

Master of Science in Administration of Juvenile Justice Graduate Education Program

*A graduate degree program partnership between
Shippensburg University and the
Pennsylvania Juvenile Court Judges' Commission*



**SHIPPENSBURG
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JUVENILE COURT JUDGES' COMMISSION

Student Handbook

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Welcome

In 1982, The Juvenile Court Judges' Commission (JCJC) established the Center for Juvenile Justice Training and Research (CJJT&R) at Shippensburg University. CJJT&R is regarded as the state and nationally recognized training, education, and research center for juvenile justice in Pennsylvania. The JCJC endeavored to increase professionalism and cultivate future leaders in the field of juvenile justice by offering a weekend master's program in conjunction with the Shippensburg University Criminal Justice Department.

The Shippensburg University Criminal Justice Department was created in 1974 under the direction of Roosevelt E. Shepherd, and prides itself on its longstanding history of being a premiere program in the State System of Higher Education, as well as the Commonwealth of Pennsylvania. The Department is one of seven units that make up the College of Education and Human Services and offers both undergraduate and graduate degrees in criminal justice. The department's faculty members are actively involved in research and service that address critical issues in criminal justice and public safety.

The Master of Science in Administration of Juvenile Justice Program at Shippensburg University provides a quality graduate program that promotes advanced inquiry and application of new knowledge. One of the core values of Shippensburg University is to inspire and guide students to become successful leaders in their professions and their communities.

The JCJC and the Shippensburg University Criminal Justice Department are dedicated to ensuring your professional development and academic success. On behalf of the JCJC and the Shippensburg University Criminal Justice Department, we extend a heartfelt welcome!

Mission of the Department of Criminal Justice

The Department of Criminal Justice in the College of Education and Human Services at Shippensburg University adheres to the mission of the College and the University. The mission of the Department is to provide current and future criminal justice professionals with the information and skills they need to be effective decision makers in the criminal justice arena. The faculty strives to educate students to be critical thinkers who can communicate their thoughts effectively in an oral and written form that demonstrates a comprehensive knowledge of the field. These objectives are achieved through a balanced approach in which both theoretical and practical issues are addressed. *The Master of Science in Administration of Juvenile Justice curriculum is guided by the following assessment objectives, which are evaluated, on a yearly basis.*

OBJECTIVE 1: Comprehensive knowledge of juvenile justice: Students will understand more readily the operations of both the juvenile and criminal justice systems and the many issues (both theoretical and practical) that confront the administration of justice in a democratic society.

OBJECTIVE 2: Critical analysis: Students will understand more readily how to interpret, analyze and evaluate issues of importance in the field of juvenile justice.

OBJECTIVE 3: Communication: Students will be able to more readily express their knowledge and critical analysis ability through both written work and oral presentation.

OBJECTIVE 4: Exposure to human and cultural diversity: Faculty will expose students to the issues of diversity in the juvenile justice system and provide opportunities for students to participate in experiences that promote diversity.

OBJECTIVE 5: Exposure to ethical problem solving: Faculty will expose students to the nature of ethics in general and the role of normative ethics in the juvenile justice system and provide opportunities for students to participate in juvenile justice-related situations (hypothetical or actual) that deal with ethical issues.

OBJECTIVE 6: Exposure to technology: Faculty will expose students to the use of technology in the field of criminal justice in general and provide opportunities for students to participate in juvenile justice related situations that deal with technological issues.

The Department's major strengths are its applied perspective and strong emphasis on theory, policy, research, and analysis. Philosophy, format, and implementation stress the practical application of a higher level of knowledge, skills, and strategies. The methodological and theoretical elements are highly suitable as a preparation for entering the field, advanced graduate studies, and other professional programs.

STUDENT LEARNING OUTCOMES

The program is competency-based; its intent is to develop in students a set of competencies jointly arrived at by the Shippensburg University Criminal Justice Department and the JCJC. Education for excellence in criminal and juvenile justice practice is the guiding mission of the Department of Criminal Justice at Shippensburg University. The faculty who teach in the JCJC program are committed to providing high quality education that will prepare students to provide

practitioner-based services that are ethical, impartial, and effective in a rapidly changing and increasingly diverse society.

Upon completion of the program, student learners should possess:

- An advanced understanding of administrative principles and practices found in criminal and juvenile justice agencies.
- Advanced knowledge of theories relating to crime causation and criminality.
- In-depth knowledge of the interdisciplinary nature of the criminal and juvenile justice system.
- Knowledge of contemporary technologies used to manage juvenile justice information.
- Skills that enable the learner to conduct and evaluate criminal and juvenile justice-related research.
- Advanced problem-solving skills that enable the learner to identify, analyze, and solve juvenile justice operational problems that affect the delivery of criminal justice-related services.
- Advanced reading, writing, and verbal communication skills.

Commitment to Ethical Practice

The professions of Counseling & College Student Personnel, Criminal Justice, Educational Leadership and Special Education, Teacher Education, Exercise Science, and Social Work and Gerontology comprise the College of Education and Human Services (COEHS). The COEHS is charged with upholding a learning environment in which faculty, administration, staff, and students work together to develop a lifetime commitment to being of service to others. Together, we define who we are and who we aspire to become as members of the COEHS community.

Each of the professions represented in the College are guided by ethical codes of professional practice enforced through the prescribed channels of its profession. We acknowledge and respect the individual codes and standards of ethical conduct that are prescribed by the disciplines of the College. From these codes our College has created a unifying ideal that consists of seven ethical statements of principle. These statements reflect the fundamental belief that intra-professional collaboration provides a more comprehensive service system to children, families, clients, students, and institutions than individual disciplines acting in isolation. The administration and faculty of the COEHS believe that it is important to actively uphold the following standards of ethical conduct throughout their careers:

- Honoring, and dignifying ourselves and others;
- Valuing differences among and between us;
- Advocating for and acting to attain social justice;
- Using discretion vested in the privileges of our positions appropriately;
- Performing our jobs at the highest standard;
- Upholding the trust of those with whom we work; and,
- Respecting the work of other professionals.

