.....                    | 34        |
| Additional Program Policies and Procedures.....                   | 34        |
| Policy on Student Conduct and Rights .....                        | 34        |
| <b>VII. Financial Assistance.....</b>                             | <b>35</b> |
| <b>XI. MS-CJC Faculty and Staff.....</b>                          | <b>36</b> |
| <b>APPENDIX A: ANNUAL GRADUATE STUDENT EVALUATION .....</b>       | <b>38</b> |
| <b>APPENDIX B: GRA/GTA EVALUATION FORM .....</b>                  | <b>39</b> |

## I. INTRODUCTION

Welcome to the Master of Science in Criminal Justice & Criminology program (MS-CJC). We are pleased to have you join our group of dedicated scholars who are actively pursuing knowledge and personal development in the area of criminal justice and criminology. During your time at UMKC, we hope you will be challenged to grow as a student, a social scientist, and an individual person. Outlined in the following pages is our contract with you, the student. It is a guide for your progress, as well as a summary of requirements and expectations. Although we will work hard to provide you with a rich learning environment, you ultimately will be responsible for your success and fulfillment. As a student new to graduate level study, we hope you will find this program both challenging and rewarding as you further develop your scholastic and academic skills.



The MS-CJC program emphasizes theoretical and research skills, with a focus on examining policies related to crime issues and criminal justice practices. The curriculum is designed to provide the intellectual skills and insights necessary for planning and analyzing justice policies. While there are particular courses required of all students, the program provides sufficient latitude to allow study in support of individual educational and career goals.

This handbook contains important information that will help you navigate your way through the program. However, it does not detail everything you will need to know. Be sure to review graduate student information and forms on the School of Graduate Studies website at <http://sgs.umkc.edu/> as well as catalog information on the UMKC General Graduate and Professional Catalog website at <http://web2.umkc.edu/umkc/catalog-grad/pdf/index.html>. You also should become familiar with the Office of Registration and Records website at <http://www.umkc.edu/registrar/> which has information on how to register for classes and check your account using the Pathway system, add and withdraw from courses, as well as other information (e.g., academic calendar, graduation).

At UMKC, all official communication is done via e-mail, so make sure that you check your UMKC e-mail on a regular basis for information that might include class cancellation notices and other events and notices of importance from both the CJC Department as well as individual faculty members.

You are responsible for knowing and complying with program and University policies, procedures, and deadlines. Remember that, from time to time, program and University policies change, so the information pertaining to university-wide policies and procedures in this edition of the handbook may become outdated. Be sure to check the departmental website regularly for updates at <http://cas.umkc.edu/cjc>. If you still have questions, talk to your advisor and/or the Principal Graduate Advisor of the M.S. CJC program.

This Student Guidebook is intended to help you develop your plan for graduate studies, and meet the operating procedures and practices demanded to complete your degree. The guide provides information with respect to program requirements, course registration procedures, designating your faculty Supervisory Committee if applicable, and forms needed as you progress toward completing your program of study. It should be viewed as a supplement to the catalogue, and used in conjunction with advice from the Principal Graduate Advisor and/or the members of your Supervisory Committee.

Program requirements and procedures may change over time. You will be responsible for meeting the program requirements stipulated in the graduate catalogue in place during the semester you are admitted and begin your studies. This catalogue can be accessed online. Should program requirements change prior to the completion of your degree, you will have the option of meeting the new requirements if you wish. Information with respect to changes in procedures (e.g., forms, filing dates, routing of paperwork) will be sent to the Principal Graduate Advisors and Supervisory Committee Chairs. You should seek advice from the Principal Graduate Advisor or your Committee Chair each time you register for courses in order to learn of any new required procedures, and be certain that courses taken will serve in fulfilling graduation requirements.

## Student Learning Objectives (SLOs)

UMKC emphasizes the need for individual departments to develop and measure what are referred to as Student Learning Objectives (SLOs). The CJC faculty have developed specific learning objectives, and have put in place procedures whereby these SLOs can be measured. Below you will find the ways in which the SLOs are assessed. We are including them in this guidebook so you can get an idea as to what our program's objectives are, and what we are trying to accomplish via offering a graduate degree in CJC.

### First, here are our primary goals:

- Goal #1: Students will demonstrate comprehensive understanding of criminal justice and criminological policies.
- Goal #2: Students will demonstrate comprehensive understanding of criminal justice and criminological theories.
- Goal #3: Students will demonstrate comprehensive understanding of criminal justice and criminological research.

More specifically, here are items that the CJC faculty consider when assessing our program's SLOs and how well, as a faculty, we are helping students fulfill them:

### SLO#1: Policies and Practices of Criminal Justice & Criminology

#### Trends in Crime

Does the student display understanding of crime trends in the United States from a historical perspective? Is the student able to articulate the effects and impacts changes in crime have had over the course of the 20<sup>th</sup> century, in particular the latter half of the 20<sup>th</sup> century?

#### Development of Policy and Practice

Does the student display understanding of the development of policies and practices designed to respond to crime in general, as well as changes in crime trends over time? Does the student articulate ways in which policies are designed/developed, and how those policies and practices are implemented?

#### Impact of Policies and Practice

Does the student display understanding of the impacts various policies and practices have had (both intended and unintended)? Does the student articulate the consequences that systemic responses to crime have had over time? Is the student able to articulate suggestions for ways in which policies and practices can be improved in the future?



### SLO #2: Advanced Knowledge of Criminology and the Nature of Crime

#### Comprehensiveness of knowledge

Does the student display comprehensive understanding of criminological theory, and the origins of criminal behavior? As a whole has the student demonstrated the ability to articulate at least several of the prevailing theories of crime that appear in the extant literature base?

#### Analysis of theory

Does the student display the ability to analyze the components of theory, and how they 'work' regarding the origins of criminal behavior? Building on "Comprehensiveness of knowledge" (above), does the student go beyond merely naming and defining the prevailing theories? Does the student articulate the sub-components of said theories and indicate understanding of operation?

#### Support for theory development and testing

Does the student display the ability to utilize the extant literature base that serves as the development, exploration of, and testing of various theories of crime and the origins of criminal behavior?

### SLO #3a Understanding research and analysis in Criminal Justice & Criminology (Qualitative)

#### Rigor

Does the student display the ability to articulate a rigorous research approach regarding the development of a qualitative field research project or content analysis? Is the research approach feasible, realistic, and ethical?

#### Operationalization

Does the student appropriately operationalize definitions, questions, observations, and techniques related to the implementation of a qualitative field research project or content analysis?

#### Instrumentation

Does the student display the ability to create measures (and/or the components that could ultimately make up an instrument) in order to collect qualitative data? Does the proposed measurement appear to be adequate for the execution of a rigorous qualitative research study?

### SLO #3b Understanding research and analysis in Criminal Justice & Criminology (Quantitative)

#### Rigor

Does the student display the ability to design a rigorous research approach regarding the development of a quantitative research project? In other words, how well will their research plan meet their stated objectives? Is the student's proposal reasonable, realistic, feasible, and ethical?

#### Operationalization

Does the student appropriately operationalize concepts and constructs appropriately per their proposed research design?

#### Instrumentation

Does the student display the ability to create measures (and/or the components that could ultimately make up an instrument) in order to collect quantitative data? Does the proposed measurement appear to be adequate for the execution of a rigorous quantitative research study?

### SLO #3c Understanding statistics and analytic techniques

#### Analytic Skills

Does the student display the ability to choose and execute the appropriate statistical test, using appropriate variables? If a test warrants 'staged testing' or multiple techniques in order to test a hypothesis, does the student utilize most or all appropriate techniques?

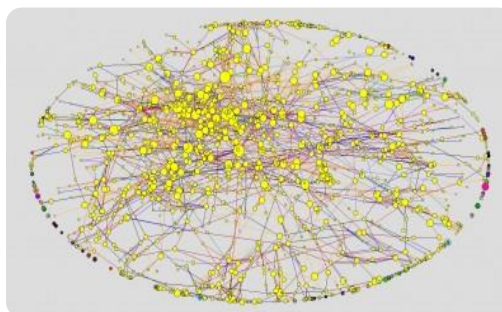
#### Interpretation

Does the student display knowledge regarding the interpretation of inferential statistical testing techniques? Are they able to indicate how the statistic is derived, what it means, and what conclusions can (and cannot) be drawn from the analyses?

#### Fluency in Communication

Does the student appear to have a firm grasp not just on interpretation, but also in communication, meaning and results? For example, does the student merely state what the statistic means and what conclusions can be drawn, or, do they also show abilities regarding the contextualization (practical or theoretical) of the results.

The items and related questions above are not 'test questions' that have to be answered within the context of an exam per se. The items and questions are designed to represent the goals and competencies that we as a faculty anticipate students will glean having earned a MS in CJC.



## II. ADMISSION STATUS

The Graduate Committee comprised of the Graduate Director and two faculty members (rotating), in reviewing your application materials, has admitted you to the program as either a Regular Graduate Student, or given you provisional admission status.

### Regular Graduate Student Status

Regular Graduate Student status means that you are fully admitted to the program, and are considered to be a degree-seeking student.

### Provisional Graduate Student Status

Provisional Admission status means there are deficiencies which you must fulfill before you can be considered a fully admitted, degree-seeking student in the MS-CJC program. The specific restrictions of a student's provisional admission have been stipulated in the letter of admission sent to you earlier by the Principal Graduate Advisor. Once the deficiencies have been met, the Principal Graduate Advisor will ask the Registrar to change your status to that of a fully admitted Regular Graduate Student. Given that students cannot graduate unless their status is that of a fully admitted Regular Graduate Student, any deficiencies or restrictions related to a provisional admission to the program should be attended to within the initial semester(s) of your enrollment.

The most common deficiencies for students who are admitted provisionally include lacking one or more undergraduate pre-requisite courses, in the student's undergraduate program of study. Some students, depending on the degree and/or the institution, may lack one or more of the following: undergraduate research methods, undergraduate statistics and/or undergraduate criminological theory. Students who are admitted provisionally may take some graduate courses, however, they may not take the graduate-level research methods courses (of which there are two required), the graduate-level statistics course (also required) or the required graduate-level criminological theory course, until the undergraduate deficiencies have been satisfied. Please note that students may take the undergraduate pre-requisite courses while they are enrolled in the MS program provisionally (and while they may be enrolled in other MS courses); however, the undergraduate pre-requisite courses do not count toward the student's 30 hour Program of Study. The undergraduate courses are requirements that must be filled prior to taking the graduate-level courses, but they do not count toward the student's MS Program of Study.





### III. MS-CJC DEGREE REQUIREMENTS

#### Required Hours and Courses

The MS-CJC degree requires successful completion of 30 credit hours of graduate work. In addition, successful completion of the MS-CJC is predicated on the completion of a culminating project – either a traditional Master’s Thesis or a Research Demonstration Project. Students who elect to do a thesis may have up to 6 credit hours included in the 30 that are required. As such, it is typical for students who elect to do a thesis to complete 24 hours of regular MS-CJC coursework, plus 6 thesis hours (course number CJC 5599), for a total of 30 credit hours. Students who elect to do a research demonstration project conduct 27 hours of regular MS-CJC coursework, plus 3 hours of directed study (course number CJC 5590), for a total of 30 credit hours.

