

Criminal Justice Department Graduate Handbook

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Introduction to the Program—Its Purpose and Goals:

The master of science in criminal justice adheres to the philosophy that the administration of justice is a continuous, integrated process from prevention of crime through release from governmental involvement. The program seeks to provide society with educated individuals who have both substantial awareness of the criminal justice system and the essential competencies required to perform a professional role within it. In order to achieve this goal, the program is designed to:

1. Broaden the student's knowledge of the entire criminal justice process,
2. Provide professional education so that its graduates may assume positions of leadership within the criminal justice system,
3. Prepare the student for advanced studies in the disciplines of criminal justice and criminology, and
4. Expand students' knowledge in the areas of grant writing, research, and evaluation.

Preparation for Graduate School in Criminal Justice

Undergraduate Criminal Justice majors have the necessary preparation for the successful pursuit of graduate work in this discipline. Students lacking this preparation are required to make up deficiencies. These deficiencies include courses in the following four areas: introductory course to criminal justice (CRJUS 1500), criminology/delinquency (CRJUS 3735), introductory social science statistics (STAT 2601 or CRJUS 3710), and research methodology (CRJUS 3712). The assessment and determination of deficiencies are made by the graduate coordinator in consultation with the department. It is expected that any deficiency will be removed within the first 12 (twelve) semester hours. Deficiency course credits do not apply to graduation requirements.

Overview of the Graduate School Process (The Twelve Step Program)

1. Apply for Admission in the MS in Criminal Justice Program and get accepted
2. Decide on an emphasis area/track by choosing from 1 of these 3: 1) corrections/administration/treatment; 2) CJ studies and research; or 3) police management
3. Get advised initially by the Graduate Coordinator
4. Choose between graduate paper (nonthesis) or thesis option
5. Select a major professor and graduate committee (3 members total)
6. Take necessary courses (30 semester hours for thesis option or 35 semester hours for graduate paper option)
7. Write graduate paper or thesis proposal
8. Defend proposal for graduate paper or thesis
9. Get Human Subjects Review approval (if thesis)
10. Complete graduate paper or thesis
11. Defend graduate paper or thesis
12. Follow Graduate School's rules for graduation (and if student is doing a thesis, follow the Graduate School's thesis rules too) and graduate

Graduate Student Roles and Responsibilities

In addition to all of the resources listed in Appendix 1 involving graduate student roles and responsibilities, three general expectations guide proper CJ graduate student behavior: 1) be

professional in your approach to your coursework; 2) be active in CJ Department matters; and 3) be involved in CJ research and community service in ways that compliment and/or add to what you learn in the classroom. See Appendix 1 for references/links to YSU's Graduate School resources for the roles and responsibilities of graduate students. Also, see Appendix 2 for a reading list of works a CJ graduate student should be familiar with after his/her MS experience.

Curriculum Components:

The graduate curriculum in Criminal Justice consists of two major components:

1. **Core:** The core is an in-depth analysis of the major substantive areas within the criminal justice system. This requirement is normally met by completing the graduate core which includes: 6910 Criminal Law, 6920 Advanced Criminology, 6925 Administration and Management Theory, and 6942 Research and Statistics in Health and Human Services.
2. **Emphasis Area/Track:** The emphasis area/track component consists of 3 (three) options which prepare the student for a particular professional position within the criminal justice system or advanced studies in the areas of criminal justice and criminology. Each student is required to choose an emphasis area within 2 (two) semesters of matriculation into the graduate program.

Emphasis Areas/Tracks:

Correctional Administration and Treatment

The intent of this emphasis area is to develop professional competency in the various areas of corrections both in the community and institutional settings. The intent of this track is to prepare the student to manage, control, and rehabilitate violators of the law in a humane and ethical fashion. In addition to the criminal justice core courses, the emphasis area core consists of 6980 Managing Correctional Operations and 6981 Correctional Case Management. Additional course work is selected by the student in consultation with the major professor.

Criminal Justice Studies and Research

This concentration is designed to develop skills in research, grants writing, program planning, and evaluation in the criminal justice setting. It is highly recommended that students in this emphasis area complete a thesis. The intent of this emphasis area is to develop individual skills in the integration of knowledge, the evaluation of scientific and scholarly literature, and the planning, implementation and analysis of programs in the criminal justice field. It is encouraged that students who are considering a Ph.D. complete this emphasis area. In addition to the criminal justice core courses, the emphasis area core consists of 6945 Research Methods, and one of the following: 6915 Advanced Criminology or 6990 CJ Public Policy Seminar. Additional course work is selected by the student in consultation with the major professor.

Police Management

The intent of this emphasis area is to create educated individuals with the necessary professional competencies to assume management and executive positions in police organizations. In addition to the criminal justice core courses, the emphasis area core consists of 6970 Applied Police Management, and 6971 Human Resources in Policing. Additional course work is selected by the student in consultation with the major professor.

General Policies and Procedures:

Admission Process

The Criminal Justice Graduate Affairs Committee reviews all applicants for admission into the Master's program. After this review, the committee notes any deficiencies and recommends the applicant's acceptance (as either Regular, Provisional or Non-degree student—see descriptions of each below) or rejection to the Graduate Coordinator. This recommendation is then forwarded to the Dean of the School of Graduate Studies and Research, henceforth called the “Graduate Dean”. The Graduate Dean makes the final decision concerning admission to the graduate program.

Regular Status

The Graduate Affairs Committee is guided by the following admission policy when evaluating an applicant for regular status admission to the program. Admission requirements include:

1. A bachelor's degree from an accredited college or university;
2. Evidence of having taken a national/standard graduate school admission test (GRE, MAT, or LSAT—see Appendix 3 for a description of each);

and at least one of the following:

3. An overall undergraduate cumulative grade point average of 3.0 or higher on a 4.0 scale
4. A national/standard graduate school admission test score at or higher than the 33rd percentile.

Provisional Status

An applicant may be admitted to the program on provisional status if s/he fails to meet policy stated above for regular status yet has the following conditions.