Individually, in order that others may know who I am, what I believe, and know of my works, I, with all others here, will be accountable for the privileges and responsibilities that accompany my membership in the COEHS.

Department of Criminal Justice Honor Code

Shippensburg University is devoted to maintaining the highest level of professionalism in the service fields, including criminal justice. To achieve our goal of strict ethical compliance, the standards of conduct established by Shippensburg University and articulated in the Swataney student handbook, as well as this Honor Code and the graduate handbook, shall be applicable to all graduate Criminal Justice students at Shippensburg University.

Any violation of this Honor Code as defined below may result in a disciplinary violation noted in the student's academic record and may include a determination whether the student is fit to continue in the Administration of Juvenile Justice Graduate Education Program. Any violation of the Swataney Honor Code shall be construed to be a violation of the Criminal Justice Honor Code. Any violation of this Honor Code may also be discussed with any present or future employer who seeks a reference or recommendation from the Criminal Justice Department. The Department of Criminal Justice faculty retains the right to adjudicate and determine the appropriate sanction for violations of this Honor Code. A violation of this Honor Code in no way supersedes any disciplinary action initiated by the Shippensburg University Judicial Board. Criminal Justice students are prohibited from engaging in acts of moral turpitude and in engaging in the following conduct:

Academic dishonesty: A description of academic dishonesty can be found in Appendix A of this handbook as well as in the [Graduate Student Catalog](#) and via the Dean of Students website:

http://www.ship.edu/dean_of_students/student_conduct/academic_policies/ .

Lying: Making any false statement intentionally meant to deceive or defraud another in connection with any activity under the purview of the Criminal Justice Department.

Administration of Juvenile Justice JCJC Graduate Education Program

The Administration of Juvenile Justice JCJC Graduate Education Program serves students who are currently full-time juvenile probation officers in a county in Pennsylvania that have been endorsed by the JCJC and meet the standards for admission. The Administration of Juvenile Justice JCJC Graduate Education Program is a 33-credit hybrid program of online and face-to-face instruction with an expected completion within two academic years for full time students. Program courses are offered during the mornings (8:30 a.m. to 12:30 p.m.) and afternoons (1:30 p.m. to 5:30 p.m.) on designated Saturdays and Sundays or online during the academic year. Classes run for the entire 15 weeks each fall and spring semester. During the shorter summer terms, all coursework is completed online.

Students in the JCJC Graduate Education Program proceed through all courses as part of a cohort. The cohort structure is a fundamental strength of the program. The cohort experience is central to the advancement of a statewide perspective in juvenile justice, leadership development, networking, and the establishment of long-term working relationships.

Student Planning Guidance

Each JCJC Graduate Education Program student is assigned an academic advisor to assist in planning their coursework leading to a Master of Science degree in Administration of Juvenile Justice. In consultation with their academic advisor, the JCJC Graduate Education Program Coordinator, and/or the JCJC/CJTT&R Director of Professional Development, students are responsible for registering for courses and satisfying all degree requirements. Please consult with your academic advisor, the JCJC Graduate Education Program Coordinator, and/or the JCJC/CJTT&R Director of Professional Development for information that may help you make decisions about any of your academic questions and/or concerns.

Scheduling/Registering for Courses

All scheduling and schedule adjustments are completed online. Prior to scheduling, each student should consult with his/her advisor to review which courses to schedule. It is a student's responsibility to consult with their advisor. Information on how to schedule graduate courses is available online at http://www.ship.edu/Registrar/Graduate_Scheduling_Information/. Students will schedule courses via the MyShip portal (<https://my.ship.edu>) using the same username and password for their Ship email account. Students are responsible for registering for courses before the specified deadline as well as ensuring that all tuition and fees are paid. Registration deadlines are available through the Registrar's Office http://www.ship.edu/registrar/semester_information/ and information on tuition and fees can be found at Student Accounts http://www.ship.edu/student_accounts/. All Master of Science in Administration of Juvenile Justice courses are listed under the "Administration of Juvenile Justice" subject tab. **Note: The MyShip portal has summer courses listed under the following terms: Summer A and Summer B. Master of Science in Administration of Juvenile Justice courses will be found under both terms.**

Withdrawing From Classes

Students who wish to withdraw from their course(s) should consult with the JCJC/CJTT&R – Director of Professional Development and visit the Registrar’s website for important dates/deadlines, refunds (if applicable) and process information. http://www.ship.edu/registrar/semester_information/

Student Email Account

Every registered Shippensburg University student is assigned a campus email account and instructions on how to activate the account. You must activate the account before sending or receiving messages. The primary means of electronic communication with the university, faculty, and your academic advisor is your email account. You should check your email daily to ensure that you do not miss important announcements regarding your classes. Information regarding activation and use of email accounts can be found at: https://www.ship.edu/about/offices/technology/e-mail_services/

Course Grading

Your quality point average or QPA is determined by assigning numerical values to the letter marks and weighing them according to the number of class hours. The values assigned to the letters are:

Regular Letter Grades*

A	4.0 quality points
A-	3.7 quality points
B+	3.3 quality points
B	3.0 quality points
B-	2.7 quality points
C	2.0 quality points
F	0.0 quality points

*Individual faculty members may choose to use single letter grades and not award plus/minus grades.

Special Grades

I	Incomplete
Q	Deferred Grade
P	Passed
TR	Transfer Credit
N	Audit (no credit)
W	Withdrawal

Temporary Grades (Q and I)

The grades Q and I are temporary grades, which mean you have not completed all the requirements for a particular course. With prior approval of the appropriate College Dean, the grade of Q (deferred grade) may be awarded for courses such as practicum research that are planned from the start to extend over more than one grade period. If you receive a Q grade in a course, it is your responsibility to work closely with the instructor to plan a schedule in order to complete the work within **three years** at most, or the grade automatically converts to an F.

