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**Sam Houston
State University**

**COLLEGE OF CRIMINAL JUSTICE
DEPARTMENT OF CRIMINAL JUSTICE AND CRIMINOLOGY**

**A SELF-STUDY OF
THE M.A. IN CRIMINAL JUSTICE AND CRIMINOLOGY
PROGRAMS**

FOR ACADEMIC YEAR 2023-2024

DECEMBER 1, 2023

Sam Houston State University is an Equal Opportunity/Affirmative Action Institution
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A SELF-STUDY OF THE M.A. IN CRIMINAL JUSTICE AND CRIMINOLOGY PROGRAM AT SAM HOUSTON STATE UNIVERSITY

Executive Summary

The information in this self-study focuses on the Master of Arts (M.A.) program in the Department of Criminal Justice and Criminology at Sam Houston State University (SHSU). This report uses program specific information ranging from Academic Year 2017-2018 to Academic Year (AY) 2022-2023 to draw summary conclusions and make recommendations for improvement to the aforementioned programs.

The mission of the College of Criminal Justice, as established by the Texas legislature in 1965, has included education, research, training and technical assistance, all in relation to criminal justice agencies as well as traditional students. In 1970, the College of Criminal Justice became one of the first Ph.D. granting programs within the discipline in the U.S. and has since graduated more than 360 doctoral students. Since that time the number of Ph.D. granting programs has grown considerably. The Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ) has 46 member institutions that have Ph.D. programs in Criminal Justice and Criminology.

Program strengths include the long history of the Criminal Justice Center in which the Ph.D. and M.A. programs are situated and the considerable support from the university administration (particularly the Graduate Office), the state legislature, and Texas criminal justice agencies. The College also includes an array of criminal justice training and research institutes which provide high quality instruction to criminal justice practitioners, technical assistance to criminal justice agencies, and initiate and/or support ongoing research projects. Faculty research productivity is exemplified by the 506 peer-reviewed publications authored by faculty during the period of study, the over \$1.8 million dollars in grants awarded to the College in 2022, and a number of research awards and recognitions received by faculty in the Department of Criminal Justice and Criminology. Graduate student resources include scholarships, assistantships, summer fellowships, travel funds, office space, and computers equipped with various statistical software packages.

Areas of concern that require improvement include: enrollments for the M.A. program, retention of junior and senior research active faculty, and the M.A. curriculum. Recommendations of the program include: increasing recruitment efforts for the M.A. program, consider allowing students to be admitted to the Ph.D. program with only a bachelor's degree, consider adding a 4 + 1 program, consider admitting self-funded M.A. students, conduct exit and stay interviews with faculty, provide incentives to research active faculty, and review the M.A. curriculum and make revisions where appropriate.

ABOUT SAM HOUSTON STATE UNIVERSITY

The following are a few key features of the University. Additional information about Sam Houston State University may be found at: <https://www.shsu.edu/about/>

- Founded in 1879.
- Enrollment of 21,480 students as of Fall 2022.
- Designated a Doctoral University–High Research Activity (R2) by the Carnegie Classification of Institutions of Higher Education.
- Federally designated as a Hispanic-Serving Institution.
- Ranked among the top colleges/universities for social mobility in *U.S. News & World Report*.
- 87 undergraduate degree programs, 60 master's programs, and 10 doctoral programs.
- Eight colleges within the university: Business Administration, Criminal Justice, Education, Arts and Media, Health Sciences, Humanities and Social Sciences, Osteopathic Medicine, and Science and Engineering Technology.
- 36% of classes have fewer than 20 students.
- Student to Faculty Ratio – 21:1.

COLLEGE OF CRIMINAL JUSTICE

Beginning as a teacher's college, Sam Houston State University's priority has historically been quality undergraduate and master's-level teaching, followed by lesser emphases upon research and service. Until the 1990s, the College of Criminal Justice was the only Ph.D. granting program at SHSU. In 2006, the College underwent major administrative and personnel changes with the goal of developing the College into an organization whose faculty led programs of research that result in major contributions to the field of criminal justice and criminology.

In 2013, the College was restructured and reorganized into three departments, and then subsequently in 2020 a fourth department was added. The four departments currently housed within the college are: the Department of Criminal Justice and Criminology, the Department of Forensic Science, the Department of Security Studies, and the Department of Victim Studies. The Department of Criminal Justice and Criminology offers a B.S. and B.A. in Criminal Justice, an M.A. in Criminal Justice and Criminology, an M.S. in Criminal Justice (online), an M.S. in Criminal Justice Leadership and Management (online and weekend programs), and a Ph.D. in Criminal Justice. The Department of Forensic Science offers an M.S. in Forensic Science and a Ph.D. in Forensic Science. The Department of Security Studies offers a B.A. and B.S. in Homeland Security Studies and an M.S. in Homeland Security Studies. The Department of Victim Studies offers a B.A. and B.S. in Victim Studies and an M.S. in Victim Services Management.