A core of five courses is required of all MS-CJC students. These required courses include:

|   |           |
|---|-----------|
| CJC 5511 Research Methods II (Quantitative Methods)       | (3 hours) |
| CJC 5515 Qualitative Research Methods in Criminal Justice | (3 hours) |
| CJC 5516 Intermediate Quantitative Methods (Statistics)   | (3 hours) |
| CJC 5518 Advanced Theoretical Criminology                 | (3 hours) |
| CJC 5580 Policy and Decision Making in Criminal Justice   | (3 hours) |

In addition to the five required core courses listed above, students may choose to round out their regular coursework (with the number of hours predicated on which option the students chooses – Thesis or Demonstration Project) with one of several electives offered periodically by the faculty. These electives include:

|   |           |
|---|-----------|
| CJC 5520 CJC Elective – Juvenile Justice                                    | (3 hours) |
| CJC 5551 CJC Elective – Seminar in Policing                                 | (3 hours) |
| CJC 5575 CJC Elective – Correctional Rehab. & Treatment                     | (3 hours) |
| CJC 5570 CJC Elective – Contemporary Corrections and<br>Correctional Policy | (3 hours) |
| CJC 5576 CJC Elective – Seminar in CJC Issues                               | (3 hours) |

The department will develop new graduate courses from time to time; therefore, students are encouraged to consult the on-line UMKC Graduate Catalog for the most up-to-date course descriptions.

Students who wish to conduct a Master’s Thesis may enroll in CJC 5599 (Research and Thesis in Criminal Justice & Criminology) for 3 hours at a time (i.e., per academic term) and/or at the discretion of their Thesis advisor. Students may take up to (but not exceed) a total of 6 hours of CJC 5599 as part of their MS-CJC Program of Study. **Students may not enroll in CJC 5599 until they have been approved to do so by their Thesis advisor.** It is expected that students will have a well-defined Thesis topic that has been approved by their Thesis advisor before enrolling in CJC 5599.

Students who wish to engage in the Research Demonstration Project may enroll in CJC 5590 during the semester they wish to conduct the Demonstration Project, under the direction of the Graduate Advisor (see the Graduate Advisor for more information). For the Research Demonstration Project, CJC 5590 may be taken for 3 credit hours.

## Some Commonly Asked Questions About Coursework

**Q: I'm pretty sure (or, I absolutely know!) that I want to do a Master's Thesis. When can I enroll in Thesis hours (CJC 5599)?**

A: Generally, a Master's Thesis is a large-scale independent research project that is conducted by the student, under the direction of a faculty member. Often times, through the process of taking graduate courses, students become interested in one or more specific topics within CJC. When students have enough interest in a subject that they feel they would like to conduct a Master's Thesis, they first need to find a CJC faculty member who is willing to serve as their Thesis Chair. The student also needs to identify two additional CJC faculty members (often with the help of their Chair) to round out the committee. Your Thesis Chair will advise you as to when you should/can enroll in CJC 5599. Keep in mind that the assumption is that your Master's Thesis is conducted during the final semester(s) of your Master's Program. As such, Thesis hours (CJC 5599) are not taken until the student is nearing the end of their coursework, and **actively engaged in thesis research** (see below for more information regarding the Master's Thesis process). It is not acceptable to take Thesis hours unless a student is actively working on an active Master's Thesis under the direction of a Chair and Committee (i.e., the student has identified a topic, has received direction and instruction on what needs to happen, and is in the actual process of executing the research project).

Students electing to write a thesis as part of their graduate work should make this decision early in their graduate program if at all possible. This decision will effect selection of faculty to serve on your Supervisory Committee, selection of courses, the sequence in which courses may be taken, and the probable date of degree completion. Most thesis projects will take at least one *calendar year* to complete, involving enrollment in Research and Thesis (CJC5599) course work (taken toward the end of the Program of Study). The thesis option is most appropriate for those planning to pursue an academic or research oriented career, study in a Doctoral level program beyond their Master's level study, or those who wish to perform rigorous assessment of data or programs related to their current employment. More information regarding the "Thesis Option" appears below.

**Q: May I take courses for graduate credit during the summer?**

A: Yes, provided these classes are approved by your supervisory committee in advance (explained more fully elsewhere in this handbook). While the department does not routinely offer 5000-level courses during the summer students may identify 300- or 400- level classes within CJC or other disciplines, that are clearly offered for graduate-level credit, and that contribute to their degree program (as **pre-determined** by their committee), as well as 5000-level classes in other disciplines (again, per committee approval). Students may also enroll in directed studies or thesis hours with prior consent of their committee during the summer. Students are advised to work with faculty members regarding their availability during summer months.

**Q: I see a graduate-level course called Directed Studies (CJC 5590) in the course catalog, but Pathway won't let me enroll in it. What gives?**

A: The course designation CJC 5590, or Directed/Independent Studies is utilized for a few very specific purposes. The primary (most common) purpose is to allow a student to make the Research Demonstration Project part of their course load (conducted toward, or ideally during, the final semester of regular enrollment). In other words, it is commonly recommended that during the last semester of regular enrollment, students take one regular classroom class from the MS-CJC curriculum, and CJC 5590 for 3 credit hours. It is the intention of the faculty that the student uses these credit hours (3 credit hours of CJC 5590) in order to complete their Demonstration Project. In these instances, the student should enroll in 3 hours of CJC 5590 under the supervision of the Graduate Director. The only other use of CJC 5590 would be if a student has a very specific research idea with which they wish to collaborate with a member of the faculty (i.e., a project outside of the thesis, outside of the demonstration project, and an idea that clearly contributes to their Program of Study in a way that the current selection of classes cannot). Under these circumstances, the student would approach the faculty member of interest at least **six weeks** before the regular semester for which they wish to complete a Directed Study, and ask the faculty member if they will coordinate the Directed Study. If there are regular graduate classes being offered during the regular semester that the student has not taken, it is expected that the student will take one or more of those classes. In other words, it is not acceptable for a student to try and conduct a Directed Study course under CJC 5590 in an effort to avoid taking regular classes that they may or may not find appealing. In very few and rare instances, a student may find themselves in a situation where they have literally taken all of the courses that are being offered in a particular semester. In those situations, students are encouraged to explore graduate-level electives in other departments **before** they explore a CJC 5590 Directed Study experience. However, students **must receive approval from the CJC department** before they enroll in an elective course in a different department.

### Q: Can I do a field experience or internship of some kind as part of my Program of Study in the MS-CJC program?

A: No. Internships and/or field experiences are not offered on the graduate level in the MS-CJC program. Students whose schedule will allow, and who wish to gain some practical experience in the field during their MS-CJC program, are encouraged to volunteer at any number of CJC agencies. Several of the CJC faculty can assist by setting these sorts of experiences in motion, however, academic credit may not be earned via these experiences. Relatedly, academic credit is not offered for professional experience. Those who wish to complete the MS-CJC program must do so via regular coursework, and through either the Master's Thesis or Demonstration Project process, for a total of 30 regular graduate credit hours.



### Information Regarding Pre-requisite Courses

The required graduate courses in statistics, research methods (two separate courses) and theory demand completion of prerequisite courses in these areas from the student's undergraduate work. Those who have not had such courses need to take the prerequisite courses before enrolling in the required graduate courses. Your letter of admission, sent to you earlier by the Principal Graduate Advisor, should have identified prerequisite courses needed (if any) before enrolling in required graduate courses. **The prerequisite courses are to be taken as deficiencies, and will not be included as part of your 30-hour Program of Study.** In addition, current rules (as of 2013) disallow graduate students from using federal financial aid to pay for courses that do not count directly toward the degree program of study; as such, federal financial aid cannot be used to pay for these pre-requisite courses if the student is currently enrolled in a graduate degree program. Courses from our undergraduate curriculum serving as the necessary prerequisites are as follows:

- CJC 483 Methods of Sociological Research **OR** CJC 486 Methods of Program Evaluation as prerequisite for CJC 5511 Research Methods II (quantitative methods)
- CJC 483 Methods of Sociological Research **OR** CJC 486 Methods of Program Evaluation as prerequisite for 5515 Qualitative Research Methods in Criminal Justice
- CJC 363 Introduction to Statistics as prerequisite for CJC 5516 Intermediate Quantitative Methods (Statistics)
- CJC 319 Theoretical Criminology as prerequisite for CJC 5518 Advanced Criminology Theory

### Elective Hours and Courses

As noted above, beyond the 5 required core courses, students must complete an additional 15 hours of academic work. This work may include thesis hours (again as noted above, and taken toward the end of the Program of Study), classes from the CJC curriculum, and, in certain cases, graduate-level courses from other disciplines. The content of those 15 hours of study will reflect the student's choice with respect to Thesis or the Research Demonstration Project. In order for courses to apply toward completion of your degree, they must be approved by your Supervisory Committee (for those pursuing the thesis option), or the Graduate Committee (for those completing the Research Demonstration Project) as part of your Program of Study.

### Thesis or Research Demonstration Project

#### Thesis Option

Students electing to write a thesis as part of their graduate work should make this decision early in their graduate program.

This decision will effect selection of faculty to serve on your Supervisory Committee, selection of courses, the sequence in which courses may be taken, and the probable date of degree completion. Most thesis projects will take at least one *calendar year* to complete, involving enrollment in Research and Thesis (CJC5599) course work (taken toward the end of the Program of Study). The thesis option is most appropriate for those planning to pursue an academic or research oriented career, study in a Doctoral level program beyond their Master's level study, or those who wish to perform rigorous assessment of data or programs related to their current employment. More information regarding the "Thesis Option" appears below.



Those electing to write a thesis as part of their graduate work can receive up to 6 hours credit (CJC 5599) for preparation of the thesis. In other words, students pursuing the thesis option will take the five core required courses (15 credit hours), plus three regular electives of their choosing (and pending approval of the faculty if necessary), plus 6 hours of Thesis (CJC 5599). In addition to writing the thesis, students must successfully complete an oral defense of that thesis before their Supervisory Committee. The research topic of the thesis will address some issue of specific interest to the student. Through courses, literature review, and analyses conducted in developing the thesis, students are expected to become proficient in their specific thesis topic area. Students who wish to conduct a Master's Thesis should first consider the need to

create a Thesis Proposal, under the direction of their Thesis Chair. What follows are some guidelines per the Thesis Proposal process:

### Master's Thesis Proposal Process

Prior to registering for Thesis credit hours (CJC 5599), students must create a Thesis Proposal that must be approved by the student's Chair and Thesis committee. The Thesis Proposal should be a well-written essay of 10 or more pages that details the following items:

- Introduces the topic
- Indicates why the topic is important
- Appropriately contextualizes the topic (via the Criminal Justice system, or socio-politically within the United States or internationally)
- Highlights the extant literature that has previously explored the topic
- Identifies current limitations or omissions from the current literature
- Presents one or more clear Research Questions that will serve as the foundation for the proposed project (this may include one or more testable hypotheses as well)
- Offers an overview of the proposed methodology that may be used to advance the field per the subject matter
- Details what data will be utilized for the thesis and communicates explicitly how those data will be obtained
- Addresses what role, if any, UMKC's SSIRB will play and what steps have been taken to date to bring SSIRB into the project (NOTE: the student's SSIRB CITI training and certification should be up-to-date and included as an appendix with the proposal document)
- Communicates to some degree what analyses will be used provided the data are available
- Speculates as to what potential findings may reveal, and what implications they may have for policy and/or Criminal Justice and/or Criminological practice

A formal public defense of the Thesis Proposal is not necessary (although not discouraged), and it is assumed that the student will work with their Thesis Advisor (Chair) in order to construct the proposal with the intention that the proposal will be subject to the entire committee for approval. It is up to the discretion of the Thesis Advisor and the committee to approve the Thesis Proposal. The student is not allowed to register for Thesis credit hours (CJC 5599) until an approved Thesis Proposal is on file with the CJC department (see below for the Thesis Proposal Approval Committee Signature Page that must be on file with the department before a student can be approved to register for CJC 5599 Thesis credit hours).