The grade of I (incomplete) can be given if you are unable to complete the requirements of a course due to a serious illness, death in the family, or other personal emergency. To request an incomplete in a particular course, you should apply directly to the instructor of the course. Apply to your College Dean if you are unable to complete the requirements for all your courses in a given term. If the dean or instructor considers your reason for requesting an incomplete satisfactory, he/she will approve it. If you do not complete the work for a course in which you received a grade of I by the last day of classes before final exam week of the next full semester, your Incomplete grade will automatically be converted to a grade of F for the course(s). You may not graduate from Shippensburg University with a temporary grade on your record.

Shippensburg University Academic Standards

The following sub-sections are excerpts from the current Shippensburg University School of Graduate Studies [Graduate Catalog](#):

As a graduate student at Shippensburg University, you are expected to maintain satisfactory academic standing, which requires a cumulative QPA of 3.0 (B) or better each semester. If your cumulative QPA drops below 3.0, you will be placed on academic probation, and if your cumulative QPA drops below a 2.0, you will be dismissed from the degree program.

Students on probation must raise their cumulative QPA to 3.0 by the end of the next semester in which they register (Spring term semester = January-May; Full summer term = Summer term A and B; Fall term semester = August-January) or they will be dismissed from the degree program.

If a student must take undergraduate prerequisites while pursuing a graduate degree, the specific department academic standards for minimum QPA applies. In all cases where graduate programs answer to and must meet accreditation standards, the departments administering these programs impose and enforce the minimum academic requirements.

Notice and Appeal

If you are academically dismissed, you will be notified in writing by the Registrar's Office. You may appeal your dismissal by the date indicated in the dismissal letter by writing a letter to Chair or Program Director of the department from which you were academically dismissed. Only upon the approval of the department Chair or Program Director will an appeal be granted.

Readmission

If you are dismissed for academic reasons, you may not apply for readmission to the university for one academic term (excluding summer and winter sessions) following your dismissal. Dismissed students may, however, take classes as a non-degree student in any department other than the one from which you were dismissed. Should a previously dismissed student take classes as a non-degree student and then successfully apply for re-admission, the decision to count for credit courses taken as a non-degree student lies in the sole discretion of the admitting department. To apply for readmission to a degree-granting graduate program, you must submit the appropriate application form to the Admission's Office with the regular application fee.

Readmission is never guaranteed following academic dismissal and such application should present evidence you can perform academically at the level needed to obtain a graduate degree or professional certificate.

Any graduate student who fails to enroll in any courses at Shippensburg University for 24 continuous months will be placed on inactive status and must submit the appropriate application form to the Admission's Office with the regular application fee.

Repeating Graduate Courses

Students may repeat any course taken previously, regardless of letter grade. Permission from the academic department must be obtained before a course may be repeated. Graduate students are limited to a total of two repeats where the most recent grade of the course will be used in the QPA calculation, regardless of whether that grade is higher or lower. A single course repeat for grade improvement is limited to one time. The academic transcript is a permanent record. The course and grade for each instance that a course is taken is noted on the academic transcript regardless of whether the grade is included in the QPA calculation.

If you repeat a course, only the most recent grade will be used in calculating your cumulative QPA. If you repeat a passed course and fail, you will lose both the quality points and the credits you had previously earned. After the second repeat instance, any additional course repeats will include both the previous and new grade in the QPA calculation.

A C or F grade earned at Shippensburg University may not be made up at another institution of higher learning for the same course. Independent study or individualized instruction may not be used to repeat a course.

Transfer Credit

In order to meet the needs of individual students who are not transfer students, specialized work at other institutions may be recommended to a maximum of nine credit hours. If you are admitted to Shippensburg's graduate program and wish to take graduate courses elsewhere for transfer credit after starting your program, you must receive prior approval from the JCJC Graduate Education Program Coordinator and the JCJC/CJTT&R Director of Professional Development in order to ensure transfer credit can be granted. A maximum of nine semester hour credits of graduate work earned at another institution will be accepted provided the courses are appropriate for your program at Shippensburg University, and the credits are received on an official transcript with grades of B or higher. Credits transferred to a Shippensburg University graduate degree program from other institutions must not have been applied to a previously earned bachelor's degree or completed master's degree.

Grades earned in courses transferred from other colleges and universities are not included in determining your quality point average in the graduate program at Shippensburg. Credit earned more than five years prior to the date you begin your graduate program at Shippensburg University does not qualify for transfer credit.

*Attendance Policy**

Students are expected to participate fully in their scheduled classes, even when these classes are held online. If a student is unable to participate, even partially, in a scheduled class, the student must notify the faculty member in advance. Acceptance of an absence is at the discretion of the faculty member (with the exception of religious observations). Furthermore, the Department of Criminal Justice stipulates that if a student misses more than 20% of his or her workload for a course for reasons other than extenuating and unforeseeable circumstances, then the faculty member may fail the student or the student should withdrawal from that course (prior to University deadlines). In addition to notification of the faculty, should a student experience extenuating and unforeseeable circumstances preventing that student from participating in more than one week of class, it is the student's responsibility to notify the JCJC Graduate Education Program Coordinator and JCJC/CJIT&R Director of Professional Development.

Note: Hybrid courses may include synchronous and asynchronous elements; faculty members have the discretion/academic freedom to impose an "online" attendance policy that differs from the one stipulated above, so students should consult the syllabus for each course that they register for and abide by that attendance policy.

Dispute Resolution for Academic Matters

In the case that a student has a dispute regarding academic matters, the student should follow the appropriate authoritative chain in seeking a resolution. The student should first approach his/her course instructor. Prior to approaching the instructor, the student should first consult the syllabus for the course of instruction and this student handbook. The JCJC Graduate Education Coordinator for the Department of Criminal Justice is next, followed by the Department Chair, the Associate Dean for the School of Education and Human Services, and then the Dean for the School of Education and Human Services. Students may also consult with the JCJC/CJIT&R Director of Professional Development for guidance.