What follows is an overview of the M.A. program in the Department Criminal Justice and Criminology at Sam Houston State University. A detailed description of the program, administration, curriculum, graduate faculty, student body, program resources, facilities and equipment, assessment efforts, recruitment and marketing efforts, and professional outreach is provided. Information in the self-study is primarily from AY 2017-2018 to AY 2022-2023.

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I. PROGRAM PROFILE

A. Mission of Program

Mission, Vision, Goals, and Objectives

Sam Houston State University. Sam Houston State University is a student-centered, community engaged institution whose mission is to offer an accessible, quality higher education. The university offers a variety of innovative and flexible degree programs at the undergraduate, graduate, and professional levels focused on career readiness, personal and professional development, and service. SHSU provides integrated academic and student success services designed to support traditional and non-traditional students from diverse backgrounds. Sam Houston State University will provide a transformative environment that enables students from diverse backgrounds to become leaders who serve their families, communities, and professions. We aspire to make SHSU both the best value in higher education and the top regional public university in the state of Texas. We will accomplish this through providing high quality, innovative, and flexible academic programs; a commitment to student success, scholarship and creative works; and engagement that solves the most critical challenges facing the world.

Sam Houston State University Values:

- Student Success and Support
- Academic Excellence
- Service and Community Engagement
- Inclusive Excellence
- Collaborative Environment
- Honor
- Creativity and Innovation

Note, this is the current SHSU mission and vision, as it was just updated in 2023. As such, this may not represent the mission, vision, or values during the period under study.

College of Criminal Justice. Through teaching, research, and service, the College of Criminal Justice strives to enhance quality of life by improving the safety and security of communities in Texas and throughout the nation. Students majoring in the programs of the College are educated about the problem of crime and the challenges of providing safe and secure communities. As future professionals, these students will provide the leadership necessary for improving the quality of life in our communities. The College's research and service endeavors are directed at improving the effectiveness of policy and practice in criminal justice and other agencies responsible for the administration of justice and the provision of safety and security for the community. The vision of the College of Criminal Justice has been to become a national leader in providing high quality teaching, research, and service. This vision has produced goals that include the promotion and support of a rigorous and contemporary curriculum instructed in an enriching environment with appropriate resources to recruit, retain and develop highly qualified faculty. Indeed, the College's goals have included provision of appropriate resources to foster student recruitment, success, and retention, as well as the promotion of scholarly activities, creative endeavors, and faculty/staff accomplishments. Further, the College has promoted the

importance of civic engagement and diverse cultures in educating its students. The College of Criminal Justice will be a national and international leader in providing high quality teaching, research and service in criminal justice and criminology, forensic science, and security studies.

Department of Criminal Justice and Criminology. The mission of the Department has included a commitment to conducting high-quality research to enhance knowledge among student populations, criminal justice agencies, and the broader discipline. The Department's commitment extends to augmenting student competencies by increasing their understanding of criminal justice systems and conducting scientific research to produce and inform effective policy and practice. The Department's vision has been translated into efforts to capitalize on its high-quality Criminal Justice and Criminology program in recognition of research, teaching, and service endeavors at the state, national, and international levels. This has produced goals that include sustaining a high level of criminal justice and criminology research and scholarly activity, including grant work designed to evaluate and assess various facets of the criminal justice system. Indeed, the Department's goals have also included providing superior graduate education to develop the next generation of scholars prepared to advance the discipline. This is achieved through the provision of appropriate resources to foster student recruitment, success, and retention and the appropriate resources to recruit, retain and develop highly qualified faculty members. Finally, the Department has endeavored to develop a targeted model for international research and teaching.

Alignment with the University Strategic Plan

The Department's mission, vision, goals, and objectives complement the University's mission relative to quality education, scholarship, and service. Indeed, the Department's commitment to lifelong learning in a stimulating environment that challenges students' preconceived ideologies related to crime, justice, and ethics regarding what would and should be accomplished by a fair and equitable system directly parallels the University's strategic plan. The Department of Criminal Justice and Criminology also formulates thought-provoking coursework designed to anticipate the needs of agencies and institutions that will be the recipients of Criminal Justice and Criminology graduates. A focus on the scientific method and evidence-based, best practices using data analytic strategies and evaluation for crime and justice policy and practice furthers the University's strategic plan and benefits its constituents at the local, regional, state, and national level. Finally, coursework focusing on outreach, volunteer work, and proactive civic engagement provides students with hands-on experience for cultural awareness to the ever-changing needs of an evolving population.