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# UNIVERSITY OF MISSOURI – KANSAS CITY

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## THESIS PROPOSAL APPROVAL COMMITTEE SIGNATURE PAGE

The undersigned have reviewed and approved \_\_\_\_\_'s Thesis

Proposal titled \_\_\_\_\_.

The signatures below serve as committee approval for the student to register for thesis credit hours – CJC 5599 under the direction of their Thesis Chair.

\_\_\_\_\_  
Thesis Committee Chair

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

While a thesis can take many different forms, depending on the subject matter, and the direction of the Thesis committee, what follows is a general outline that most Master's theses conform to. As noted above, the student is expected to work under the direction of their Thesis Chair and committee, however, the outline below should give the student a clear idea as to what the most common components of a Master's Thesis entails:

### Master's Thesis Outline

Every Master's thesis is different, depending on the subject, the existing research, the availability of data, and the schedules of both the student and the supervising faculty. However, below is an outline with some description of how the Master's thesis should be conducted:

#### Chapter I – Introductory Chapter

Typical Length: 4 to 7 pages, double-spaced  
Purpose: To introduce the subject matter, give a brief overview of where the field of CJC is "at" regarding the subject, communicate specifically why the subject matter is important

Things to remember: As indicated above, this chapter should introduce your topic in a clear, concise, and efficient manner. Above all else, after reading the introductory chapter the consumer should be unambiguous as to why the topic is important, and why they should keep reading.

#### Chapter II – Review of the extant literature (aka "Literature Review")

Typical Length: 20 to 40 pages, double-spaced  
Purpose: To give a detailed review of where the field is 'at' historically and in the present, regarding your subject matter. Attempts should be made to offer the reader a thorough examination of what other scholars, in the past, have done to explore your subject matter, and what their conclusions were, and how the field (subject matter) has evolved as a result of that extant literature.

Things to remember: The reader (i.e., faculty) should be clear that the author (student) has a thorough understanding of the existing literature regarding their chosen subject matter. The author should be certain to include the "classics" (if any exist) regarding their subject matter. The focus often should be on relevant and valid (rigorous) empirical tests, involving the subject matter. The author should avoid merely producing a 'linear' accounting/summary of studies (i.e., a literature review is NOT merely several article summaries strung together – it is important to avoid doing so at all costs). Rather, the literature review should 'tell the story' of the subject matter, over time, starting with the most important studies and moving up to the present day, bringing the reader to the point where the current author is – i.e., bring the reader to the brink of the author's contribution (your contribution). The literature review often should conclude (unless otherwise instructed by the committee chair) with the author's research questions – declarative and clear research questions that will be investigated by the author, via the thesis. Students are encouraged to be highly organized regarding their literature review, and as such, students should be generous with their use of subheadings to help organize, and "break up" the literature review. Sometimes it's helpful to view the literature review as 5 or 6 five page papers that are all strongly related to each other, as opposed to one 30 page paper, for example. Common mistakes in the construction of literature reviews include a lack of organization, resulting in a wandering meandering story that deals with the same subject matter but doesn't offer the reader any real clarity.



#### Chapter III – Methods Chapter

Typical Length: 5 to 20 pages, depending on the complexity of the research project, and the source of the data  
Purpose: To tell the reader explicitly what the current research is going to do, and how the author is going to do it

Things to remember: Your methods chapter should be precise, explaining to the reader exactly what you are going to do, and how you are going to do it. As such, detail is extremely important, leaving no stone unturned. It might be helpful to think of the methods chapter as a lengthy recipe – i.e., the reader, if so inclined, should be able to replicate your study exactly, provided they were given access to the same or largely similar data. As such, your methods chapter should include a re-statement of your research questions, and the testable hypotheses that relate to each research question. The chapter should also include the source of your data, and how those data came about. Any limitations of the data should be noted. It should be made clear how things were measured, and coded, and/or entered into a working digital data file, etc. It is not uncommon to present a table of all the relevant variables and how they were measured and coded, with the variables clearly marked as “independent” or “dependent” for example. Again – the methods chapter should be a well-organized presentation of every aspect of your study! The population that you plan to generalize to; your sample, and how it was drawn (and any liabilities or limitations in that regard); the way(s) in which your data were accessed, or gathered, and collected, and entered into a database; how your variables are measured and coded (and any limitations thereof); your plan of analyses (e.g., descriptive, followed by bivariate testing, followed by multivariate testing, etc.). The methods chapter should also include information regarding SSIRB approval proceedings if applicable.

#### **Chapter IV – Results Chapter**

Typical Length: 10 to 30 pages  
Purpose: To present the results of the author’s research and analyses

Things to remember: Your results chapter should present the reader with what you found, via your original research. If you do a good job presenting the analyses you are *going* to do (in Chapter III – Methods), your results chapter in a sense should follow suit. Be detailed and thorough, explaining the analyses that you conducted, and what you found. Results should be presented in tables, figures, charts, graphs, or other graphical presentations. Your graphics should be labeled and titled accordingly (see the graduate school for specific guidance re: formatting issues that you will need to know), and referred to in your narrative. Be sure to explain the statistics that you use (if applicable), what those statistics measure, and whether or not the results have statistical significance and what that means. Do not assume that the reader has a vast knowledge of statistics and statistical inference. Your results chapter should encompass the totality of your statistical tests/investigations, regarding your testable hypotheses, and ultimately your research question(s).

#### **Chapter V – Discussion Chapter**

Typical length: 10 to 30 pages  
Purpose: To explain why your results are important.

Things to remember: The discussion chapter is where you re-cap for the reader what you have done, and what you found. Most importantly, your discussion chapter should explain why your results have importance. In short – what has your research added to the literature? A good thesis will add to the literature – advancing the field, and advancing what is known about your chosen subject matter. Your discussion chapter should *contextualize* your results – how do your findings fit into the current state of the literature regarding your topic? In addition it is likely very important for you to indicate what, if any policy implications your results have – i.e., how should the practice of criminal justice & criminology change, based on your results? What recommendations do you have for the practice of CJC (or some other aspect of our social world) as a result of the research you conducted? In addition, what future research do you recommend, based on your results and/or the limitations of your research? What stones are left unturned, regarding your subject matter? Another way to approach this might be to think about the following question: If I had an opportunity to do this over again, what would I do differently? Last but not least, your discussion chapter should present any limitations that your research may have. For example, consider whether your measures/variables were rich enough, or if your sampling frame was valid, or if there were any threats to internal or external validity.

#### **Final Notes Regarding the Master’s Thesis Process**

Your thesis is supervised by a committee of three faculty, one of which is the designated chair. Each faculty member who serves as a Thesis Chair may have a unique method as to what they expect, and how they anticipate the student should execute

their thesis. In addition, each faculty member has a unique working style as it relates to several aspects of their career, including the execution of a Master's thesis. As such, it is incumbent upon the student to talk extensively with their Thesis Chair regarding what their expectations are (i.e., the faculty's expectation of the student).

Self-imposed deadlines are very important. Some faculty are "pushers" and will frequently and consistently prod the student along, particularly if the student appears to be stalled for one reason or another, or languishing for some reason. Other faculty will refrain entirely from "pushing" and will let the student take forever in order to finish (if ever). As such, it is extremely important for the student to be very realistic with themselves regarding their OWN working style, and what they might need from a chair, and to communicate their needs respectfully and often. It is good practice for the student to work out a schedule of events – deadlines as to what will be produced, and when, and abide by that schedule strictly (and, when necessary, adjust the schedule by notifying the chair and committee as soon as possible).

Many faculty utilize a process similar to the following: the student works closely with the chair, producing one chapter at a time. Often several drafts/versions are passed back and forth, and several meetings are held for each chapter that is developed. Once the chair approves an individual chapter, the chapter is then passed on, by the student, to the remaining faculty members noting that the chair has approved the chapter and feels it is ready for review by the other committee members. The committee members offer written and/or verbal feedback to the student, often copying the chair and remaining committee members on their input. The student then incorporates the feedback of their committee, and sends 'final' copy of the revised chapter to the entire committee who will either offer their approval, or, recommend additional changes. The student then moves onto the next chapter via the same process (working with the chair, initially, then once the chair approves, sending onto the rest of the committee, receiving and incorporating their feedback, and so-forth). As noted above, every faculty member is different regarding the supervision of theses so it is incumbent on the student to find out from their chair as to what their chair expects.



Regarding the effort that a Master's thesis should take – keep in mind that a Master's thesis should represent a valid and (hopefully) strong, and academically rigorous piece of scholarship. A Master's thesis should also be written at a caliber that is worthy of publication via one or more peer-reviewed journals. As such, "excellence" in everything is the goal when executing a thesis. When asked how long a thesis takes, the real answer is "as long as it takes to produce an excellent piece of scholarship." Keep in mind that your Program of Study can include up to 6 graduate credit hours in the form of CJC 5599 – Thesis. Six graduate credit hours represents an entire semester of full time academic work (**note: this example is being offered for context regarding the effort that a thesis takes -- in reality, a thesis is often worked on for a much**

**longer period of time than one semester**). As such, think about the effort that an entire semester of full-time scholarship entails, and use that as a gauge regarding the amount of effort/time a Master's thesis should take.

A common question that many students have when pursuing a Master's thesis is "How long does the process take?" There are too many variables to adequately specify how long the process will take, however, what follows is a very generalized guideline that should give the student an idea as to what a general (if not rigorous) timeline would entail:

### General Timeline for a Master's Thesis

Often students will want to know "How long will it take?" when they contemplate the Master's thesis option within the MS-CJC program at UMKC. In some respects, this is a difficult question to answer with any semblance of precision, due to many factors – not the least of which is the fact that a thesis is an **independent** research project that occurs under the direction of a faculty member. What this means is that a lot depends on the student. Most faculty rely on the student to motivate themselves, and to do most of the work on their own, with oversight and advice as needed. By no means is the student left to languish in solitude – all the CJC faculty are at all times willing to offer advice, guidance, direction, and support (for a thesis or otherwise) with the expectation that the student will consult initially with the Thesis Chair at all times unless instructed otherwise. At the same time, a student who is engaging in a Master's thesis needs to be highly motivated about the project as a whole, and the project's subject matter in particular. Motivation is an individualistic and intrinsic characteristic; students who wish to conduct



a Master's thesis in a timely fashion and with a high degree of quality must be self-motivated. The CJC faculty place a high value on both the teaching and research missions of our academic unit. As such, while the student will unquestionably find a great deal of support amongst our faculty as they conduct their thesis, the onus ultimately lies with the student.