Statute of Limitations

All research and course work for the master's degree must be completed **within a seven-year** period beginning the semester you matriculate in the degree program. Extensions must be requested through the Criminal Justice Department chair and approved by the Dean of the College of Education and Human Services and the Dean of Graduate Studies.

Withdrawal or Removal

Upon acceptance and agreement into the program, students will attend the program continuously for over the course of two years. Students who leave the program for any reason, will be required to have to reimburse all tuition costs and educational fees paid the date of agreement through the date of your withdrawal. Students who withdraw after the semester's withdraw deadline, will be obligated to reimburse all tuition and educational fees for that semester. According to university policy, a student who withdraws past the semester deadline will also receive failing grades for that semester.

Students must maintain their employment status for the duration of the program and for two years following graduation. Graduates, who leave qualifying employment prior to the two-year mandate, will be responsible for costs on a prorated basis.

Program Course Guide

The JCJC Graduate Education Program runs on a fall-admission cohort model with courses offered via a hybrid format that includes an online and face-to-face component during the fall and spring terms, with fully online courses during the summer terms. The courses and the (33-credit hour) schedule* are currently as follows:

REQUIRED CORE COURSES (21 Credit Hours)

AJJ 501: Seminar in Juvenile Justice & Delinquency
AJJ 502: Advanced Criminological Theory
AJJ 503: Leadership in Juvenile Justice
AJJ 504: Advanced Research Methods
AJJ 505: Quantitative Analysis
AJJ 506: Strategic Planning, Budgeting & Finance
AJJ 507: Seminar in Policy Analysis

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CAPSTONE COURSES (6 Credit Hours)

AJJ 551: Practicum
AJJ 552: Practicum II

ELECTIVE COURSES (6 Credit Hours)

AJJ 520: Advanced Studies in Policing
AJJ 521: Seminar in Victimology
AJJ 522: Seminar in Social Justice
AJJ 523: Mental Health & the Administration of Justice
AJJ 524: Anatomy of Violence
AJJ 525: Intimate Partner & Family Violence
AJJ 540: Selected Topics
AJJ 541: Selected Topics
AJJ 550: Independent Study

JCJC COURSE DELIVERY INFORMATION

Fall 1	Spring 1	Summer 1A	Summer 1B	Fall 2	Spring 2
AJJ 501 or AJJ 506	AJJ 503	AJJ 551	AJJ – Elective 1*	AJJ 501 or AJJ 506	AJJ 507
AJJ 502	AJJ 504		AJJ – Elective 2*	AJJ 505	AJJ 552

*indicates 100% online class

Notes.

1. AJJ 501 and AJJ 506 alternate every other year and combine 1st and 2nd year cohorts. AJJ 501 is offered on odd years beginning Fall 2023. AJJ 506 is offered on even years beginning Fall 2022.
2. Alterations from this course schedule may be made by the Department of Criminal Justice. Notification of changes will come from the JCJC Graduate Education Program Coordinator and/or the JCJC/CJTT&R Director of Professional Development. Students will be informed of the topic/title of the available electives when it is time to schedule those courses. Also, when registering for classes, some pre-requisites may apply; if you experience any difficulty in scheduling courses, please contact the JCJC Graduate Education Program Coordinator or the JCJC/CJTT&R Director of Professional Development for assistance.

Student Practicum

The practicum can be viewed as the culmination of the JCJC Graduate Education Program as it incorporates material gained from courses taken in the program including administration, theory, research, policy and practice. In addition to demonstrating the ability to successfully evaluate data, and to generate and interpret statistics regarding their home-county services, which is something all successful graduate students should be able to do, the practicum is also a way for students to acknowledge their communities and agencies, as well as the JCJC for sponsoring and providing them with the support and resources to attend the program. Thus, the project benefits the students personally in terms of their own intellectual growth and development, while simultaneously providing their stakeholders with a meaningful, evidence-based evaluation.

Students will conceptualize a research project and evaluate data employing the knowledge gained in their studies in solving problems relevant to the field of juvenile justice (a data set will be provided by the CJTT&R). For the practicum, a student must demonstrate an ability to analyze, interpret, and synthesize information and to apply the skills and knowledge acquired during his/her graduate coursework to the evaluation of this data.

The practicum component is comprised of two courses – AJJ 551: Practicum I and AJJ 552: Practicum II.

Statute of Limitation on Practicum

Faculty will provide JCJC cohort students with a syllabus for both components of the practicum requirement – Practicum I and Practicum II (each component is considered to be a separate

course). Students are expected to complete their practicum coursework according to the deadlines specified in the syllabus and complete the requirements for each practicum component by the end of the term in which students register for that practicum course. Failure to complete course requirements may result in a grade of “F” and termination from the program.

Research Involving Human Subjects

If relevant, one of the major pre-requisite components of coursework research may be obtaining Institutional Review Board (IRB) clearance to conduct research involving human subjects. Information on human subject research and the Committee on Research with Human Subjects (commonly referred to as the Institutional Review Board or IRB) are available at <http://www.ship.edu/research/>. The Committee on Research with Human Subjects protects the rights, welfare, and well-being of subjects involved in research conducted or supported by the students and faculty of Shippensburg University and helps ensure that such research is carried out in accordance with the regulations described at 45 CFR part 46.

Shippensburg University has a formal agreement with the Office for Human Research Protections (OHRP) to comply with the regulations pertaining to human subject protections.

All research involving human subjects and participants must be approved by The Committee. All students (undergraduate and graduate) conducting research on human subjects while enrolled at Shippensburg University must comply with the University’s policy on human subjects research.