Unique Role and Contribution of the Department of Criminal Justice and Criminology

The Department of Criminal Justice and Criminology is unique to the University in terms of the size of its Ph.D. program and research active faculty—both of which have benefitted and equipped graduates for academic placement in research and teaching positions at criminal justice and criminology programs across the country. Faculty housed within the Department of Criminal Justice and Criminology who teach in the graduate programs have given invited talks to various police, corrections, and court systems positioned both locally and regionally. Together, these accolades have highlighted the important role that the Department of Criminal Justice and

Criminology has contributed to the Sam Houston State University, the region, and the State of Texas.

B. History of Program

The College of Criminal Justice at Sam Houston State University is one of the largest and oldest criminal justice programs in the nation. In 1963, The Texas State Legislature (House Resolution 469) directed Sam Houston State University to develop a program of excellence in criminal justice, specifically to: (1) develop undergraduate and graduate degree programs in criminal justice; (2) develop continuing education programs for criminal justice professionals; (3) conduct research on the problems of crime and the administration of justice; and (4) provide technical assistance to the state's criminal justice community.

The program began in 1965 and, within a few years, was not only offering degree programs on campus, but also through its extension program in the major metropolitan areas of the state and was providing criminal justice educational opportunities for professionals in the field for the first time in the state's history. Pleased with the early success of the program, the Legislature enacted House concurrent Resolution 11 in 1967 which applauded the early successes of the program and pledged future financial support to enable the program to become one of national eminence. In 1970, the College became one of the first programs in the U.S. to offer the doctoral degree in Criminal Justice.

The program has evolved into the largest criminal justice education center in the United States. This was accomplished not only through the skill and dedication of the faculty and staff, but also the unprecedented support received from the legislature of the state of Texas, the criminal justice community, private philanthropy, and grants from the federal government. The faculty is justifiably proud of the quality and impact of SHSU's doctoral program, built over its 58-year history. Our graduates have excelled, and our alumni represent a virtual lineage of Academy of Criminal Justice Science's presidents and trustees.

Administrative Structure

The administrative structure for the Ph.D. and M.A. program includes the College Dean, the Director of the Criminal Justice Center, the Chair of the Department of Criminal Justice and Criminology, the CJ Graduate Program Director/Assistant Department Chair, the CJ Director of Academic Programs, and a staff Graduate Coordinator/Advisor. The below figures display both the college and department administrative structures. The College also has a number of standing committees, comprised of faculty members that directly serve the Ph.D. and M.A. programs. These committees include the Graduate Standards and Admissions Committee (GSAC) and the Graduate Student Development and Assessment Committee (GDAC). The GSAC is charged with reviewing all Ph.D. and M.A. student admissions applications, making doctoral and master's program admissions recommendations to the faculty, reviewing and voting on summer research fellowship applications, participating in the Ph.D. preview weekend and other recruitment efforts, reviewing student grievances, participating in the Ph.D. annual reviews, making recommendations of curriculum/program changes to the faculty as well as making recommendations regarding special graduate student requests (e.g. leaves of absence, extensions

beyond eight years for completion of the Ph.D. and six years for the MA, etc.). The GDAC is charged with observing our current and incoming Doctoral Teaching Assistants to provide formal feedback using a teaching assessment rubric, provide feedback to graduate students on their ASC/ACJS practice presentations using a faculty developed rubric, conduct mock interviews with Ph.D. students on the job market, as well as participate in the Ph.D. annual reviews.