1. A bachelor's degree from an accredited college or university and an overall GPA above a 2.5 on a 4.0 scale or above a 3.0 on a 4.0 scale on the last 30 semester hours of work if the majority of those are criminal justice related.
2. Any student placed on provisional status must earn at least a 3.00 accumulative grade point average within the first 12 (twelve) semester hours of graduate course work or be separated from the program. If the student earns the minimum grade point average, it is the student's responsibility to notify the Graduate Coordinator, who will then review the student's file. If appropriate, the Graduate Coordinator will recommend a change in status to the Graduate Dean. A copy of the action will be placed in the student's file.

Non-Degree

1. An applicant may be admitted to the program on non-degree status if s/he holds a bachelor's degree and does not expect to work toward an advanced degree. However, the applicant must obtain the recommendation of the Department and the approval of the Graduate Dean. A maximum of 9 (nine) semester hours earned as a non-degree student may later be applied toward a degree if accepted by the Department in which the student wished to earn a degree and approved by the Graduate Dean. Students only can move from non-degree status to provisional and then must complete the requirements indicated under provisional status. If a student is admitted non-degree

status, their overall GPA can be recalculated with the courses completed at the Graduate Level.

Initial Advisement

All first semester graduate students are assigned to the Graduate Coordinator for initial academic advisement. The function of this meeting is to:

1. Advise the student concerning deficiencies and assist the student in scheduling course work,
2. Help the student select an initial emphasis area/track, and
3. Advise the student as to which courses should be taken.

Selection of Major Professor and Committee

Upon admission to the academic program, each student is guided by the Graduate Coordinator until the student selects his/her committee. The committee should be selected before the student completes his/her first twelve (12) semester hours or before the end of the student's second semester, whichever comes first. The student selects his/her major professor from among the Criminal Justice full-time Graduate Faculty (see Appendix 4 for a listing of CJ Graduate Faculty and their interests). The major professor serves as the chairperson of the student's committee. The student and the major professor select two other members of the committee both of who must be members of the Graduate Faculty at the University (one must be from the Criminal Justice Department). Graduate Faculty who chair a student's thesis earn credit of 1.5 workload hours and .5 workload hour for chairing a student's graduate paper. A student who is going the thesis route is encouraged to select a faculty member outside the department as the third faculty member for his/her committee. Committee membership for a student in the graduate paper route usually includes only criminal justice graduate faculty, but this is not necessary.

The student is responsible for filing a Committee Form with the Graduate Coordinator once committee membership is finalized. This committee assists the student with planning of the program and preparation/defense of the thesis or graduate paper.

Change of Committee

If for any reason the student wishes to drop and/or add members of the student's graduate committee, the student may do so submitting a new committee form with the appropriate changes. The form must be filed by the student and approved by the graduate coordinator.

Change in Academic Track

If the student decides to change emphasis area, the student may do so by amending her/his student file, and curriculum sheet. A track change is a change in a course of study and a change in the student's committee is advisable but not necessary if the major professor agrees.

Probation and Termination

If a student's overall graduate GPA falls below 3.0 on a 4.0 scale, the student will be placed on "probation." The Graduate Coordinator will notify the student by mail of their placement on probation. A student on academic probation, must by the end of the next semester and/or completion of 12 (twelve) semester hours bring the cumulative GPA to a 3.0. Failure to do so

will result in immediate recommendation for separation of the student from the graduate program.

A student who receives two grades of “C” in their core or emphasis courses will be terminated from the program.

A student who is separated from the program due to academic deficiencies cannot re-enter the program for one academic year. At that time, the student must re-apply for admission to the Graduate School. If accepted, the student will be considered for provisional or non-degree status.

Grade of "Incomplete"

All policies regulating the assigning of an incomplete are delineated in the graduate catalog. The Department adds a further stipulation concerning a grade of Incomplete. An Incomplete must be resolved prior to the end of the next consecutive semester for which the student enrolls. If the student fails to complete the work requested, or to make additional arrangements within the time indicated, the instructor will be expected to change the "I" to a letter grade based on the work completed.

Grade of "Progress"

The PR grade may be used for students in selected courses. However PR grades awarded in non-thesis courses will revert to a grade of F after one semester, not to include summer, beyond the normal ending date of a scheduled course. It is the student's responsibility to complete the course work within this time frame.

Student Grievances

If for any reason a student has a grievance concerning his/her program, courses, or instruction, the student should communicate with the person against whom one has the grievance, or in the case of grievances against the program, the Graduate Coordinator. If resolution of the grievance is not achieved, a formal grievance procedure is available to the student. Further information is available through the Graduate Student Organization, the Graduate Coordinator, the Departmental Chairperson, or the Graduate School.

Graduation

At the beginning of the semester prior to the semester in which the student expects to receive a degree, the student must notify the major professor of the student's intention to apply for graduation. An “Intent to Graduate” form is provided for this purpose by the Graduate School. Formal application for graduation must be filed before 12:00 noon on the Saturday ending the first full week of the semester in which one wishes to graduate.

Policies Involving Directed Individual Study Course (6955), Readings Course (6957), Field Experience (6995), and Workshops

The purpose of these courses is to allow the student to investigate, in depth, a substantive area not currently offered within a formalized graduate course. The following regulate the administration of such study:

1. A student interested in registering for these courses must file the 6955/6957/6995 appropriate form with the Department Chairperson. If necessary and/or requested, a faculty member will be assigned to work with the student, at the Department Chairperson's discretion.
2. For CRJUS 6955, Independent Study, the student contacts the Department Chairperson, who is to direct the study, to obtain initial approval of the topic. The chairperson has the option of assigning a faculty member to supervise this course. The student prepares an outline of the proposed project. The outline should provide an articulation of the problem or issue; a summation of the argument or authorities that the student will marshal in support of the solution to the problem or resolution of the issue, and an evaluatory conclusion.
3. Prior to registration for a Directed Individual Study, the student must secure the approval (signatures) of his/her major professor and the Department Chairperson. The form is then forwarded to the Graduate Coordinator.
4. A copy of the form will be placed in the student's permanent file.
5. The professor directing the study (if different from the Department Chairperson) will submit a grade for the student.
6. A graduate student can apply toward the degree a maximum of 6 semester hours of 6955 or 6957 when either course is repeated. If taking both courses, a maximum of 9 semester hours can be applied toward the degree.
7. If a student takes a workshop course, a maximum of 6 semester hours can be applied toward the degree. Prior approval for any workshop applied toward the degree must be obtained from the graduate coordinator and the Department Chairperson of the Criminal Justice Program.
8. Any graduate student who has no "paid" or more than 20 hours volunteer agency experiences nor undergraduate internships in a criminal justice-related agency may enroll in 6995, with the approval of the Graduate Coordinator, and apply up to 6 semester hours toward the degree (more details follow specific to 6995).
9. A student can apply a maximum of 9 semester hours toward the degree for any combination of the above possibilities.
10. A maximum of 6 semester hours can be earned for CRJUS 6999 Master's Thesis. However, a student may apply fewer hours toward the thesis. A student pursuing the thesis should consult with the major professor regarding the thesis credit options.

Field Experience in Criminal Justice (6995)

The purpose of this course is to allow the student to gain supervised experience in a Criminal Justice setting. Students may complete the Ohio Peace Officer Training Academy at YSU for credit for this course. The following policies regulate the administration of this course.

1. If for supervised experience in a Criminal Justice setting:
 - a. Must obtain a permit from the Graduate Coordinator.
 - b. Must complete the undergraduate forms that are used in the internship program.
 - c. Must secure a site to complete field experience and have that site approved by the Graduate Coordinator and the Department Chairperson.
2. If for Ohio Peace Officer Training Academy at YSU:
 - a. Must obtain a permit from the Graduate Coordinator or Department Chairperson.

- b. Must complete all required paper work for the Academy course one month prior to the beginning of the class (see Academy Secretary for proper forms)
- c. Must register for the Academy through Continuing Education and pay any special fee.
- d. Must also register for 6995 (Field Experience in CJ) and pay tuition for that course.

Graduate Paper (nonthesis) or Thesis:

One seeking the M.S. degree in Criminal Justice chooses between writing a graduate paper or thesis. In brief, the graduate paper is a critical assessment of the literature on a specified topic. A thesis is a demonstration of independent thinking relative to a specified topic with original research (real data) produced to illustrate it. The program distinction between the two is as follows.

- 1. **Graduate paper (nonthesis)** option. A minimum of 35 (thirty-five) semester hours of credit is required of which no more than 12 (twelve) semester hours may be taken at the 5000 level. Credit for the special topic paper is 2 (two) semester hours.
- 2. **Thesis** option. A minimum of 30 (thirty) semester hours of credit is required of which no more than 9 (nine) semester hours may be taken at the 5000 level. Credit for the thesis cannot exceed 6 (six) semester hours.

Graduate Paper (nonthesis)

The purpose of the graduate paper is to allow the faculty an opportunity to evaluate the student's:

- 1. conceptual ability,
- 2. familiarity with the literature of the field,
- 3. ability to critically assess pertinent literature and research, and
- 4. ability to communicate effectively.

The graduate paper is literature review with critical assessment on a topic within the student's interest and should not be written until the majority of the student's course work is completed. For this reason, the student may not enroll in the Graduate Paper Course until at least 27 semester hours of the graduate work has been completed. Only students selecting the non-thesis option are required to write the graduate paper. See Appendix 2 for more details on the graduate paper.

Thesis

A thesis is empirical, historical, legal or theoretical in nature. The decision on the nature and content of the thesis is made in consultation with the student's major professor. In short, a thesis is a graduate paper with data used to answer the problem specified (see Appendix 5 and 6).

2. Thesis and Oral Defense of Thesis

All theses submitted as partial fulfillment of the requirements of the master's degree must conform to the format and style presented in an appropriate style manual. The two styles that are recommended by the Criminal Justice Department are: the style used by the Justice Quarterly (JQ), and the American Psychological Association (APA). It is the responsibility of the student to insure that the directions are consistently followed.

3. Policies Governing Thesis

- a. In the developmental stages of the thesis, the student works cooperatively with the major professor. Working initially under one person's direction reduces the confusion of conflicting demands and styles. Upon the approval of the initial draft of the thesis by the major professor, the student will supply a copy for the other two members of the committee so that they may make comments and corrections.
- b. Once tentative agreements about the thesis are reached by the committee, the student, in conjunction with his/her committee, will schedule an oral defense. The date of the defense must be submitted to the graduate coordinator two weeks in advance.
- c. It is the responsibility of the graduate coordinator to notify the criminal justice faculty by memo of the oral defense. The public (YSU Faculty, students, and other instructional parties) and Criminal Justice Faculty are invited to the student's oral defense. The committees, in a closed meeting, vote on the acceptability of the thesis and defense.
- d. The final decision to accept or reject the thesis is determined by the Major Professor with advice of the committee.
- e. It is the responsibility of the major professor to assign a grade for the thesis. It is felt that if a thesis was adequately written and defended, a grade of "B" should be assigned. If the student's defense and thesis were exceptional, then a grade of "A" should be assigned. Finally, if the student either fails the defense or does not write an adequate thesis, the grade of "PR" should be assigned. The student is allowed two opportunities to defend a thesis. If the student fails the defense for a second time, the student is separated from the graduate program.
- f. The thesis face sheet displays signatures of the following individuals: 1) the major professor and committee, 2) the department chair indicating that all administrative requirements have been met, and 3) the Graduate Dean.
- g. The student will provide one copy of the thesis for the major professor, one copy for the Department, one copy for the Library, one copy for the Graduate School, and generally students will want one copy for themselves (5 copies).
- h. The Department, Library, and Graduate School copy of the thesis must be filed with the Graduate School at least two weeks prior to graduation. Contact the Graduate School for the date in any particular semester.
- i. Students should contact the Graduate School Office for current typing and style guidelines.
- j. See Appendices 5, 7 & 8 for more help with respect to theses.