What follows is a *very* general guideline regarding the 'schedule' for a student who chooses to pursue the Master's thesis option. In addition, the timeline assumes a highly motivated student who is interested in their chosen subject matter and is willing to place a great deal of attention and energy toward the project's completion.

**First semester:** Student begins the program; enrolls in 6 to 9 credit hours of coursework.

**Second semester:** Student continues; enrolls in 6 to 9 credit hours of coursework.

**Week 8 of second semester:** Student approaches a faculty member about wanting to do a thesis; comes to faculty member with some defined ideas that they have been thinking about and perhaps reading about. Ideally student will approach a faculty member whose own research area is at least somewhat related to the subject the student is interested in.

**Week 8 of second semester:** Student, in consultation with faculty member, fleshes out the idea; begins the process of exploring data options; and begins to craft Thesis Proposal (see Thesis Proposal Guidelines). Additional committee members identified. Thesis committee form filled out and placed on file with the department.

**Winter or Summer break (depending on when the student's first semester was):** Thesis Proposal is finalized and circulated to entire Thesis Committee. Pending approval, student *may* begin working on thesis over the summer, *without* registering for any official coursework (e.g., laying the ground work, writing an introductory chapter, collecting material for literature review and/or writing the literature review, writing methodology chapter, working on SSIRB approval, collecting/arranging data if possible/necessary). NOTE: In some circumstances, *depending on the development of the project, the discretion of the Thesis Advisor, and a myriad of other factors*, the Thesis Advisor may approve registering for Thesis credit hours (CJC 5599) over the summer, provided the Thesis Proposal has been approved and Committee Signature Page is on file. Under ordinary circumstances, the student will expend effort laying the groundwork for their thesis, per the schedule noted above, and will **not** register for Thesis credit hours until the third semester as noted below.

**Third semester:** Pending approval of Thesis Proposal, student enrolls in 6 or 9 credit hours of coursework, *three of which are CJC 5599* (Thesis credit hours). Student works in earnest on Master's thesis, at least 12 hours per week. Thesis Advisor provides oversight and direction as chapters are written and the project progresses.

**Fourth semester:** Student enrolls in 6 or 9 credit hours of coursework, *three of which are CJC 5599* (Thesis credit hours). Student works in earnest on Master's thesis, at least 12 hours per week. During this semester, manuscript will be circulated, under the direction of the Thesis Advisor. Complete *draft* of thesis should be completed and circulated by week 6 of the semester.

**For further deadlines from this point on, please refer to the MS-CJC Thesis Completion Deadline chart.**

According to the schedule outlined above, the answer "How long does it take?" appears to be approximately one calendar year, if not slightly more. This amount of time should be regarded as a bare minimum however, and assumes that everything goes well – i.e., data are available, SSIRB approvals are timely, committee members are available, and any number of other factors that may play a role in predicting an ideal progression of events. Regardless of the amount of time a Master's thesis takes however, what results (pending a successful execution and defense) should be an advancement of the field of Criminal Justice & Criminology. A Master's thesis should make a constructive (and potentially publishable) contribution to a sub-field within Criminal Justice & Criminology. In light of the general timeline outlined above, students pursuing a Master's thesis should also be aware of specific deadlines in order to insure a timely completion that also takes into consideration the demands that their faculty committee members are under as a matter of their regular coursework and research obligations. The hard deadlines outlined below are designed to help the student (and their committee) avoid an undue amount of pressure to read and edit large portions of a thesis in a short amount of time. If certain deadlines are missed, it is assumed that the student should look toward the following semester (or later) to complete their thesis:

## MS-CJC Thesis Completion Deadlines

| Task   | Department of Criminal Justice & Criminology Completion Dates <sup>1</sup>   | School of Graduate Studies (SGS) Suggested Completion Dates <sup>2</sup>  |
|--|--|---|
| Complete draft of thesis manuscript; copies to thesis committee for review   | <b>At least 10 weeks</b> before graduation so the committee members have time to conduct a thorough review of the manuscript. This also provides the student time to complete any necessary revisions <u>before</u> the manuscript is submitted to the Graduate School for review. By this point, the student has worked with his/her chair (and possibly other committee members) to complete revisions on drafts of individual chapters. | 10-12 weeks before graduation date  |
| Submit Manuscript to Graduate School for formatting review (accompanied by a <i>Preliminary Approval Form</i> signed by the committee chair) <sup>3</sup>                |  | <b>DEADLINE IS SIX WEEKS BEFORE GRADUATION.</b> The Graduate School often requires format revisions. <sup>4</sup> |
| Committee members will complete the <i>Pre-Oral Defense Form</i> and submit it to the committee chair indicating that the thesis is ready to be defended by the student. | Complete evaluation <b>at least 6 weeks</b> before graduation.   | At least 4 weeks before graduation.   |
| Schedule Thesis Defense; committee chair announces the defense date to the department faculty with at least 2 weeks' notice.   | <b>At least 6 weeks</b> before graduation, confirm defense date (to be held at least 3 weeks before graduation; see below), as it can be difficult to find a time in which all committee members and the student is available for the defense.   | At least 4 weeks before graduation.   |
| Hold Thesis Defense; committee members complete <i>Final Evaluation Forms</i> and submit them to the committee chair for review and signature.                           | <b>At least 3 weeks</b> before graduation. This gives the student time to make any necessary revisions to the manuscript, and provides time for the committee chair to ensure that all committee members' comments and corrections are incorporated into the final thesis.   | At least 2 weeks before graduation.   |
| Submit final thesis to Graduate School along with the <i>Final Evaluation Forms</i> and <i>Report of Results of Final Thesis</i> for approval by the Graduate Dean.      |  | <b>DEADLINE IS TWO WEEKS BEFORE GRADUATION.</b>   |
| Make required format changes and resubmit to Graduate School if necessary.   |  | 1-2 weeks before graduation.  |
| Work with Graduate School to ensure all of the necessary forms, fees, etc. are completed.  |  | Graduation requirements will not be complete until everything is submitted to and approved by SGS.                |

<sup>1</sup> The department's deadlines must be met in order to allow an appropriate amount of time for students to work with their committee members on drafts and revisions, which will then allow them to meet the deadlines set by the SGS.

<sup>2</sup> These deadlines can be found on the School of Graduate Studies' *Thesis/Dissertation Completion Timeline* form. This form is located on the SGS's website. These deadlines are set by the SGS in order to meet the requirements of their office and do not necessarily take into consideration the scheduling needs of the committee members and/or department.

<sup>3</sup> It is the student's responsibility to locate any necessary forms on the SGS's website and to provide a copy to the necessary persons for signatures.

<sup>4</sup> Revisions by the SGS can be kept to a minimum if the student follows the SGS's format guidelines at the start of the writing process. It is much more difficult to redo manuscripts (including footnotes, tables, references, etc.) at the end. The format guidelines can be found on the SGS website.

## Research Demonstration Project Option

Those electing the Research Demonstration Project option will take additional coursework in lieu of the 6 credit hours allotted for the thesis option (CJC 5599) outlined above. In other words, students who wish to conduct the Research Demonstration Project will take the five core required classes (15 credit hours), plus four regular electives of their choosing (and pending approval of the faculty if necessary), plus 3 hours of CJC 5590- Directed Study (which will be used to complete the Demonstration Project during the last semester of regular enrollment). The Principal Graduate Advisor will serve as the instructor of record for the CJC 5590 course.

During their final semester, students pursuing the Research Demonstration Project must successfully complete an independent research paper that outlines solutions to a given scenario. The Demonstration Project process is designed to mimic the academic peer-review process for empirical literature. As such, students will be given the problem/issue/scenario, along with instructions, at a point early in their final semester via a meeting with the Graduate Committee. Students are given one month to provide a written response in the form of a research paper. The faculty reviews the submitted paper over the course of two weeks. A student's efforts are rated as "Accept as is", "Revise & Resubmit", or "Reject". Students who receive a "Accept as is" are finished. Students who receive a "Revised & Resubmit" are given time to respond to faculty comments and to resubmit their efforts at a set date after which the review process will continue. Students who receive an initial "Reject" rating may not continue the Demonstration Project process, and are advised to make another attempt at a later semester (a total of two attempts to successfully complete the Demonstration Project are allowed). After the second review (assuming there is one), faculty issue one of two ratings – "Accept as is" or "Reject". Students who receive a "Accept as is" are finished. Students who receive a "Reject" must redo the Research Demonstration Project process during a subsequent semester. Students are only allowed to redo the process once. If a student receives two "Rejects", the student is dismissed from the program. See the Principal Graduate Advisor for more information regarding the Research Demonstration Project. What follows is an example of a Demonstration Project document that guides the process.

### MS-CJC Demonstration Project Example

UMKC Department of CJC | Fall 2013

#### Instructions:

This project represents the culminating and final demonstration of your MS in CJC program of study. Further, it is designed to allow you to incorporate materials and skills you have learned in your graduate program, while demonstrating the use of extant research specific to this project. You are not permitted to discuss your project with any other students (current or past), or ask for assistance from Criminal Justice (or other) faculty members. The project is to be conducted independently. If you have any questions about the requirements for this project or what is expected, you should consult the Director of the Graduate Program. Your paper will be evaluated across a variety of criteria, including:

1. Identification of problem
2. Indication of importance of the problem
3. Thoroughness of literature review
4. Theoretical understanding
5. Link to policy
6. Reasonableness of response
7. Quality of research methods, statistics, analytic approach (if applicable)
8. Identification of weaknesses/unanticipated consequences
9. Quality of writing, documentation

As you create your manuscript, use 12-point Times New Roman font. Use a 1-inch margin throughout the document, and double space the text of the paper. Be certain to fully cite your paper. You do not need to double-space your references. Insert page numbers throughout the document. Proofread your manuscript **completely** for typographical/spelling errors.

Use a standardized citation style, such as the American Psychological Association (APA) style or the Chicago Manual of Style. If

you have questions about how to format your paper, consistently follow the formatting style used in one of the empirical research articles you use in your paper.

Focus on quality rather than quantity in your writing. There is a 20-page **limit** to this paper (**excluding** title page, abstract, reference, appendices - see below for additional clarification).

You should be familiar with UMKC's policy on Student Conduct (Collected Rules & Regulations 200.010<sup>5</sup>), which outlines the University's definition of and position on academic dishonesty (e.g., cheating, plagiarism, etc.).

The Demonstration Project is assessed in two ways. As noted below, the faculty reviewers will rate the work at two points throughout the process using a system that simulates the academic peer-reviewed process (see below for "Schedule of Events" as well as the faculty assessment rating system – e.g., "Accept as is"; "Revise and Resubmit"; "Reject"). In addition, since students will register for 3.0 credit hours of CJC 5590 – Directed Studies (which is considered a traditionally graded graduate course per UMKC's Registrar), the faculty reviewers will also assess several aspects of the Demonstration Project via a traditional academic grade ("A" through "F"), which in turn will factor into an overall grade provided to the student. The overall grade for the Demonstration Project will be entered into the student's transcript for CJC 5590. See below for the Grading Rubric that is used for the Demonstration Project.