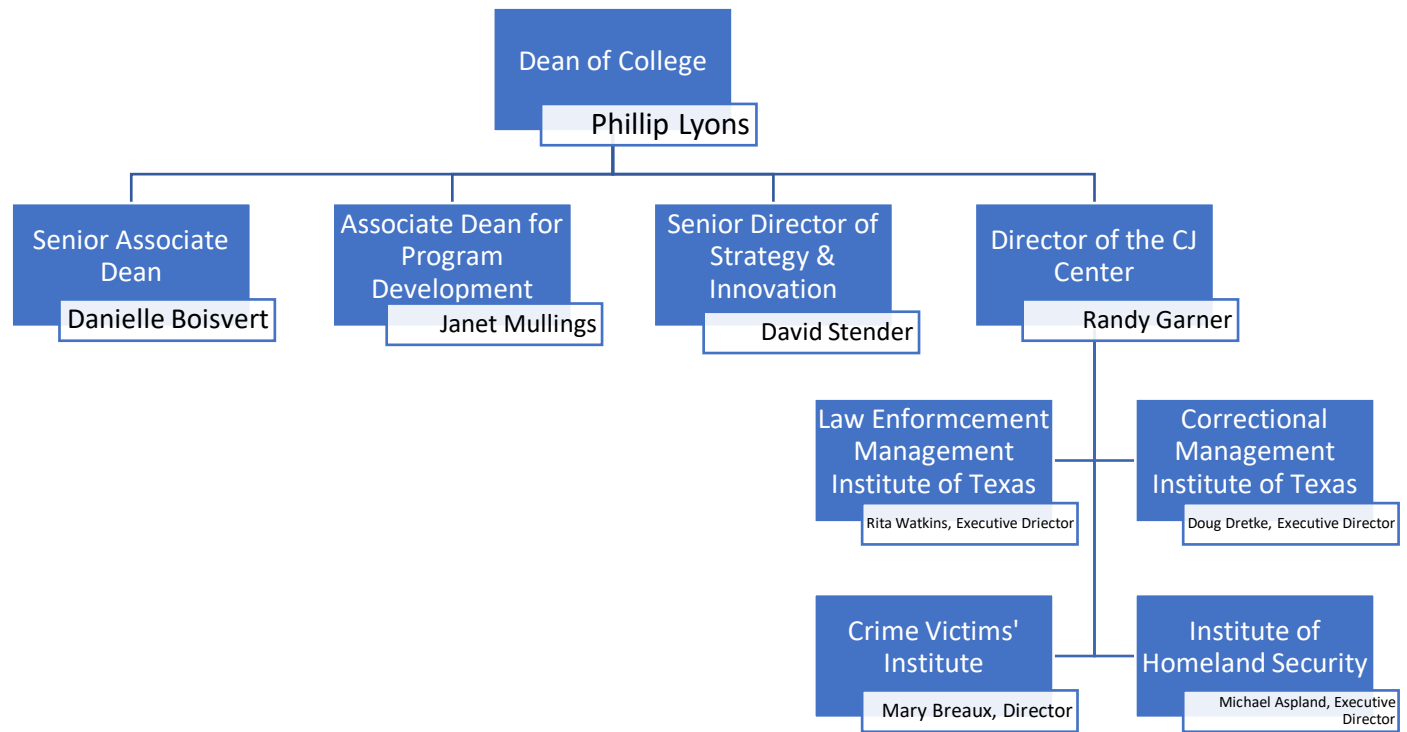


Figure 1. College of Criminal Justice Administrative Structure

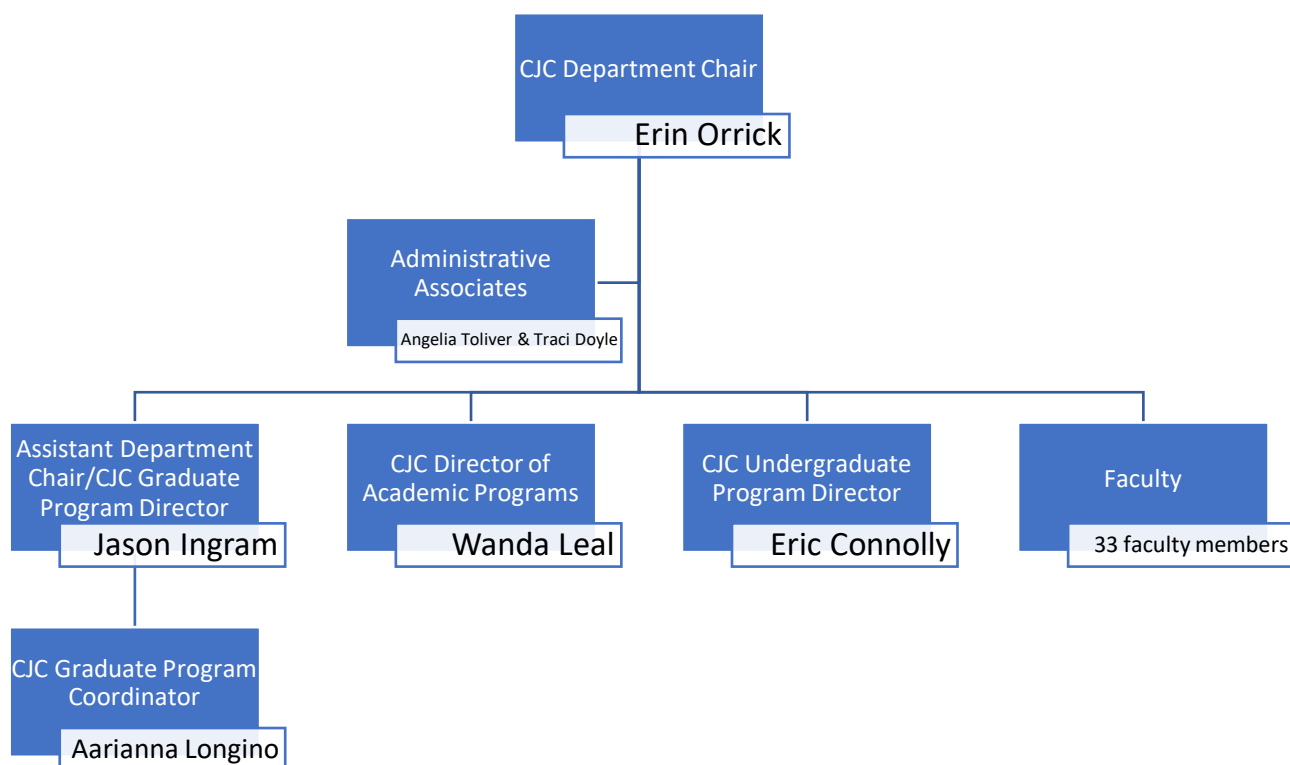


Figure 2. Department of Criminal Justice & Criminology Administrative Structure

C. Program Demographics

As of Fall 2023, there are 14 M.A. students enrolled in this program. During the period of study, the average new student enrollment per academic year for the M.A. program is about 7 students. Additionally, the average total enrollment during the review period for the M.A. program is 17 students. Furthermore, the average number of classes per academic year for the M.A. program is 8. The average number of M.A. degrees conferred during the period of study is 5, and conferred M.A. degrees took an average of 6.61 terms to complete. For more detailed enrollment and graduation data for academic years 2017-2018 through 2022-2023, refer to Table 1 below.

Table 1. Enrollment and Graduation Data for CJC M.A. Program					
	New Students	Total	Classes	Degrees	Avg Terms to
	Enrolled	Enrollment		Conferred	Complete Degree
AY 2017-2018	7	14	7	4	7.85
AY 2018-2019	11	21	8	4	6.25
AY 2019-2020	6	21	8	5	6.25
AY 2020-2021	7	19	8	7	7.0
AY 2021-2022	5	16	8	8	6.83
AY 2022-2023	8	11	10	2	5.5

Notes: AY includes fall, spring, and summer

As of Fall 2023, the Department of Criminal Justice and Criminology employed 33 are full-time tenured or tenure track faculty. Additionally, 36 faculty hold graduate faculty status, which means they can teach graduate classes, serve on thesis and/or dissertation committees, serve on

the Graduate Council, and chair theses and/or dissertations, and two faculty hold associate graduate faculty status, which can be granted for an adjunct, visiting, or clinical professor teaching in a graduate program and is granted only for one year and may be renewed. Note, three college administrators (Phillip