Assistantships:

There are two types of assistantships: teaching and research. A teaching assistantship will involve teaching up to two (2) sections of one (1) course. A research assistantship will consist of research under the direction of a faculty member. Research assistantship is the most available type in the Criminal Justice Department.

Profile

Each applicant is required to complete a questionnaire indicating the student's past achievement. This profile consists of and is ranked as follows:

1. Academic: a transcript which includes the most recent completed academic terms will be sent to the department.
2. Experience: list all previous experience you have had related to the field of criminal justice (past employment, internships, volunteer organizations).
3. Honors, Recognition, Awards and Publications: list all honors, recognition and awards you have received. (Ex. academic honors & honorary, public recognition for involvement in a program, scholarships, publications and research.)
4. The profile will also include: considering the above categories, is there anything else which you feel the committee should know in evaluating your application?

Policies relate to graduate assistantships (see also the Graduate School links, Appendix 1):

1. Applications for assistantship should be received by April 15 for the next academic year so that the Graduate Affairs Committee can begin reviewing applications in order to begin announcing their recommendations for assistantship selections by the end of Spring semester.
2. All assistantships will be used for two consecutive semesters. Assistants may apply for a second year at which time the assistant is expected to be used primarily for teaching responsibilities.
3. The dollar amount for each assistantship is set by the Graduate School for the year and is subject to taxes.
4. Assistants must carry 14 (fourteen) semester hours for a regular academic year and not less than 6 semester hours in any one semester without specific approval from the Graduate Coordinator, Department Chairperson, and the Graduate Dean.
5. Assistants may not accept any other full-time, part-time or significant employment at the University or elsewhere during the period of service to the University, without permission of the Graduate Dean.
6. Assistants will be required to fulfill a 20-hour work week for their assistantship duties.
7. All assistantships are governed by University and Graduate School policies and they take precedence over any policies stated in this handbook.

General Core Courses:

6910. Law and Criminal Justice. A historical analysis of the evolution of criminal law as a social control. An overview of substantive criminal law and criminal procedural law in the United States. 3 s.h.
6920. Criminal Justice Studies, Practices and Theories. A critical analysis of the field of criminal justice studies including: crime statistics, crime causation, the criminal justice process, and the agencies involved. Prereq: CRJUS 1500 Introduction to Criminal Justice. 3 s.h.
6925. Administration and Management Theory. Administration and management theory as applied to criminal justice agencies. Includes the functions of the executive, the nature of authority and leadership. Organizational communication and theories of employee motivation. 3 s.h.
6942. Research and Statistics in Health and Human Services. A consolidated statistical and research course in Human Services to design and use qualitative and quantitative research: use and interpret descriptive and inferential statistics, and evaluate the research of others. Prereq: CRJUS 3710 Social Statistics (or equivalent) and CRJUS 3712 Criminal Justice Research or permission of the instructor. 3 s.h.

Criminal Justice Studies and Research Track Courses:

6945. Research Methods in Health and Human Services. An analysis of the design and execution of both quantitative and qualitative research in the human services: the development of research designs most useful to human services research problems. Prereq: CRJUS 6942 Research and Statistics in Health and Human Services. 3 s.h.

Students in this track must also choose ONE of the following:

6915. Advanced Criminology. A comprehensive analysis of the causes of crime from the interdisciplinary perspective. Major criminological theories are discussed in light of contemporary empirical research. Prereq: CRJUS 2630 JMH say what this course title is. 3 s.h.
6990. Criminal Justice Public Policy Seminar. Types of policy and how policies are formulated are covered. The evaluation of policy, with attention to what constitutes good public policy. Special attention is given to the impact of crime control policies, particularly crime legislation and current laws. 3 s.h.

Police Management Track Courses:

6970. Applied Police Management. Systemic examinations of the principles and practices related to the management of police organizations. Examples will reflect problems of the urban and suburban environments, relationships with political entities, and internal control. 3 s.h.
6971. Human Resources in Policing. Evaluation of police personnel systems; employment qualifications, psychiatric screening, polygraph examination, minority recruitment, police

cadet systems, personnel costs, education requirements, lateral entry, mandated state minimum training standards and federal involvement in police manpower. 3 s.h.

Corrections, Administration, and Treatment Courses:

6980. Managing Correctional Operations. Historical review of corrections in the United States. Modern theories of correctional administration and organization in both facilities and community settings. Special focus on: financial operations, contagious illnesses, security, staff management, corruption, programming, architecture, hostage situations and community concern. 3 s.h.

6981. Correctional Case Management. Case management, pre-sentencing investigation, classification and risk assessment. Analysis of theories of rehabilitation as applied in corrections. Special focus on training, recreation, health care, mental health services, religious practices and special needs offenders: including sexual and drug offenders. 3 s.h.

General Courses:

6950. Selected Topics seminar in Criminal Justice. Addresses specific topics relating to the crime problem and the criminal justice process. Topics may vary from semester to semester and will be announced prior to enrollment. This course is repeatable provided it is on different topics. 3 s.h. (This course is often offered Summer Semester.)

6955. Independent Study. Study under the personal supervision of a graduate faculty member with the approval of the graduate coordinator. 1-3 s.h. May be repeated once.

6957. Readings in Criminal Justice. Extensive reading assignments in the student's interest area under the supervision of a graduate faculty member. Enrollment in this course must have the written approval of the graduate coordinator. 1-4 s.h.

6960. Program Planning and Evaluation. A systematic review and evaluation of human services programs, with special attention to the posing of questions in context; questions relating to the selections of design, method, and process of summative evaluation and assessing the effectiveness of programs. 3 s.h.

6995. Field Experience in Criminal Justice. Supervised experience in an applied criminal justice setting. Prereq: Majority of core and track courses and recommendation of students' committee, and approval of the graduate coordinator. Permit required. YSU Peace Officer Training Academy may be accepted for this class. 3-6 s.h.

6998. Graduate Paper. Graduate level research and a comparable paper under the supervision of the student's major professor. 2 s.h.