It is assumed that all work submitted for academic credit, including this project is original and created by the author of the paper. The Department reserves the right to compare the originality of this paper to other published or submitted work using anti-plagiarism software (e.g., "turnitin.com"). Turnitin.com is an electronic database of student papers. As a condition of engaging in this process, all papers may be subject to submission for textual similarity review to turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. Submit an original, signed copy of the Disclosure Consent form (below) to the Director of the Graduate Program.

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<sup>5</sup> [http://www.umsystem.edu/ums/rules/collected\\_rules/programs/ch200/200.010\\_standard\\_of\\_conduct](http://www.umsystem.edu/ums/rules/collected_rules/programs/ch200/200.010_standard_of_conduct)

## Schedule of Events:

|               |   |
|---------------|---|
| Aug. 30, 2013 | The student receives the question/issue along with any special instructions if necessary.   |
| Sep. 27, 2013 | The student submits response to the Graduate Director via email (i.e., initial submission of completed manuscript). <b>Please note: Students who fail to meet this initial deadline will receive a “reject” rating for their attempt at the Demonstration Project, and will need to engage in the process at a future and final time.</b>   |
| Oct. 11, 2013 | Faculty review initial submission and submit written evaluation to Graduate Director.   |
| Oct. 18, 2013 | Graduate Director compiles reviews and communicates decision to the student. Decisions include: a) accept as is, b) revise and resubmit, or c) reject. <sup>6</sup>   |
| Nov. 8, 2013  | In the event of a revise and resubmit decision (see above), the student will be provided an opportunity to submit a revised paper by this date (e.g., second submission of completed manuscript with changes made, <u>along with a separate document indicating the changes that were made</u> , or, reasons and justifications for changes that were not incorporated). <b>Please note that the revised manuscript may be as long as 25 pages but should not exceed 25 pages (excluding title page, abstract, references, and appendices). The faculty recognize that students may utilize the allotted 20 pages initially, and do not want students to feel as though they have to eliminate some portions of the paper (unless the elimination of one or more portions was an explicit recommendation from the faculty).</b> |
| Nov. 22, 2013 | The Graduate Director distributes the second submission to the faculty for review; Faculty provide the Graduate Director with a review of the second submission by this date.   |
| Nov. 29, 2013 | Graduate Director compiles reviews and communicates decision to the student. Decisions include: a) accept b) reject.  |

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<sup>6</sup> These decisions mirror the peer-reviewed manuscript process of most scientific journals. “Accept as is” means the submission is acceptable/passing as submitted, and no further revisions are required. “Revise and resubmit” means the submission has merit, however revisions are necessary prior to being rated as acceptable/passing. “Reject” means the submission is unacceptable/failing, and correcting the submission is beyond what could be accomplished with revision of the document (i.e., it would have to be completely re-written).

## Limited Copyright Permission and FERPA Disclosure Consent

I, \_\_\_\_\_ [Student's Name], represent and warrant that I am the sole creator and owner of my **Demonstration Project in the Master of Science in Criminal Justice and Criminology** at the University of Missouri-Kansas City ("my Works"), and that I hold the complete and undivided copyright interest to my Works (see [http://www.umsystem.edu/ums/rules/collected\\_rules/programs/ch200/200.010\\_standard\\_of\\_conduct](http://www.umsystem.edu/ums/rules/collected_rules/programs/ch200/200.010_standard_of_conduct)). I also understand that my Works are considered a part of my "education record" under the Family Educational Rights and Privacy Act (FERPA) (see [http://www.umkc.edu/registrar/records/ferpa\\_students.asp](http://www.umkc.edu/registrar/records/ferpa_students.asp)).

I hereby freely and voluntarily grant to UMKC permission and consent to provide copies of my Works to Turnitin.com to be included as source documents in the Turnitin.com reference database, solely for the purpose of detecting plagiarism; provided, however, that Turnitin.com shall not copy, use, distribute, or further disclose my Work for any purpose other than that provided in the Privacy Pledge provided on the Turnitin.com website ([http://turnitin.com/en\\_us/about-us/privacy-center/privacy-pledge](http://turnitin.com/en_us/about-us/privacy-center/privacy-pledge)).

The permission and consent granted herein shall remain in effect until revoked by me, in writing, and delivered to my Director of the Graduate Program, but any such revocation shall not affect disclosures previously made by the UMKC pursuant to this permission and consent prior to the receipt of any such written revocation.

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

PURSUANT TO THIS CONSENT, MY EDUCATION RECORDS ARE RELEASED SUBJECT TO THE CONFIDENTIALITY PROVISIONS OF APPROPRIATE STATE AND FEDERAL LAWS AND REGULATIONS WHICH PROHIBIT ANY FURTHER DISCLOSURE OF THESE RECORDS WITHOUT MY SPECIFIC WRITTEN CONSENT, OR AS OTHERWISE PERMITTED BY SUCH REGULATIONS.

### Demonstration Project Question:

Recent controversies such as the Trayvon Martin case in Sanford, Florida or the “stop and frisk” policies of the NYPD have brought attention to the issue of racial profiling by law enforcement officials and members of the public. In addition, it has long been established that the court and correctional systems in the U.S. are populated by disproportionate numbers of non-white defendants and inmates (i.e., minority youth and adults are substantially over-represented in these systems relative to their numbers in the general population). These controversies have highlighted the issue of disproportionate minority contact (hereafter DMC) throughout the entire criminal justice system. In order to address the issue of DMC on a more local level, Missouri’s governor has asked you to prepare a report on the issue of DMC that can be used to inform the public and to develop policies to respond to the issue. In your report, you should focus on one specific area within the criminal justice system in which DMC is prevalent (e.g., police practices, court processing, sentencing strategies, prison systems, etc.).

1. How big of a problem is DMC within the Criminal Justice system?
2. Why is it important to understand this problem?
3. What theoretical approach(es) can be applied to understand the nature of DMC?
4. Using the extant literature, discuss strategies that have been implemented to reduce DMC.
5. Based on your theoretical understanding and knowledge of the strategies implemented before, what are the most promising
6. Responses to DMC?
  - a. Are there any unanticipated consequences/weaknesses associated with these responses?
  - b. How can these responses be evaluated to determine whether they are effective?
  - c. What methodological approaches (qualitative and/or quantitative) should be employed?

NOTE: This question is purposely broad, and students may choose to narrow their focus in order to more fully examine a particular aspect of disproportionate minority contact with the CJC system.

Your manuscript will be assessed in light of the extent to which it:

- Identifies the seriousness of the problem
- Explains why the problem is important to understand
- Identifies the theoretical approaches that might be used to understand the problem
- Uses and relies on the extant literature
- Identifies the most promising responses to the problem

**Elements:** Your paper should have the following elements.

**1. Title Page:**

This page will contain a title for your proposal and your assigned student number.  
Do not include your name.  
This page does NOT count toward your 20 page maximum.

**2. Abstract:**

This should be approximately 150 words.  
This page does NOT count toward your 20 page maximum.  
The abstract contains a brief summary of your paper, including the problem you are proposing to address, the policy/program you are proposing to implement, and the evaluation to be conducted.

**3. Body:**

**a. Literature Review:**

Your literature review should begin on a separate page.  
This section DOES count toward your 20 page maximum.

**b. Policy/Program/Strategy Proposal:**

Start this section at the end of your Literature Review.

This section DOES count toward your 20 page maximum.

In this section, you should propose a policy/program to change the behavior under study. The policy/program you select should be rooted in the theory you have selected. Describe the policy/program in sufficient detail so that the reader will know exactly what you are proposing to do.

**c. Evaluation Component (if applicable):**

This section DOES count toward your 20 page maximum.

**4. References:**

Your reference section should begin on a separate page.

This section does NOT count toward your 20 page maximum.

In this section, you should provide citations for all publications, reports, case law, etc., that you used to write your paper.

**5. Appendix:**

This is an *optional* element of your paper. You are not required to have one.

Your Appendix should begin on a separate page.

This section does NOT count toward your 20 page maximum.

Use the Appendix as needed to include any questionnaires/surveys or other materials/forms that you feel could not be adequately summarized in the text of the proposal. You can then refer the readers to the Appendix so that they can review the item for themselves.



Grading Rubric for the MS in CJC Demonstration Project

|   | <b>Grade = A</b>   | <b>Grade = B</b>   | <b>Grade = C</b>  | <b>Grade = D/F</b>   |
|---|--|--|---|--|
| <b>Identifies the seriousness of the problem</b>  | The problem/issue (and related issues) is well-defined. The problem/issue is expressed in appropriate social, temporal, and/or historical context.   | The problem/issue (and related issues) is adequately defined. Attempts were made to appropriately contextualize the issue with some room for improvement   | The problem/issue (and related issues) is adequately defined. Contextualization incomplete or lacking but not absent.   | The problem/issue is not adequately defined. Contextualization either absent or misguided.   |
| <b>Explanation as to why the problem is important to understand</b>   | Implications for not addressing the problem/issue are fully fleshed out. The problem/issue is defined via implications for both the Criminal Justice system as well as broader society.  | Implications for not addressing the problem are highlighted. The problem/issue is defined via implications for at least one sphere of society.   | The importance of understanding the problem is at least clearly stated (and implications for not addressing the problem, in some capacity, are portrayed).  | The importance of understanding the problem is not clearly stated; implications for not understanding the problem/issue absent or irrelevant     |
| <b>Identification of theoretical approach(es) that may be used to help understand the problem and/or develop solutions to the problem</b> | Comprehensive and germane mastery of relevant theoretical explanations is displayed. Relevant criminological theory(ies) are used in order to promote excellent understanding of the problem/issue, and/or devise responses/interventions. | The manuscript shows appropriate use and understanding of relevant criminological theories within the context of the problem/issue. Some effort displayed toward utilizing theory to craft a relevant response to the problem/issue. | An attempt was made to utilize one or more criminological theories to address the problem/issue. Theoretical information, even if incomplete, is at the very least somewhat coherent and correct. | Utilization of criminological theory is either absent, or incoherent/incorrect.  |
| <b>Use of the extant literature base</b>  | The manuscript as a whole is cited with excellence and rigor and supported via well-crafted (well-written) and appropriate use of the extant literature base.  | The manuscript is adequately supported via competent use of the extant literature base. Key (e.g., classic) texts are cited.   | The manuscript includes key citations; an attempt was made to support the manuscript but some important pieces (or areas) are missing   | The manuscript is not supported via the use of the extant literature (or, incorrect literature used; or inappropriate use of correct literature) |
| <b>Development of promising response to the problem</b>   | Response to the problem/issue is realistic, innovative, relevant, and promising. Response is very detailed without being laborious or obtuse.  | Response to the problem/issue is well-defined, and represents an attempt at advancing current practice in a conceptually sound manner.   | The manuscript presents an attempt at crafting a promising response, but may lack some key points; may appear impractical.  | Development of a response to the problem is either absent, or incoherent, or grossly impractical.  |

## Changing from Thesis Option to Demonstrate Project Option

Master's students are free to choose whether they pursue the traditional Thesis option, or the Demonstration Project in order to complete their MS Program of Study. The choice as to which path is chosen does not have to be made at the very beginning of the student's enrollment, however, the faculty encourage students to begin giving thought to which option might best suit their goals and objectives early in their Program of Study. Once the decision is made, changing from the Demonstration Project option to the Thesis option (or vice-versa) is possible, but the student should bear in mind that changing paths has implications for the requisite coursework (i.e., the number of regular graduate classes) that is necessary to complete the degree. Consequently, if a student who changes from Thesis to Demonstration Project has already taken Thesis credit hours (CJC 5599), the student will have to work with their faculty advisor and the Principal Graduate Advisor to have those thesis hours removed from their transcript, bearing in mind that the School of Graduate Studies requires justification for the change. The student will likewise have to replace those thesis hours with regular coursework, and should also anticipate taking CJC 5590 (Directed Study) during the semester they are conducting the Demonstration Project. In sum, for students who begin engaging in the Thesis option (and who actually take Thesis credit hours – CJC 5599), changing to the Demonstration Project may delay their program completion.