University Policy on Research Involving Human Subjects/Participants*

Pursuant to action taken by the Council of Trustees, all members of the Shippensburg University faculty, staff, and student body (whether full or part-time) who are conducting research, development, or related activities with human beings as subjects[1], must comply with procedures published by the Office of Research Integrity, Office of the Secretary of Health and Human Services. The completion and filing of the form, Application to Use Human Subjects in Research is required. This form must be completed for each project before any research is conducted (e.g., data is collected) and before support for this research is solicited from any source.

For projects running longer than twelve months, continuing review is required on or before the anniversary date of the initial request. The form indicated above should be used for this continuing review and request for approval.

The person filing an application must be the principal investigator. All applications will be referred to the chairperson of the Committee on Research on Human Subjects. This committee is appointed by the president of the university and meets the criteria for membership established at 45 CFR Part 46.107. If the application satisfies the criteria for expedited review as established at 45 CFR Part 46.110, the chairperson or his/her representative board member will conduct the review. The full committee will consider those applications that do not meet the criteria for expedited review. The criteria to be used by the full committee for review of applications are established at 45 CFR Part 46.111. These criteria are:

1. Risks are minimized.

2. Risks to subjects are reasonable in relation to anticipated benefits to subjects and the importance of the knowledge that may reasonably be expected to result.
3. The selection of subjects is equitable.
4. Informed consent will be sought from each prospective subject or the subject's legally authorized representative.
5. Informed consent will be appropriately documented.
6. Provision is made for monitoring the data collected to ensure the safety of the subjects.
7. Adequate provisions are made to protect the privacy of subjects and to maintain the confidentiality of data.
8. Where subjects are likely to be vulnerable to coercion or undue influence, appropriate additional safeguards are included to protect the rights and welfare of these subjects.

***Source:** Shippensburg University's Committee on Research with Human Subjects, available at <http://www.ship.edu/Research/Policy/>.

Graduation

All Administration of Juvenile Justice majors must satisfy the following University requirements for graduation:

- The completion of 33 credit hours in a selected curriculum (course descriptions can be found in the Shippensburg University graduate catalog and the appendix of this handbook).
- A cumulative grade point average of ***at least*** 3.0 for the total program coursework.

Applying for Graduation

Students should apply for graduation prior to the start of the semester that they intend to graduate. Students select the term for graduation (Fall, Spring, Summer) in which they intend to finish all their required course work. The application process for graduation is conducted online through MyShip (Under the **Student** tab, **Graduation Tools**, then **Apply to Graduate**). An application fee is required at the time you apply for graduation. The instructions for graduation and additional information are available online through the Registrar's Office [Registrar's Office](#)

Note to all students: If you do not finish your coursework within six weeks of the end of the term that you selected for your graduation date, you must re-apply for graduation. This should be done **AFTER** all required coursework is completed – your Faculty Advisor will advise you of when to reapply (you do not need to reapply every term). You will **not** be required to pay the application fee again, as the fee is paid only once.

Commencement Participation

The Department of Criminal Justice faculty and staff strongly encourage all graduates to take advantage of the graduate commencement ceremony. This will give you an opportunity to be recognized!! Commencement announcements will be sent out during the spring term.

Anthony F. Ceddia Award

Each year, the members of the Criminal Justice Faculty who teach in the program select an exceptional student from that year's graduating class to receive the Dr. Anthony F. Ceddia Award for Outstanding Scholarship in Juvenile Justice. The criteria for the award are academic excellence, leadership, and commitment to the juvenile justice profession as demonstrated throughout the program. All three criteria are given serious consideration by the faculty when selecting the award recipient.

Academic and Social Improvement Services

Career Center: The Career Development Center (CDC) staff is excited to provide support to first year students, sophomores, juniors, seniors, graduate students, and alumni up to one year after graduation. Phone: (717) 477-1484. Website: <https://career.ship.edu/>.

Counseling Services: The Counseling Center is accredited by the International Association of Counseling Services, Inc. More information can be obtained by calling 717-477-1481 or https://www.ship.edu/counseling_center/.

Learning Center: The Learning Center is an academic resource center available to the Shippensburg University community. The Center is located in the lower level of Lehman Library. The Center provides tutoring, study skills assistance and other services for students, faculty and staff. Students with learning differences and/or physical challenges can take extended time tests and work with a learning specialist. More information about the learning center is on the website at <http://learning.ship.edu/home>.

Multicultural Student Affairs: Multicultural Student Affairs, located in Gilbert Hall 100, is a student-centered office that assists groups such as the African American Organization, Minority Affairs, the Latino Student Organization, Cultural Differences Committee, and others with program development and implementation. The office serves as a liaison in areas such as financial aid, residence life, career development, and academic departments. The office works to improve the quality of life for all students enrolled at the University and can be reached at <http://www.ship.edu/msa/>

PAGE – Pride & Gender Equity Center: Offers a focal point in making the institution an inclusive and equitable environment for all university community members, including LGBTQIA2S+ students, trans/cis women, trans/cis men, & nonbinary students. The PAGE Center is located at CUB 232. Contact the PAGE Center at (717)477-1277. For more information: <https://www.ship.edu/life/resources/page/>.

The Office of Accessibility Resources: Shippensburg University is committed to serving all students, including those with disabilities. The Office of Accessibility Resources coordinates accommodations and services for students with documented disabilities in compliance with

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The Office of Accessibility Resources works with other departments and university students to lay the foundation of equal educational access to otherwise qualified individuals <https://www.ship.edu/about/offices/oar/>.

Important Documents and Contact Information

JCJC/CJIT&R Staff:

Robert J. Tomassini

Executive Director, Juvenile Court Judges' Commission

Contact: 717-787-6910 rtomassini@pa.gov

Angela Work

Deputy Director, Juvenile Court Judges' Commission

Contact: 717-705-6596 awork@pa.gov

Scott Weller, Ph.D.