6999. Research and Thesis. 1-6 s.h.

Acceptable Undergraduate Courses for Graduate Credit (Swing Courses)

5802. Correctional Law and Liability 3 s.h.

5820.	Advanced Legal Research	3 s.h.
5825.	Criminal Procedure and Constitutional Issues	3 s.h.
5826.	Forensics & the CJ system	3 s.h.
5831.	Violence in America	3 s.h.
5865.	Gathering & Using Info in CJ	3 s.h.
5875.	The Juvenile Justice System	3 s.h.

Note: Students may take any course at the 5000 and/or 6000 level from the social sciences to use as electives. Courses from other disciplines need approval of the graduate coordinator. It is, however, essential to adhere to the following regarding elective options:

1. The selection of elective course work is not the sole prerogative of the student and must be done in consultation with his/her major professor and subject to the approval of the graduate coordinator.
2. Not more than 9 semester hours in the thesis option or 12 semester hours in the nonthesis option of a student's total course work for the M.S. degree may be taken from course offerings at the 5000 level. None can be taken below the 5000 level if the hours are to count toward the M.S. degree.

Graduate Level Classes Outside of CJ Requiring No Prerequisite

<u>Department/Program</u>	<u>Catalog #</u>	<u>Course Code</u>	<u>Title</u>
American Studies Studies emphasizing history and cultural diversity	6900	0266	Approach to American Studies
Comm Health & HS Covers how to search for, evaluate, and apply for grants	6981		Grant Writing
Comp Sci and Info Sys Reviews computer programming languages for graduates with no previous computer science experience	6901	0677	Principles of Computer Programming
Counseling Various Topics	5822D	4107	Selected Topics in Counseling
Counseling Begins to discuss effects of chemical dependency on families and individuals	6902	4115	Introduction to Chemical Dependency
Counseling Describes basic counseling on health and wellness	5888	4108	Intro to Health and Wellness Counseling
Counseling Covers professionalism in ethics	5898	4112	Orientation and Ethical Issues
Management Includes sociological studies, demographics, technology, religion, ethics	5845	3749	Work in America
Management Involves concepts and functions of management	6900	3728	The Foundations of Management
Philosophy Describes ethical issues in diverse roles of health care professionals	6900	2448	Ethics in Medicine and Health Care Prof
Philosophy Emphasizes policy issues in bioethics, socially, morally and impact on health care providers and patients	6901	2449	Bioethics and Public Policy
Sociology Touches upon gerontological theories and major issues regarding aging concepts	6905	3038	Social Gerontology
Sociology Various topics	6900		Special Sociological Problems
Psychology Outlines theoretical issues on a life span (from conception to death)	6905	2794	Human Growth and Development
Psychology Focuses on the teaching and learning process of the psychology of education	6903	2798	Psychology of learning and Education
Psychology Deals with mental health problems, individual differences, and deviant behavior	6907		Psychology of Adjustment

Appendix 1: Online Resources, Mainly to YSU’s School of Graduate Studies and Research- -aka “Grad School”)

Admission Forms

- 1) http://www.yzu.edu/GradSchool/Application_for_Admission_IPDF.pdf
- 2) http://www.yzu.edu/GradSchool/GA_application_F02_IPDF.pdf
- 3) http://www.yzu.edu/GradSchool/Recommendation_Form_in_PDF.pdf
- 4) http://www.yzu.edu/GradSchool/Scholar_form_in_PDF.pdf
- 5) http://www.yzu.edu/GradSchool/GA_Renewal_only_application_F02_IPDF.pdf

Human Subjects Review Forms

- 6) http://www.yzu.edu/GradSchool/OGSP/C_Internal_YSU_Forms/HSRC_Exempt_Form.pdf
- 7) http://www.yzu.edu/GradSchool/OGSP/C_Internal_YSU_Forms/HSRC_Full_Review.pdf
- 8) http://www.yzu.edu/GradSchool/OGSP/C_Internal_YSU_Forms/Informed%20Consent.YSU.pdf

Policies, Roles, and Responsibilities for Graduate Students

- 9) YSU Code of Student Rights, Responsibilities, and Conduct: <http://www.yzu.edu/thecode.pdf> (32 pages)
- 10) Grad School Catalog: <http://www.yzu.edu/GradSchool/gradcatalog.pdf> (254 pages)
- 11) Grad School Graduate Assistant Handbook: <http://www.yzu.edu/GradSchool/GAHandbook.pdf> (12 pages)
- 12) Grad School Policy Handbook: <http://www.yzu.edu/GradSchool/policy.pdf> (44 pages)

Graduate Paper and Thesis Guidance

- 13) http://bchhs.yzu.edu/dhp/pdf_files/research_guide.pdf (34 pages)
- 14) http://www.yzu.edu/GradSchool/Thesis_procedures.pdf (5 pages)

Appendix 2. Suggested Reading List (source: modified from <http://www.sulross.edu/pages/3176.asp>)