## Course Load and Registration Requirements

### Part- and Full-Time Students

Many students pursue the MS-CJC on a part-time basis, enrolling in one or two courses each term (e.g., 3 or 6 hours). Graduate students enrolled in nine or more hours during a semester are considered full-time students. If the student is serving as a Graduate Teaching (GTA) or Research Assistant (GRA), six hours during a regular term, or three hours during the summer session, qualify them as a full-time student. Students may complete the program on a full- or part-time basis. However, all program requirements must be completed within seven (7) years from the student's original date of admission [see section below on the "Seven Year Rule"].

### Continuous Enrollment Requirement:

Master's degree students must remain continuously enrolled in each regular semester (i.e., fall and spring terms up to and including the semester the degree is awarded). The continuous enrollment must be for a minimum of one hour. When no suitable courses are available, the continuous enrollment requirement can be met by registration in "Continuous Graduate Enrollment," (CJC 5899) accessible by permission from your Supervisory Committee Chair and/or the Principal Graduate Advisor.

If you become an inactive student or fail to continuously enroll in courses, and wish to continue your graduate work, you will need to reapply to the MS-CJC program **following the procedures described for a new applicant**. Note, however, that as you re-enter the program you will need to meet requirements in effect at the time of **readmission**.

### Class Schedules and Registration for Courses

Semester class schedules are available online through the Pathway system. Registration for courses is accomplished online through that same system. Information regarding fee structure and payment for classes can also be accessed through Pathway. Registration for the spring term begins around November 1 and registration for summer and fall terms begins around April 1. Class schedules are available about two weeks before registration begins. Consult the UMKC website ([www.umkc.edu](http://www.umkc.edu)) for instructions with respect to accessing class schedules and registering for classes.

### Adding, Withdrawing and Changing Courses

You may enroll in additional courses up through the first week of the semester. You may withdraw from classes any time through the last day of class during a term. Deadline for withdrawing from class is posted on the university calendar each term. If the withdrawal occurs past midterm, however, you will be academically assessed as withdrawn "passing" or "failing." Changes from audit to credit can be done through the first week of the term, and changes from credit to audit can be done any time prior to the last day of class. Each of these changes requires approval from the Principal Graduate Advisor or your

Supervisory Committee Chair/Graduate Committee.

## Completion of Program Requirements: The Seven Year Rule

All students in the Master of Science in Criminal Justice & Criminology program must complete all program requirements within seven (7) years of admission. Students who are approaching the seven year deadline should contact their advisor to address their specific situation. Any courses over seven years old at the time of graduation cannot be counted toward fulfillment of any graduate degree program.

## Grading and Performance Standards

### Grading System and Standards

Course standards and grading for any particular course are at the discretion of the faculty. The grading system used by faculty in assessing student performance, and points associated with each grade, are as follows:

|    |                              |            |
|----|------------------------------|------------|
| A  | (Highest grade)              | 4.0 points |
| A- |                              | 3.7 points |
| B+ |                              | 3.3 points |
| B  | (Work of distinction)        | 3.0 points |
| B- |                              | 2.7 points |
| C+ |                              | 2.3 points |
| C  | (Average work)               | 2.0 points |
| C- |                              | 1.7 points |
| D+ |                              | 1.3 points |
| D  | (Passing but unsatisfactory) | 1.0 points |
| D- |                              | .7 points  |
| F  | (Failing without credit)     | 0 points   |

While the grading system provides for a full range of grades, not all levels of passing performance are acceptable for graduate credit. No course with a grade below C (2.0 points) in any 5000-level course or above will count toward your degree program. In addition, 80% of the credits used for degree completion must be passed with grades of B (3.0 points) or better.

### Incomplete Grades

The grade of "Incomplete" (I) is only appropriate when enough work in the course has been completed to allow the student to finish without re-enrolling in that course or taking additional classes. Each instructor has discretion to judge whether an incomplete grade is appropriate for a particular student. Students receiving an Incomplete have no more than one calendar year to complete the required work. In most instances, instructors specify a lesser period to complete the work. Students cannot graduate until all courses with grades of "Incomplete" have been completed or removed from their record.

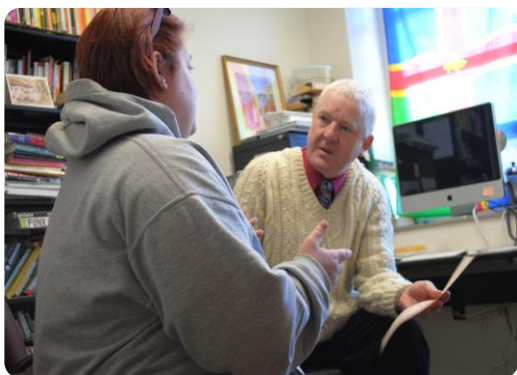
### Academic Probation

Graduate students must maintain a 3.0 (B) or higher grade point average (GPA) in all coursework taken for graduate credit, and counting toward the Program of Study. Should this cumulative GPA fall below the 3.0 standard, the student's status for the next term becomes "On Probation - See Principal Graduate Advisor." Students on probation must restore their cumulative GPA to at least 3.0 by the end of the following two regular semesters, following the term in which the GPA fell below 3.0. Those who do not restore their GPA in that time will be declared ineligible to re-enroll. In addition, students who are on academic probation must maintain a 3.0 or higher for each semester, individually, that they are on academic probation.

## IV. STUDENT ADVISING

The advising procedures are designed to assist the student in planning and completing their graduate study. Students must first decide what career or education goals they wish to pursue through their graduate study at the Master's level, then, in consultation with faculty advisors, decide which courses and types of academic study best fit their particular interests. These decisions will involve the pursuit of the Thesis or the Research Demonstration Project. Student advising is accomplished initially through the Principal Graduate Advisor, and later the student's Supervisory Committee, for those pursuing the Thesis option.

### Principal Graduate Advisor



As students enter the program, the Principal Graduate Advisor serves as their temporary advisor. The Principal Graduate Advisor will assist new students with planning for their graduate work, inform them of course requirements, prerequisites, course selection, procedures governing their graduate study, and selection of their Advisory/Supervisory Committee if appropriate. Students electing the Thesis Option will select a Chair, and via consultation with the Chair, select an additional two faculty members to constitute an official supervisory committee. All three (the chair and two members) must be drawn from the UMKC CJC graduate faculty. Students electing the Research Demonstration Project option will have a pre-established committee consisting of the members from the

Graduate Committee (i.e., the Principal Graduate Advisor plus the two designated Graduate Committee members).

To officially constitute the advisory/supervisory committee, students should:

- (a) download the Recommendation for Appointment of Adviser or Supervisory/Examination Committee from the CJC website: [http://cas.umkc.edu/cjc/pdfs/Appointment\\_Committee.pdf](http://cas.umkc.edu/cjc/pdfs/Appointment_Committee.pdf),
- (b) obtain the signatures of all committee members; and
- (c) submit the completed document to the departmental Administrative Assistant for further processing. Students are advised to retain copies of all documents for their personal records.

### Program of Study (POS)

In consultation with their advisory/supervisory committee, students plan a Program of Study (POS) in accordance with the program requirements described in this handbook. Forms for specifying individual programs of study are available on-line at the program website (<http://cas.umkc.edu/cjc>). The program of study **must be filed before the end of the first semester** in the program. Please keep a copy of your POS form for your files. Note that in order to graduate, the POS must match **exactly** with your official transcript.

### Minimum Competence

You should be aware that academic regulations for the School of Graduate Studies stipulate that “no course with a grade below C (2.0) in any 5000-level course or above will count toward any advanced degree program.” A graduate course may be repeated one time to improve the grade and the grade received the second time replaces the first grade in the student’s graduate grade point average. **This means that, in order for a course with a grade of C- or below to count toward your degree requirements, it must be repeated.** At the time you register for the second time, you will need to submit a completed Course Repeat Form which can be obtained from the Registration and Records Office. Please review the Graduate Program Policy for specific rules in the UMKC General Catalog: [http://web2.umkc.edu/catalog/General\\_Graduate\\_Academic\\_Regulations\\_and\\_Information.html](http://web2.umkc.edu/catalog/General_Graduate_Academic_Regulations_and_Information.html).

### Student Evaluation

Once students have been admitted to the MS-CJC program, it is important that they acquire important skills and progress

through the program at a reasonable pace. It is equally important for students to receive periodic feedback about their performance and progress. Therefore, once a year, MS-CJC students are evaluated with respect to their overall program performance.

Accordingly, each year (at the beginning of fall semester), the MS-CJC program faculty meet for the purpose of reviewing the overall performance of all students enrolled in the program. All active students in the MS-CJC program will be given an annual written assessment of their progress to date (see Appendix A) along with any recommendations for changes that need to be made to their Program of Study, and/or any concerns of the faculty.



## Additional Evaluations

In addition to the general evaluations of overall performance listed above, other more specialized evaluations may be conducted (e.g., for students who are a GTA or GRA; see Appendix B for copy of evaluation form).

Beyond regularly scheduled evaluations, the faculty retains the right to review any student behavior that may affect the welfare of the student or others at any point during the student's matriculation through the program. Such review may result in the student not being permitted to continue in the program or in certain courses. The following are examples of behaviors that may trigger immediate evaluation of student progress:

1. Failure to maintain academic standards.
2. Unsatisfactory performance related to research assistantships (such as demonstrated lack of sensitivity to ethical issues and responsibilities, engaging in activities outside area of competence).
3. Academic dishonesty (e.g., cheating, plagiarism).
4. Unethical or unprofessional behavior.
5. Behaviors that obstruct the education process and/or threaten the welfare of the student or others (e.g., active substance abuse).
6. Failure to comply with established University or Program timetables and requirements (e.g., failure to meet time limits for completion of degree program).
7. Consideration may be given to other circumstances as they arise.

To protect student interests, as well as the rights of faculty to uphold the academic and professional standards of the program, the following steps will be taken as part of the academic review process separately from the yearly evaluation procedure.