Director, Center for Juvenile Justice Training and Research

Contact: 717-477-1185 sweller@pa.gov

Sonya Y. Stokes

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Contact: SPH 307, 717-477-1142, sajira@ship.edu. Areas of Interest: the U.S. Constitution; capital punishment; and evidence law.

Cynthia A. Koller, Ph.D. (University of Cincinnati).

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Contact: SPH 319, 717-477-1599, cakoller@ship.edu. Areas of Interest: juvenile justice; white-collar crime; judicial theory; sentencing disparities; and diffusion theory.

Arelys Madero-Hernandez, Ph.D. (University of Cincinnati).

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Contact: SPH 305, 717-477-1773, anmadero@ship.edu. Areas of Interest: criminal victimization of racial and ethnic minorities, and crime prevention.

Melissa L. Ricketts, Ph.D. (Indiana University of Pennsylvania).

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Contact: SPH 311, 717-477-1550, mlricketts@ship.edu. Areas of Interest: victimology; criminological theory testing; advanced quantitative methods; fear of crime; school violence; cybercrime; and prescription drug abuse.

Carlos E. Rojas-Gaona, Ph.D. (University of Cincinnati).

Associate Professor, Shippensburg University

Contact: SPH 317, 717-477-1770, cerojas@ship.edu. Areas of Interest: the intersection of race/ethnicity, immigration, neighborhood context and cultural adaptations for criminal behavior, the etiology of crime from a social organization and cultural perspective, and environmental criminology.

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University Offices

Office of Financial Aid	OM 101	717-477-1131	finaid@ship.edu
Ezra Lehman Library	ELML	717-477-1465	https://ask.library.ship.edu/ask
Office of Student Accounts	OM 100	717-477-1211	studentaccts@ship.edu
Office of the Registrar	OM 110	717-477-1381	registrar@ship.edu

University Phone Numbers

To call these offices from a campus phone, dial the 4-digit extension listed below. To dial these numbers from off campus, use (717) 477- then the extension.

Student Accounts (bills, payment) 1211

Financial Aid (loans, grants, work-study) 1131

Registrar's Office (scheduling, transcripts, course withdrawal information) 1381

Dean, College of Education and Human Services 1141

University Store 1600

University Police (parking decals, IDs) 1444

Hot Line (for University closings) 1200

Resource Documents

<http://www.ship.edu/catalog/> -- for the university graduate catalog containing university policies

<http://www.ship.edu/Graduate/Resources/> -- for resources for graduate students

<http://www.ship.edu/microlabs/> -- for a list of microcomputer labs, including those open 24 hours

<https://www.bkstr.com/shippensburgstore/home/en> -- for the University Bookstore

Appendices

Appendix A: Academic Dishonesty Policy

Per the Shippensburg University School of Graduate Studies current [Graduate Catalog](#):

Academic Dishonesty

It is the policy of Shippensburg University to expect academic honesty. Students who commit breaches of academic honesty will be subject to the various sanctions outlined in this section. This policy applies to all students enrolled at Shippensburg during and after their time of enrollment.

Definition

As used in this policy, the term academic dishonesty means deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit by a means not authorized by the course instructor or university policy. A breach of academic honesty is committed by students who give, as well as receive, unauthorized assistance in course and laboratory work and/or who purposefully evade, or assist other students in evading, the university's policy against academic dishonesty.

Academic dishonesty includes but is not limited to:

- Bribing, or attempting to bribe, faculty or staff personnel in order to attain an unfair academic advantage.
- Possessing course examination materials prior to administration of the examination by the instructor without the instructor's consent.
- Using unauthorized materials or devices such as crib notes during an examination.
- Providing and/or receiving unauthorized assistance during an examination.\
- Using a substitute to take an examination or course.
- Misusing transcripts, records, or identification, such as forgery or alteration of transcripts.
- Allowing others to conduct research for you or prepare your work without advance authorization from the instructor, including, but not limited to, the services of commercial term paper companies.
- Plagiarism, as the term is defined in the section *Plagiarism*.
- Intentionally and without authorization falsifying or inventing any information or citation in an academic exercise, such as making up data in an experiment or observation.

The preceding list is only for purposes of illustration. Other forms of inappropriate conduct may also be subject to charges of academic dishonesty.

Resolution of Charges

When an instance of academic dishonesty is alleged, the issue should be resolved on an informal basis between the student and faculty member. If an informal resolution cannot be achieved, a formal process of deciding culpability and assessing sanctions will be

followed. If the student has committed a previous violation, the formal process must be followed.

Informal Resolution

A faculty member who obtains information that a student has been dishonest should act promptly to resolve the issue. The faculty member should first contact the Dean of Students to determine if this is the first violation for the student. If the suspected incident is not the first, the offense must be handled through the formal resolution process.

For a first violation, the faculty member may attempt to resolve the issue informally with the maximum penalty to be a grade of F in the course. If the faculty member feels the offense warrants a more severe penalty, the matter must be resolved through the formal process.

For the matter to be resolved informally, the faculty member must meet with the student and present any evidence of a violation. The student will be given an opportunity to provide an explanation after hearing the evidence. If the faculty member determines a violation has occurred, he/she will complete the Settlement of a Charge of Academic Dishonesty form. This form will include the penalty that the faculty member will apply.

The form is then given to the student, who has 72 hours to seek advice and decide whether to sign. If the student agrees to accept the penalty, he/she must sign in the presence of the faculty member. The faculty member will then implement the accepted penalty and forward the settlement form to the Dean of Students. The form will be kept on records for five years and may be used if the student is accused of another academic dishonesty offense or any other violation of the Student Code of Conduct. The information will only be used for internal purposes and will not be disclosed outside the university.

If the student refuses to sign, the faculty member may pursue the matter through the formal resolution process.

Formal Resolution

An allegation of academic dishonesty must be resolved through a formal process if the student disputes the charges or does not accept the penalty proposed by the faculty member. The formal process must also be followed if the incident is not the student's first violation.