1. Barlow, David E. and Melissa Hickman Barlow, Police in a Multicultural Society: an American Story, Waveland Press, 2000.
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 3. Bennett, Wayne W. and Karen M. Hess, Management and Supervision in Law Enforcement. 2nd ed. St. Paul: West, 1996.
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 5. Black, Donald, The Manners and Customs of Police. San Diego: Academic, 1994.
 6. Cole, George F., Marc G. Geta, and Amy Bunger, The Criminal Justice System: Politics and Policies 9th edition, Belmont: Wadsworth, 2003.
 7. Del Carmen, Rolando V. and Jeffrey T. Walker, Briefs of Leading Cases in Law Enforcement, Anderson Publishing, 1999.
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 9. Dunham, Roger G., and Geoffrey P. Alpert, Critical Issues in Policing: Contemporary Readings 4th Edition, Prospect Heights: Waveland, 2001.
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 11. Goldstein, Herman, Policing a Free Society. Cambridge: Ballinger, 1977.
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 19. Johnson, Herbert A. and Nancy Travis Wolfe, History of Criminal Justice 3rd Edition, Cincinnati, OH: Anderson Publishing Company, 2003.
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 21. Merton, Robert K., "Social Structure and Anomie." American Sociological Review 3 (1938): 672-82.
 22. Miller, Walter B., "Ideology and Criminal Justice Policy: Some Current Issues." Journal of Criminal Law and Criminology 64 (1973): 141-62.
 23. Morris, Norval, and Michael Tonry, Between Prison and Probation: Intermediate Punishments in a Rational Sentencing System. New York: Oxford UP, 1990.
 24. Niederhoffer, Arthur, Behind The Shield: The Police in Urban Society, Anchor Books, Doubleday, 1969.
 25. Packer, Herbert, The Limits of the Criminal Sanction, Stanford, CA, Stanford University Press, 1968.
 26. Poppo, Terrance E., Drug Lord: The Life and Death of a Mexican Kingpin, Seattle: Demand, 1998.
 27. Quinney, Richard C., Criminal Justice in America: a Critical Understanding, Little, Brown, and Company, 1974.
 28. Reiman, Jeffery H., The Rich Get Richer and the Poor Get Prison 2nd Edition, New York: John Wiley & Sons, 1984.
 29. Roberg, Roy R., Jack Kuykendall, and Kenneth Novack, Police Management 3rd ed. Los Angeles, Roxbury: 1999.
 30. Saferstein, Richard, Criminalistics: an Introduction to Forensic Science 8th Edition, Upper Saddle River, NJ: Prentice Hall, 2004.
 31. Saferstein, Richard (editor), Forensic Science Handbook, Volume I, 2nd Edition, Upper Saddle River, NJ: Prentice Hall, 2002.
 32. Tonry, Michael, Malign Neglect: Race, Crime, and Punishment in America, Oxford University Press, New York, Oxford. 1996.
 33. Trojanowicz, Robert and Bonnie Bucqueroux, Community Policing: A Contemporary Perspective. Cincinnati: Anderson, 1990.
 34. Tzu, Sun, The Art of War, Dover Publications, 2002 (original written 2,500 years ago) see online at <http://www.chinapage.com/sunzi-e.html>
 35. Walker, Samuel, Sense and Nonsense about Crime and Drugs: a policy Guide 5th ed. Los Angeles: Wadsworth, 2000.
 36. Walker, Samuel, Cassia Spohn, and Miriam DeLone, The Color of Justice: Race, Ethnicity, and Crime in America. 2nd ed. Belmont: Wadsworth, 2000.
- Wilson, James Q., Thinking About Crime. New York: Basic, 1975.

Appendix 3: National/Standard Graduate School Admission Tests (GRE, MAT, LSAT):

Graduate Record Examination (GRE)

1. The GRE consists of three sections:
 - Verbal: 30 questions (30 minutes) that tests your ability to analyze and evaluate written material and synthesize information obtained from it.
 - Quantitative: 28 questions (45 minutes) that measures your basic mathematical skills and your understanding of elementary mathematical concepts, as well as your ability to reason quantitatively and solve problems in a quantitative setting.
 - Analytical: 35 questions (60 minutes) that measures your ability to understand structural sets of relationships, deduce new information from sets of relationships, analyze and evaluate arguments, identify central issues and hypotheses, draw sound inferences, and identify plausible causal explanations.
2. Cost of the GRE is about \$120.00
2. Testing sites are throughout the country and online (in the Mahoning Valley area call 330 652-1886).
3. For more info go to <http://www.gre.org>

Miller Analogies Exam (MAT)

1. The MAT consists of about 120 questions, takes about 60 minutes to complete, and is used primarily for graduate school admissions.
2. The exam aims to measure an individual's logical and analytical reasoning through the use of partial analogies. As of the fall of 2004, the exam became computerized; test-takers can now opt to take it as a Computer-Based Test (CBT), although the pen-and-paper exam still exists. Unlike analogies found on the GRE and the SAT, the MAT's analogies demand a broad knowledge of Western culture, testing subjects such as science, music, literature, philosophy, and history. Thus, exemplary success on the MAT requires more than a nuanced and cultivated vocabulary (source: http://en.wikipedia.org/wiki/Miller_Analogies_Test).
3. Cost for the MAT is about \$120.00
4. For more info go to <http://www.milleranalogies.com>

Law School Admission Test (LSAT)

1. The LSAT is a half-day standardized test required for admission to all ABA-approved law schools and many non-ABA-approved law schools. It provides a standard measure of acquired reading, analytical, and logical reasoning skills that law schools can use as one of several factors in assessing applicants.
2. The test is given four times a year at hundreds of locations around the world.
3. Cost of the LSAT is about \$120.00
4. For more info go to <http://www.LSAT.org>

Appendix 4: Criminal Justice Department Faculty and Their Interests

Gordon G. Frissora, Ph.D., Assistant Professor

Social structure; stratification; administration of justice; research methods and statistics; police administration; personnel management; American studies; computer forensics; computer crime

Elaine B. Greaves, Esq., LLB., LL.M., Assistant Professor

Criminal law; criminal procedure; the law of evidence; legal research; constitutional issues; criminal courts structure; corrections law; race, ethnicity, and crime

John M. Hazy, Ph.D., Assistant Professor and Graduate Coordinator

Methodology (research and statistics); teaching; community health; life course issues; bioterrorism preparedness

Tammy A. King, Ph.D., Associate Professor and Department Chair

Corrections; criminology; juvenile justice and delinquency; domestic violence; crisis intervention; women's studies

Christian C. Onwudiwe, Ph.D., Assistant Professor

Comparative studies in criminal justice and political science; foreign policy of major powers; international crime

C. Allen Pierce, Ph.D., Professor

Homicides studies; crime statistics (longitudinal studies); criminal justice education; police human resource allocation; police use of force and violence studies; practical impact of police

Eric S. See, Ph.D., Assistant Professor

Juvenile justice and delinquency; domestic violence; criminological theories; jury selection; jury consulting; issues surrounding mentally ill inmates

Joseph M. Serowik, MFS, Assistant Professor

Forensic science

Retired Faculty Who Teach on a Reduced Basis:

James A. Conser, Ph.D., CPP, Professor

Police administration; personnel management; security; loss prevention; law enforcement; training and education

Larry Cummings, Ph.D., Professor

Corrections; theory

Joseph A. Waldron, Ph.D., Professor

Etiology of the psychopath; individual violence

Appendix 5: Graduate Paper and Thesis Proposal Advice

Note: overall, good proposals consist of ten double-spaced typed pages plus appendices and references. They are written in correct grammatical form, using appropriate citation formats and are well organized as follows.