1. If a concern about student behavior develops within the context of a course, the course instructor (or faculty supervisor) documents concerns. The instructor meets with the student to outline deficiencies and to establish a remedial course of action (if appropriate). Chronological time frames may be established to evaluate performance. Others who have university-related concerns about a student may communicate their concerns directly to the Principal Graduate Advisor (such discussions are governed by the Family Educational Rights and Privacy Act).
2. When the faculty member has made a reasonable determination with adequate documentation that a pattern and severity of problem exists to warrant additional action beyond that already taken, the faculty member will communicate the concerns, actions taken and their outcomes to the Principal Graduate Advisor and program faculty for possible action.
3. The student will be informed in writing by the Principal Graduate Advisor of (a) any decision that may affect the student's status within the program and (b) the opportunity to address the faculty member(s) in person or in writing to appeal the decision.
4. The student will be informed in writing by the Principal Graduate Advisor of the faculty's response to the appeal. The student will be advised of the opportunity to seek further informal resolution of the concern with the Criminal Justice & Criminology Department Grievance Committee or Criminal Justice & Criminology Department Chair.

## Completion of Program

All students in the MS-CJC program are expected to complete all program requirements within seven (7) years of admission. Faculty members consider this an important standard for the degree program, so that the education received is both timely and applicable to extra-academic environments. Students who are approaching the seven-year deadline should contact their advisor to address their specific situation. Those who are not finished by the seven-year deadline will be **dismissed from the program**.

## Academic Enrollment Policies

### Academic Loads

Graduate students enrolled in 9 or more credits during a regular semester or 5 credits during a summer session are considered full-time students. For questions regarding student loan deferment and the requirements thereof, please consult the Financial Aid Department at UMKC. All students registered for fewer than those specified totals are classified as part-time students, unless they hold a teaching or research appointment at UMKC. This designation of full time is for academic purposes only and does not apply to assessment of fees or degree program residency requirements.

### Enrollment/Readmission Policy

Until you have completed all coursework on your approved program of study, if you have failed to be enrolled for *only one semester*, you may re-enroll without applying for readmission. If you attend other schools in the interim, you must submit transcripts of your work from each institution attended. Students are considered inactive after a lapse of two or more regular semesters of enrollment (Fall or Spring semesters only). Subsequently, inactive students who want to continue must follow the same admission procedures as those required for new applicants. After a lapse of three or more semesters, students who reapply and are accepted will enter under requirements in effect at the time of readmission.

### Leave of Absence

If you have been an active student in good standing, but need to take an extended leave of absence for legitimate circumstances, you must meet with your advisor, as well as the Principal Graduate Advisor, to inform them and to plan for your return. In addition, the Principal Graduate Advisor must receive a written notification from you well in advance of your leave that details your leave of absence, the date you are leaving and your planned date of return, and the plan created by you and your advisor for your return.

## Graduation



Completing degree requirements does not automatically result in conferral of the degree. Students must request that the University review their academic record and certify that degree requirements have been met. To make this request, students must file an application for graduation with the Records and Registration Office <http://www.umkc.edu/registrar/>. In order to graduate in any given semester, students must apply prior to the deadline for that semester, which is the end of the fourth week of classes in fall and spring semesters, and at the end of the second week of classes in summer semesters. An approved Program of Study must be on file with the Registrar, via the Department of CJC's

Administrative Assistant, at the time the student makes application to graduate. You must also be enrolled in the semester in which you plan to graduate (see section on Continuous Graduate Enrollment elsewhere in this handbook).

Filing applications for graduation initiates degree checks in the Records and Registration Office. The students and their advisors receive a degree checklist which indicates any deficiencies the students must clear. Students should contact their advisors if there are question about the checklist. The application for graduation also places candidates' names in the commencement program. In addition, when completion of degree requirements have been certified by the Registrar, the Records and Registration Office authorizes the diploma order. Specific term deadlines for all graduate requirements can be found on-line in the academic calendar on the Records and Registration Office website <http://www.umkc.edu/registrar/>. Students are responsible for being aware of and meeting these deadlines. The registrar will certify degree completion if students' academic records (transcript) show that they have completed all the requirements listed on the approved Program of Study.

Advanced degree candidates are urged to attend commencement. There are graduation fairs in October and March, where students can order regalia for that semester's commencement ceremony, as well as graduate announcements, class rings and other graduate memorabilia. Students should arrange for rental or purchase of a cap and gown at the University Bookstore at least six (6) weeks before the graduation date.

### **Continuous Graduate Enrollment Requirements**

After completing all courses included in the planned Program of Study for the MS degree, all degree-seeking graduate students must remain continuously enrolled in each regular semester up to and including the semester in which their degree is awarded. This requirement applies also to the summer term for students whose degrees are being awarded at the end of a summer term. This continuous enrollment must be for a minimum of one-hour credit in research and thesis, or other work designated by the department or school. When no suitable credit registration is available, or when students have previously enrolled in at least the minimum number of 5599 (thesis) or equivalent credits required on their Program of Study, students may fulfill the continuous enrollment requirement by registration in continuous graduate enrollment (5899) for one credit hour. Interruption of continuous registration due to failure to comply with this requirement will result in the need for readmission under requirements then in effect. Academic units may require retroactive enrollment as a condition of readmission.

### **Supervisory Committee**

#### **Selection Requirements for Committee Membership**

By the end of the first term of graduate work, students pursuing the Thesis option must select a Supervisory Committee and Chair to assist in the planning and completion of their degree. Students pursuing the Research Demonstration Project will be guided by the Graduate Committee. Once this occurs, all advising is accomplished through the committee rather than the Principal Graduate Advisor. Students who have not formally established their Supervisory Committee by the implied deadline will be encumbered from further registration for classes until this requirement is fulfilled.

The Supervisory Committee and Graduate Committee consists of three faculty members, one of who serves as Chair of the committee. The committee members must have faculty appointments in the Department of Criminal Justice & Criminology, and the Chair must be a member of the Graduate Faculty.

#### **Functions of the Supervisory Committee**

The Supervisory Committee (or Graduate Committee) serves to oversee student progress in the program. This committee assists in planning a course of study, selecting classes and approves the Program of Study. If you elect the thesis option, the Supervisory Committee approves your Thesis Project Proposal, oversees and approves project execution and thesis writing, and conducts the final oral defense of the thesis.

#### **Procedures to Designate Supervisory Committee**

The student determines designation of the Supervisory Committee for their thesis. The student asks at least three faculty members to serve on his or her committee. One of these persons should be asked to serve as Chair of the committee. Students should select faculty who will bring particular expertise needed to assist in their graduate work. Once the committee

members have been solicited, the student must complete the "Recommendation for Appointment of Advisor or Supervisory Committee" form and submits this form to his/her Supervisory Committee Chair who attends to further processing of that form.

Students pursuing the Research Demonstration Project will also complete the "Recommendation for Appointment of Advisor or Supervisory Committee" form. The student will not solicit individual members of their choice, as the Graduate Committee (the Principal Graduate Advisor and two designated committee members) will serve as the student's Supervisory Committee.

## Program of Study

### Courses in the Program of Study

The Master's Degree Program of Study must include a minimum of 30 graduate credits, and be approved by the student's Supervisory Committee. Included among these credits will be the five required courses in the program (i.e., See Section III above), thesis or directed study hours when appropriate, and elective courses chosen to meet student's personal academic interests. At UMKC, courses designated 5000-level are Master's courses.



In developing the Program of Study, bear in mind the following restrictions:

- No more than six credits may be allowed for Research and Thesis (CJC5599)
- No more than 20% (6 of a total of 30 hours) of the credits may be in Directed Studies. Further, as noted above, it is anticipated that the vast majority of Master's students will have no more than 3 credit hours as part of their 30 hour Program of Study (i.e., those students who are pursuing the Research Demonstration Project). Use of CJC 5590 otherwise should be extremely rare, and is at the discretion of the student's committee.
- One-hour, intense weekend courses are not accepted for MS-CJC graduate work and should not be included in one's Program of Study, even if the course is 5000-level
- In order for courses to apply toward completion of the MS-CJC degree, they must be approved by one's Supervisory Committee in advance

### Rules Governing Enrollment in Non-Graduate Level Courses

Students who are seeking to take non-graduate level courses (300-400 level) for graduate credit, as part of their Program of Study, or outside their Program of Study, must receive approval to do so IN ADVANCE from the instructor of record AND from their Supervisory Committee Chair. If the classes are to be part of the student's POS approved by their Supervisory Committee, a grade of B (3.0) or higher must be earned in the class, and the number of these courses eligible for inclusion in the POS will be significantly limited by the Supervisory Committee. If the class is taken outside of the student's Program of Study, be aware that the grade received will still contribute to the calculation of the overall GPA. Further, the course must be offered for graduate credit (per the catalog), and approval from the instructor of record must be sought by the graduate student prior to enrollment. It is anticipated that taking undergraduate courses for graduate credit, as part of the MS-CJC program is very rare, should have very specific goals and objectives that can't be met by the current MS-CJC course offerings, and involves the approval of all faculty of record (the instructor of record, the MS-CJC Principal Graduate Advisor, and/or the student's Faculty Advisor if they are pursuing the thesis option).

### Transfer Credits from Other Institutions and Programs

The student's Supervisory Committee determines whether courses from other institutions or programs can be included as part of one's Program of Study. In all instances, only courses that have been taken for graduate credit will be eligible for consideration as transfer credit.



University requirements dictate that no more than 20% of the credits appearing on the program of study (6 of a total 30 hours) may be transferred from a recognized graduate school for a Master's degree at UMKC. Criteria considered in evaluating courses for transfer include that the coursework: 1) was offered by an accredited school, 2) was applicable to a graduate degree at the host institution, 3) was taken for graduate study, and 4) was completed at a reasonable performance level. Transfer credit cannot be accepted for research and thesis hours, travel experience, work or life experience, and intern and/or practicum courses. In all instances it is the student's Supervisory Committee that determines which (if any) transfer courses can be applied to the student's Program of Study.

University of Missouri (UM) Traveling Scholar credits are not considered transfer credits. However, the sum total of credits from other UM campuses, and transfer credits from other institutions, cannot exceed 14 hours within a 30-hour total program of study. The student's Supervisory Committee determines which (if any) of the traveling scholar credits can be applied to the student's Program of Study.

## V. PROCEDURES FOR COMPLETION OF DEGREE AND GRADUATION

Completing your course requirements does not automatically result in conferral of your degree. Several activities are required during your final term of enrollment to assure degree completion and graduation. These include applying for graduation and enrollment for the term in which the degree will be rewarded, and successful completion of the demonstration project or the thesis.

### Application for Graduation And Enrollment

Students must complete an "Application for Graduate Degree" form at the beginning of the term in which the degree will be completed. The deadline for this application is noted each term by the Registrar's Office. Students must be enrolled during the semester in which they apply for graduation. If all coursework is completed, students should enroll in "5899 – Continuous Graduate Enrollment," through either their Thesis Chair or the Graduate Director.

Filing the application for graduation initiates a degree check by the Registrar's Office to indicate any deficiencies which need clearing to allow graduation, places the candidate's name in the commencement program, and, once requirements are fulfilled, authorizes the diploma order.