In the formal process, an allegation of academic dishonesty will be treated as a violation of the Student Code of Conduct. The charges will be resolved through the Judicial Process administered by the Dean of Students. The Dean of Students and an academic administrator designated by the Provost will consult to determine if sufficient information is present to warrant further action.

If there is sufficient information to proceed with the complaint, the steps outlined in the "Student Code of Conduct and Judicial Process" section of the student handbook *Swataney* will be followed. Academic dishonesty cases must be heard by the university

hearing board; the student conduct hearing officer option is not available for these cases. Appeals of academic dishonesty decisions will be handled by the Vice President for Student Affairs and the Provost.

Penalties

The Student Code of Conduct contains a list of sanctions, which may be imposed for violations. In addition to those in the Code of Conduct, the following two sanctions may be imposed against students found to have committed acts of academic dishonesty:

- **Grade Reduction:** The grade for a particular unit of work or for the entire course may be reduced.
- **Imposition of a Failing (F) Grade:** The student may receive an F for the course.

These two penalties may be imposed through the informal settlement process or the formal hearing process. More severe penalties, including suspension or expulsion, may only be imposed through the formal process. Additional stipulations may be attached to any sanction. In the event a student has withdrawn from a course prior to a final settlement, the withdrawal will be reversed and the penalty will be imposed.

Plagiarism

Plagiarism is a form of academic dishonesty. Shippensburg University will not tolerate plagiarism, and the faculty will make all reasonable efforts to discourage it.

Plagiarism is your unacknowledged use of another writer's words or specific facts or propositions or materials in your own writing. When other writers' words or materials (even short phrases or specific terminology) are used, you should put these words, phrases or sentences inside quotation marks (or else indent and single-space more extended quotations), and you should then cite the source of the quotation either in the text of your writing or in footnotes. Failure to do so may be considered plagiarism. When the propositions of another writer are restated in your own words (paraphrased), you should also indicate the source of the paraphrased material in your own text or in footnotes. Comparable citation should be made for borrowings from media other than printed texts, such as lectures, interviews, broadcast information, or computer programs.

The more flagrant form of plagiarism is your submission of an entire paper or computer program or lab report (or a substantial portion of a longer work) written by someone else and presented as your own work. This can include material obtained from a friend, from a fraternity or sorority file, from duplicated student writings used for analysis in other writing courses, from commercial sources, or from published materials. Another common form of plagiarism is the unacknowledged borrowing from other sources (either words or propositions) and the integration of such material in your own work.

Certain situations may cause conscientious students to fear plagiarizing when they are not really plagiarizing. These include:

Improper format for documentation

Improper documentation is not plagiarism but a technical academic problem. Different professors, different academic departments, and different academic disciplines have various ways of documenting borrowed materials. Each professor should make clear to you how he/she wants borrowed materials documented for given writing or programming assignments. You should make every effort to understand precisely what your professor expects regarding documentation. As long as you make a clear effort to document all borrowed materials, you are not plagiarizing.

Use of supplemental individualized instruction on an assignment

Various tutorial resources are available at the university, including a writing center and assistance from faculty who assist students during the process of composing a paper. When you seek these kinds of legitimate academic assistance, you are not plagiarizing. In fact, you are making an extraordinary attempt to improve your writing and academic performance. In such cases, you should inform your instructor of the fact you have sought assistance from a given source on an assignment. This acknowledgement should be stated on the cover sheet of your paper or program. The prohibition against plagiarism should in no way inhibit or discourage you from seeking legitimate supplemental instruction in developing an assignment.

Use of a proofreader

If you are unsure of your ability to produce finished drafts that are virtually error-free, you may use such resources as hired typists, more editorially proficient friends, tutors, or writing center personnel to ensure your finished papers are relatively error-free. You should indicate on the title page the fact your paper was typed and/or proofread by someone else. The prohibition against plagiarism should in no way inhibit or discourage you from using available reference and/or human editorial resources in seeking to produce an error-free final copy of a paper.

In summary, plagiarism is the unacknowledged borrowing of another writer's, speaker's or programmer's words and/or propositions. To avoid plagiarism, you should acknowledge assistance received in developing and/or proofreading a paper. If you need or desire such assistance, you should not be discouraged from seeking it because of the university policy on plagiarism.

Appendix B: Description of Courses

Course Name: AJJ 501 Seminar in Juvenile Justice & Delinquency

Course Type: **Required Core**

Course Description:

Studies the social construction of juvenile delinquency and historical development of justice practices; including the diversity of delinquents and status offenders from early to modern times. Students survey contemporary juvenile justice issues, ranging from applied and evidence-based practice, ethical and data-driven decision-making, to victim impact and restorative justice practices, risk and case management tools, and juvenile correctional policy, sentencing, diversion and treatment.

Course Name: AJJ 502: Advanced Criminological Theory

Course Type: **Required Core**

Course Description:

Examines the diverse nature and causes of delinquent behavior, typologies, offenders, and victims to include the process of becoming a delinquent, patterns of delinquent behavior, and the social and individual consequences of juvenile crime and delinquency.

Course Name: AJJ 503: Leadership in Juvenile Justice

Course Type: **Required Core**

Course Description:

Studies complex organizations with emphasis on the concepts and practices of the administration and management of agencies in the juvenile justice system. Students will survey contemporary management trends and issues, with special attention focused on how evolving technological, social, political, ethical and economic factors influence juvenile justice administration, theory, and practice.

Course Name: AJJ 504: Advanced Research Methods

Course Type: **Required Core**

Course Description:

Studies contemporary empirical research methods and their application in the field of juvenile justice, including research design, research ethics, theories of sampling, construction of data files, data collection strategies, and analysis of findings. The goal of this course is to provide students with the foundational knowledge of research methods and technologies; to become more informed consumers of academic research and adept at quantitative reasoning, and better equipped to implement and evaluate evidence-based practices.