1. Title page: title of graduate paper or thesis, identification that this is a proposal, a degree program, your name, and date of defense.
2. Abstract: To be written after you have completed the proposal and consists of approximately six to seven sentences, 100-150 words. Using a sentence each, you need to state the general problem under investigation, associate the problem with some conceptual or policy issue, identify the research design (for thesis only), name the primary variables (for thesis only) and maybe a general hypothesis, and name the importance or contribution of the study. Note that an abstract for completed work would also include a sentence stating the general conclusions.
3. Introduction (1½ to 2 pages): As a general guideline, write a paragraph on each of the following topics: a general statement of the topic area; development of the research question; a general overview of the theory or models used; overview of the methods used (for thesis only). May also include a short paragraph about contributions of this graduate paper or thesis makes. Remember that the introduction should describe the parts of the proposal to follow, and therefore, should be the most general statement in the proposal.
4. Literature review of Conceptual Framework (3-4 pages): The goal of your literature review is to situate your work within previous work and important conceptual issues (models, paradigms). Do not survey the literature; rather, you should identify the major chunks you need to cover from your diagram and summarize in your own words the key ideas in each chunk. Remember to write thematically by making the topical sentences to each paragraph the key idea, and to use each paragraph to set up your hypotheses.
5. Methods (3-4 pages): For thesis only. For graduate paper specify how you'll find the literature on the problem specified. For the thesis, write paragraphs which cover the following topics: general research design; sample and how drawn; all variables with their conceptual and operational definitions; hypotheses (if not named elsewhere); the kind of statistical analysis you plan to use and what each will tell you; issues of validity and reliability. This section may include lists of variables and definitions and may refer the reader to appendices. Be sure to clearly identify and discuss the dependent variable.
6. Contributions (½-1 page): How does your research add to or expand upon previous research, the literature you summarized, the conceptual issue, and/or the previous methods used to study this topic. More than one contribution usually exists for each piece of research.
7. Discussion (1-2 pages): Identify possible problems or weaknesses you see in your proposed research and your plans to overcome them. Mention alternative plans to handle X if X is problematic. You can also use this section of the proposal to ask for feedback on a specific area you are still thinking through.
8. Appendices: One appendix to list all your hypotheses, and one to give the titles of your intended tables. You may also want to include your diagram, and to list the variables and sample questions or items to measure them. The more you give reviewers to read before the hearing, the more feedback you can get.
9. References

Appendix 6: Graduate Paper Writing Information

- **Title (make sure it reflects the content and is attractive/enticing)**
- **Introduction**
 - Describe the problem
 - Why is this analysis appropriate?
 - Importance of the problem
 - The scope of the review
 - How the results of the review will be applied.
 - Identify the research questions you hope to answer
- **Methodology**
 - Identify the method used to identify and locate sources;
 - Explain the rationale used for selecting the sources to analyze;
 - Explain the procedures to be used for analyzing the sources;
 - Identify the criteria for evaluating the information found.
- **Analysis and Discussion (General points to consider)**
 - Present evidence and ideas from sources
 - Concepts are organized by sub-topics
 - Sources are grouped by concepts instead of individual entities
 - Grouping may be related to research questions.
 - Validity of sources is stated to support your ultimate answers to your questions.
 - Cite each of your statements by placing the number(s) identifying the reference(s) which support your statement.
- **Conclusions and Recommendations**
 - Identify and synthesize findings
 - Systematically answer your research questions
 - Provide recommendations for
 - Future research
 - Law enforcement applications
 - Law enforcement policies and procedures,
 - Other warranted situations
- **References**
 - List each of your references using APA format.
 - Number each of your references so you can cite your evidence in the Analysis and Discussion section.

Source: <http://ci.coe.uni.edu/facstaff/zeitz/web/seminar/assignments/semoutline.html>

Appendix 7: Information on Writing a Thesis

Note: You must follow the guidance of your thesis chairperson: the material presented here is a guideline and subject to change by your thesis chair/committee.

1) What is a thesis?

A graduate paper with independent research in it to answer the problem selected.

2) How do I get started?

- Think about what you want to know. What out there interests you? If you don't like your topic, you will be bored and will hate your project!
- Based on your track and whom you think you can work with, select a chair for your thesis committee. A thesis committee is comprised of a minimum of three faculty members who will assist you with and evaluate your thesis project. With the help of your thesis chair, form the rest of the committee (2 must be from the department.) You are encouraged to select a person outside the department. For suggestions, consult your major professor.
- Make sure to fill out a "Committee Form." Each member of your committee must sign the form along with the graduate coordinator and the department chairperson.

3) How long should the thesis be?

More than 40 pages (just a guideline); less than 200.

4) What are the different types of theses?

- Exploratory and/or Descriptive
- Retest of a Study
- Testing a Theory
- Testing a Hypothesis
- Case Study
- Others too - talk to your thesis committee chairperson for guidance.

5) What is a thesis proposal?

1. See Appendix xx: Thesis Proposal Advice
2. In general, a thesis proposal is a summary of chapters 1 - 3 of the thesis.
3. The proposal should be about 10 pages of text, double spaced.

6) Do all theses need Human Subjects Review?

Yes, all research projects from this Department must be reviewed by the University's Human Subjects Review Board. There are two types of review--full review and expedited review.

7) In general, what is the format of a thesis?

Title Page

1. There are several theses for review in the Criminal Justice Department and at the Library (please see them for examples).