### Additional Program Policies and Procedures

#### Policy on Student Conduct and Rights

Graduate students must recognize that personal problems and conflicts can interfere with their effectiveness and can cause harm to others.

Any behavior that violates the professional ethics, campus regulations (see UMKC General Catalog), or local, state, or federal laws will be cause for the program faculty to consider whether the student involved should be allowed to continue in the program. Students should be aware that when they serve as staff (e.g., in the capacity of research or teaching assistants), the university and department policies relevant to staff apply.

UMKC is committed to providing equal access to its learning environment. However, according to UMKC policies related to students with disabilities, "it is the student's responsibility to self-identify [and] to provide current and adequate documentation of his/her disability..." [and that] "...documentation must be provided...prior to the student's entrance into the program or course of study." All graduate students are governed by the graduate policies found in the UMKC general and graduate catalogs in addition to those of the program.

The faculty of the Criminal Justice & Criminology MS Program wish to ensure that students are treated fairly and with respect. Several procedures are in place that students can follow if they have concerns and/or grievances to be resolved. First, it is recommended that students follow APA Guidelines for Resolving Conflict. In addition, students should consider consulting their advisor or Principal Graduate Advisor. Upon student request, the faculty advisor or Principal Graduate Advisor may present a student concern to the program faculty for consideration. If you are not satisfied with the faculty response, you may present your concern to the Department Chair. If you are still dissatisfied, you may refer the matter to the Arts and Sciences Dean's Office.

Please refer to the UMKC General Catalog for specific, up-to-date instructions:

[http://web2.umkc.edu/catalog/Policiesand\\_Procedures.html](http://web2.umkc.edu/catalog/Policiesand_Procedures.html)

or to the Missouri University system for overarching policies:  
<http://www.umsystem.edu/ums/departments/gc/rules/programs/>

## VII. FINANCIAL ASSISTANCE

Various loans, scholarships and other forms of financial aid may be available to graduate students. Contact the Financial Aid and Scholarship Office to learn what financial aid programs might be available to you.

A partial list of assistance programs available to Master's level graduate students is as follows:

- Federally Supported Sources of Financial Aid
- Chancellor's Non-Resident Award
- Hispanic Chamber of Commerce Scholarship
- Minority Master's Student Fellowship
- UMKC Women's Council Graduate Assistance Fellowship
- Graduate Student Travel Support

Descriptions of, and provisions for applying for these programs, can be secured from the Financial Aid and Scholarship Office.

Depending upon faculty grants and other funding sources, teaching and research assistantships may be available through the department. Assistantships normally require 20 hours of work per week, and students are required to carry a minimum of 6 hours of course work each semester. Those interested in applying for an assistantship should complete an "Application for Graduate Teaching and Research Assistants," available through the department office and website.

## XI. MS-CJC FACULTY AND STAFF



**Andrew Fox – Assistant Professor**

B.A., Point Loma Nazarene University, 2005

M.S., Ph.D., Arizona State University, 2008, 2013

Areas of interest include Gangs, Social network analysis, communities, mental health and crime



**Jessica P. Hodge – Assistant Professor**

B.A. University of Minnesota, 1998

M.S. Western Oregon University, 2003

Ph.D. University of Delaware, 2008

Areas of interest include bias crime legislation, gender and crime, and juvenile justice and delinquency.



**Alexander M. Holsinger – Professor**

B.A., Aquinas College, 1991

M.S., Illinois State University, 1995

Ph.D., University of Cincinnati, 1999

Areas of interest include community corrections, juvenile delinquency, criminal theory and statistics.



**Kristi Holsinger – Professor**

B.A., Aquinas College, 1990

M.S. & Ph.D., University of Cincinnati, 1999

Areas of interest include correctional interventions for adolescent females, female delinquency, feminist theory, and incarcerated females and their children.



**Toya Like-Haislip – Associate Professor**

B.S., M.S. & Ph.D., University of Missouri- St. Louis, 1999, 2002, 2006

Areas of interest include criminological theory, crime victimization among minorities and disadvantaged groups, gender and neighborhood conditions related to crime victimization.



**Kenneth J. Novak – Professor**

B.S., Bowling Green State University, 1991

M.S. & Ph.D., University of Cincinnati, 1995, 1999

Areas of interest include community and problem oriented policing, criminal justice organizations, and citizen attitudes toward the police.



**Jennifer Owens – Assistant Professor**

B.S., University of Nebraska at Lincoln, 2005

M.A., University of Nebraska at Omaha, 2008

Ph.D., University of Missouri-St. Louis, 2013

Areas of Interest include Victimization, gender, substance use, qualitative methods, and quantitative methods.



**Lori Sexton – Assistant Professor**

B.S., Cornell University, 2005

M.A., University of Pennsylvania, 2006

Ph.D., University of California, Irvine, 2012

Areas of interest include corrections, punishment, law and society, and research methods



**Tricia Falk – Department Administrative Assistant**

**Professor Emeriti:**



**Cathleen Burnett – Professor Emeritus**

B.A., St. Lawrence University, 1972

M.A. & Ph.D., Vanderbilt University, 1975, 1980

Areas of interest include death penalty, alternatives to imprisonment, women in the law, and elderly offenders.



**Wayne L. Lucas – Olson Professor and Professor Emeritus**

B.S. & M.S., Illinois State University, 1969, 1972

Ph.D., Iowa State University, 1976

Areas of interest include drug abuse policies, criminal and punishment theories, community and institutional corrections, and program evaluation.

## APPENDIX A: ANNUAL GRADUATE STUDENT EVALUATION

### MS in CJC Student Annual Review

The Graduate Committee of the Department of Criminal Justice and Criminology should complete an review of MS-CJC students' progress annually. This process will assist students and faculty to ensure adequate progress toward the degree is being completed.

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Year Entered Program:  FS  WS 20\_\_\_\_

#### Courses completed

| Number | Title  | Hours  | Semester | Grade* |
|--------|--|--------|----------|--------|
| 5515   | Qualitative Research Methods                   | 3      |          |        |
| 5516   | Intermediate Quantitative Methods (Statistics) | 3      |          |        |
| 5518   | Advanced Theoretical Criminology               | 3      |          |        |
| 5580   | Policy and Decision Making in CJ               | 3      |          |        |
| 5511   | Research Methods II (Quantitative)             | 3      |          |        |
|        |  |        |          |        |
|        |  |        |          |        |
|        |  |        |          |        |
|        |  |        |          |        |
|        |  |        |          |        |
|        |  | TOTAL= |          | GPA=   |

\*IP for In Progress

Completed Program of Study?  YES  NO

Completed Supervisory Committee Form?  YES  NO

Committee: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Future Plans:  Thesis  Demonstration Project  Unsure

Expected graduation:  FS  WS 20\_\_\_\_

Is student making satisfactory progress toward degree?  YES  NO

### MS in CJC Student Annual Review

#### Committee recommendations for upcoming year:

Signatures/Date: \_\_\_\_\_, Principal Graduate Director

\_\_\_\_\_  
 \_\_\_\_\_

## APPENDIX B: GRA/GTA EVALUATION FORM



**Department of Criminal Justice & Criminology**  
**Evaluation of Graduate Teaching Assistants/Graduate Research Assistants**

|                        |                         |
|------------------------|-------------------------|
| Name of GTA/GRA: _____ | Name of Reviewer: _____ |
| Review Period: _____   | Course/Project: _____   |

**Please rate the performance of the GTA/GRA in this review period only in each of the following five areas. Examples of core competencies or performance factors for each area described at the end of this form.**

|   |  |                                       |   |                                      |
|---|--|---------------------------------------|---|--------------------------------------|
| <b>Teaching and Presentation Ability</b>      |  |                                       |   |                                      |
| <input type="checkbox"/> Unsatisfactory       | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Outstanding |
| <b>Quality of Work</b>                        |  |                                       |   |                                      |
| <input type="checkbox"/> Unsatisfactory       | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Outstanding |
| <b>Oral and Written Communication</b>         |  |                                       |   |                                      |
| <input type="checkbox"/> Unsatisfactory       | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Outstanding |
| <b>Accountability and Self-Management</b>     |  |                                       |   |                                      |
| <input type="checkbox"/> Unsatisfactory       | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Outstanding |
| <b>Subject Knowledge and Learning Ability</b> |  |                                       |   |                                      |
| <input type="checkbox"/> Unsatisfactory       | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Outstanding |

Please provide some specific information related to the GTA/GRA's strengths:

Please provide some specific feedback on areas in which the GTA/GRA can improve:

**Overall Rating:** Please rate the overall performance of this GTA/GRA for the current review period.

|   |  |                                       |   |                                      |
|---|--|---------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Outstanding |
|---|--|---------------------------------------|---|--------------------------------------|

|                        |       |
|------------------------|-------|
| Signature of GTA/GRA:  | Date: |
| Signature of Reviewer: | Date: |

## GTA/GRA COMPETENCIES/PERFORMANCE FACTORS FOR EVALUATION

The following performance factors, or core competencies, reflect our expectations, values and priorities for graduate teaching and research assistants.

**Teaching and Presentation Ability:** able to monitor and evaluate student progress and assignments; able to develop and organize relevant teaching materials; able to utilize approved texts or other instructional materials; capable of preparing and administering examinations; provides opportunities for student engagement; team-oriented attitude; regular attendance at other related lectures and course meetings as specified by supervisors; effective working relationships with diverse constituencies; knowledge of student perspectives.

**Quality of Work:** completes work thoroughly and accurately; pays attention to details; well-organized; completes work on time; provides prompt responses to supervisors, colleagues and students; consistent and high level of performance; accepting of constructive criticism by demonstration of the ability to listen and incorporate the critique of others; understands the importance of confidentiality and the academic and privacy rights of students (e.g., FERPA, University Rules and Regulations) and/or research participants; able to provide clear assignment instructions; well-prepared to teach each class.

**Oral and Written Communication:** able to communicate with a diverse range of people; provides accurate information and teaches course content with enthusiasm; deals effectively with stress; active listening skills; courteous and patient; able to understand and constructively respond to student needs; clarity in both oral and written skills with the ability to talk/write at the appropriate level; capable of providing clear and constructive feedback regarding colleagues upon supervisor's request.

**Accountability and Self-Management:** possesses organizational and time management skills; holds office hours at the specified time and location; maintains on-going communication regarding workload to supervisor; able to multi-task, prioritize and respond promptly to requests of supervisors (e.g., data entry and analysis, submission of grades, meetings to review work, updating of Blackboard, etc.); takes responsibility for all aspects of their work; willing to ask for help and to help others; able to adhere to course outline and schedule on the syllabus; able to adhere to research protocol and deadlines; able to meet the department and university criteria for holding a GTA/GRA position; punctual and reliable.

**Subject Knowledge and Learning Ability:** demonstrates the ability to learn new content quickly especially new scholarship in the field as it relates to the course and/or research project; interested in learning more than the basics of teaching pedagogy or research methodologies; capable of responding to student questions in a timely manner; open to new technology related to the implementation of the course and/or research project (e.g., SPSS, Blackboard, PowerPoint, Excel, other hardware and software, etc.); able to write clear examinations that are consistent with learning outcomes and course goals.