Course Name: AJJ 505: Quantitative Analysis

Course Type: **Required Core**

Course Description:

Examines the relationship and application of statistical techniques to theory building, concept construction, computer analysis of quantitative data applied to juvenile justice, the logic of data analysis, and fundamentals of statistical procedures commonly used in criminological research. Students also learn to critique empirical research. Prerequisite: AJJ 504.

Course Name: AJJ 506: Strategic Planning, Budgeting, and Finance

Course Type: **Required Core**

Course Description:

Examines the interactive process of strategic planning and financial management within juvenile justice agencies. Emphasis is placed upon this process as a system of organizational development, with grant writing and program budgeting as the visible products. Topics include identifying, developing, and securing fiscal resources through the development of a grant; comparisons of levels of planning; distinguishing between operational and managerial plans; the political context of juvenile justice planning/budgeting as it relates to preparation, presentation, approvals, execution, and audit; and enhancements and alternatives to an agency's routine funding base.

Course Name: AJJ 507: Seminar in Policy Analysis

Course Type: **Required Core**

Course Description:

Introduces, examines, and provides students the skills with which to analyze juvenile justice policies. This course emphasizes a conceptual approach to studying the creation, implementation, and evaluation of juvenile justice policies. The focus is on the steps involved in the evaluation of juvenile justice policies; it will also address the existence of polices and their relevance to the success of the juvenile justice system (acknowledging the operations of each juvenile justice component - law enforcement, courts, and corrections).

Course Name: AJJ 520: Advanced Studies in Policing

Course Type: **Elective**

Course Description:

Focuses on research, theory, and applications of the causes and consequences of modern police behavior. Specific focus will be placed on the historical role that police have played in society as well as the structure and functioning of police agencies and the consequences of that functioning on the juvenile justice system. Topics to be covered include police history, the social and political contexts of the police, police strategies and tactics with diverse juveniles, police accountability and legitimacy, and conducting research on the police and their place in modern society.

Course Name: AJJ 521 Seminar in Victimology

Course Type: **Elective**

Course Description:

Studies the history of victimology from early victim-centric justice to the prevailing model of government-centered prosecutions. Explores the causes and consequences of offense-specific victimizations, variations in risk across persons, relationships, lifestyles, and domains, and societal responses to the diversity of youth who are victimized and/or violate others.

Course Name: AJJ 522: Seminar in Social Justice

Course Type: **Elective**

Course Description:

Focuses on social justice issues (primarily in America) that affect juveniles. Social justice can be defined as the act of "promoting a just society by challenging injustice and valuing diversity," and is generally equated with notions of equality. Through the exploration into social justice concepts, issues, and policy remedies students develop the necessary analytical tools to assess inequality and injustice in juvenile justice.

Course Name: AJJ 523: Mental Health & the Administration of Justice

Course Type: **Elective**

Course Description:

Explores mental illness and the intersection of the mental health and juvenile justice systems in the United States, particularly as a result of the deinstitutionalization movement which has resulted in the shifting of individuals with mental illness from hospitals into community-based correctional facilities and programs.

Course Name: AJJ 524: Anatomy of Violence

Course Type: **Elective**

Course Description:

Examine the nature of violent and sexual victimization. The focus on juvenile violence will cover various perspectives, including those of victims, offenders, and individuals close to victims/offenders. Students will explore concepts and theories that attempt to explain the causes and effects of violent youthful behavior. The goal of this course is to not only teach students about the types and frequency of violent behaviors, but also to encourage them to seek an answer to the question "why do human beings commit violence?"

Course Name: AJJ 525: Intimate Partner and Family Violence

Course Type: **Elective**

Course Description:

This course will provide students with an overview of the theoretical paradigms examining the definitions of, causes of, ramifications of, and interventions for intimate partner and family violence. More specifically, we will (1) examine the nature and extent of intimate partner and family violence; (2) take an in-depth look at the perpetrators and victims of IPV; (3) examine theories to gain a better understanding of why these forms of violence take place; (4) examine the juvenile justice response to intimate partner and family violence; and (5) examine some of the larger cultural contexts within which the varieties of abuse occur. This course recognizes that a disproportionate number of the victims are women, but that a strict feminist analysis needs to be modified to recognize abuse in same sex relationships and a growing literature on female offenders. A seminar format is utilized for the course.

Course Name: AJJ 540 & AJJ 541: Selected Topics

Course Type: **Elective**

Course Description:

Courses will be offered covering a range of special topics addressing specific issues or research in juvenile justice.

Course Name: AJJ 550: Independent Study

Course Type: **Elective**

Course Description:

This course provides the opportunity for the student to pursue in-depth study on a topic or issue of personal interest under the direction and guidance of a department faculty member. The goal of the course is to provide students the opportunity to embrace a comprehensive body of information through the examination/analysis of theories, practices, and/or key issues involved in the management of juvenile justice organizations and operations.

Course Name: AJJ 551: Practicum I (Capstone)

Course Type: **Required**

Course Description:

This first capstone course requires students to demonstrate their mastery of the program's learning objectives through their ability to successfully review and analyze issues in juvenile justice. Utilizing the principles and concepts as presented in the core and elective courses of the AJJ curriculum, students prepare a scholarly paper which thoroughly reviews and analyzes the extant body of research in regard to a contemporary juvenile justice issue and proposes a research methodology to further examine the issue.

Course Name: AJJ 552: Practicum II (Capstone)

Course Type: **Required**

Course Description:

This continuation capstone course requires students to demonstrate their mastery of the program's learning objectives through their ability to successfully conduct, analyze and interpret, and present juvenile justice research. Utilizing the principles and concepts as presented in the core courses of the AJJ curriculum, students complete an empirical research paper which presents their findings, discusses limitations, and makes recommendations for actions and/or further research.