2. Signature and Release Page

- Includes release to a public statement

- Signatures from the following people (student, thesis committee members, and the Graduate Dean).
- When you defend your thesis project orally, you need to bring several copies of this page on 100% cotton bond paper (you will need one sheet for each copy of your thesis you plan on getting bound).

Abstract

Should not exceed one double-spaced page

Acknowledgments

1. Thank your committee
2. Thank your family
3. Thank people who helped you obtain your data
4. Thank anyone else you think is appropriate

Table of Contents

1. List of chapters and major headings within the chapters
2. List of tables
3. List of figures

What are the differences between tables and figures? (Ask your committee for assistance if unsure)

Chapter 1 - Introduction (Problem Statement)

1. Start with some statistics or something that will catch the reader's attention.
2. Define your terms.
3. State why the problem chosen is worthy of study—specify its importance.
4. Write a summary of the chapter and briefly explain to the reader what will be presented in the next chapter.

Chapter 2 - Literature Review

1. Describe studies that have been done that are similar to, or the same as what you are proposing (in the proposal, present a brief review of the literature.)
2. Explain the theory that guided or was formed by your research.
3. State your research questions and/or hypothesis at the end of this chapter.
4. Write a summary of the chapter and briefly explain to the reader what will be presented in the next chapter.

Chapter 3 - Methods

1. Open with your research questions and/or hypothesis.
2. Explain where you got your data. (In the proposal explain where you will get your data).
3. Explain how you got your data. (In the proposal explain how you will get your data).
4. Explain what analysis you did with your data. (In the proposal explain what analysis you plan on doing with your data).
5. Write a summary of the chapter and briefly explain to the reader what will be presented in the next chapter.

Chapter 4 - Results and Findings

1. Present what you found relative to your research question(s) and/or each of your hypotheses.
2. Write a summary of the chapter and briefly explain to the reader what will be presented in the next chapter.

Chapter 5 - Conclusion

1. Summarize your major findings.
2. State any caveats or limitations with your research.
3. State how you would do things differently if you had the study to do over again.
4. Specify recommendations for future research.
5. Write a summary of the chapter.

Bibliography: APA style

Appendices

1. You will probably have several appendices.
2. Include a copy of the data collection instrument(s)
3. Include a letter from Human Subjects Review Board approving the research

Appendix 8: Thesis Check-Off List:

Name:

Patron Identification Number (PID):

Thesis Chair:

Committee Members:

Topic:

Thesis Title:

1. Grant Submitted (if applicable)
2. Apply for Graduation
3. Chapter 1 (Problem)
4. Chapter 2 (Literature Review)
5. Chapter 3 (Methods and Design)
6. Thesis Proposal Defended
7. Thesis Proposal Approval Form Completed
8. Human Subjects Form Submitted and Approved
9. Data Collected
10. Data Analyzed
11. Chapter 4 (Analysis and Findings)
12. Chapter 5 (Conclusions and Discussion)
13. Bring copies of a signature page on 100% cotton bond paper to thesis defense
14. Thesis Defense Completed
15. Thesis Approval Form signed
16. Thesis sent to Graduate School
17. Thesis returned from Graduate School
18. Binding fees paid
19. Thesis copied on 100% cotton paper
20. Thesis Copies turned into Graduate School
21. All grades of PR changed to the appropriate letter grade

Appendix 9. General Research/Term Paper and Graduate Coursework Advice

Research/term papers must demonstrate both a capacity for scholarly research and creative intellectual effort, and satisfy high standards of prose composition. Capacity for scholarly research is demonstrated by making an original contribution to knowledge of the subject or the significant rearrangement of extant materials with subsequent critical commentary. The skills and capabilities that a research project is designed to foster are:

1. Thoroughness in the discovery of available data;
2. Accuracy in the citation of sources and compliance with formal requirements;
3. A high level of prose composition;
4. Understanding of the ideas and theories appearing in the research data;
5. Creative intellectual effort in the form of analysis and organization of the research data;
6. Demonstration of the capacity for critical judgment of ideas, theories, and generalization of subject matter, including the capacity to advance proposed solutions to problems presented by the research.
7. Choice of a topic is the student's prerogative, unless assigned by a faculty member. If the student selects the topic, it must be approved by the appropriate faculty member or course instructor.

1. Paper: The paper must be printed on good quality, white bond, letter size (8-1/2 x 11 inches) paper.

2. Spacing

- a. The text of the paper is double-spaced.
- b. Endnotes are single-spaced and placed, in numerical sequence, at the end of the paper.
- c. Footnotes are single-spaced and placed in numerical sequence at the end of the page on which they appear.
- d. Extended quotations in the text are single-spaced and indented 2 inches on the left and right margins.

3. Margins: Margins should be 1" on all sides except for a thesis. A thesis should have 1" margins, except the left margin, which should be 1 1/2".

4. Pagination

- a. The Title Page is not numbered. Each page thereafter is to be numbered in Arabic numerals continuously throughout. (This will include appendices, exhibits, or other materials that appears at the end.)
- b. The first page of each chapter is to begin on a separate page. Such pages are to be numbered at the center of the bottom of the page.
- c. All other pages are to contain the number in the upper right corner or bottom center (check for current guidelines).

5. Title Page

The Title Page is to contain the following information in the location indicated. (A sample page appears at the end of these regulations.)

TOP: Title of the paper in full capitals
(upper case)

MIDDLE: Name and social security number of the author, in full capitals.
YOUNGSTOWN STATE UNIVERSITY

(Sample Title Page)

A THEORY FOR EFFECTIVE LAW ENFORCEMENT

MILTON P. FARQUAR
211-11-1111

YOUNGSTOWN STATE UNIVERSITY
CRIMINAL JUSTICE DEPARTMENT

Submitted in Fulfillment of the Requirement of
CRJUS 6955: INDIVIDUAL STUDY

Fall 2004
For Professor Jones
November 21, 2004

Note: See Appendix 2 for a reading list of significant criminal justice publications