Lyons, Danielle Boisvert, and Randy Garner) hold graduate faculty status and can serve on graduate student committees, however, they are not included as full-time faculty because they no longer teach courses for the Department. Additionally, faculty in the Departments of Victim Studies and Security Studies also hold graduate faculty status and can serve on graduate student committees in the Department but are not included here. The SHSU Academic Policy Guidelines for Graduate Faculty Status as well as the current SHSU Graduate Faculty Membership can be found in Appendix A.

D. Faculty/Student Ratio

Table 2. Graduate Faculty and Faculty/Student Ratio		
	<i>Number of Graduate Faculty</i>	<i>M.A. Faculty/Student Ratio</i>
AY 2017-2018	30	2.1:1
AY 2018-2019	30	1.4:1
AY 2019-2020	27	1.3:1
AY 2020-2021	29	1.5:1
AY 2021-2022	29	1.8:1
AY 2022-2023	37	3.4:1

Note: AY includes fall, spring, and summer. The number of graduate faculty includes college and department administrators that hold graduate faculty status, but do not teach classes for the department.

Based on the number of graduate faculty as well as M.A. student enrollments during the period of study, the faculty/student ratio ranges from 1.3 to 3.4:1 for the M.A. program. The average faculty/student ratio throughout the period of study for the M.A. program is approximately 1.9:1. For more detailed information about specific faculty/student ratios during the period of study, refer to Table 2.

E. Alignment of Program with Goals and Purposes

Program and University Goals

Currently, the Ph.D. and M.A. programs housed within the Department of Criminal Justice and Criminology align with program goals in terms of faculty productivity. In 2022 and 2023, faculty in the Department published 186 peer-reviewed journal articles and 10 books, as well as several technical and translational reports, and other creative endeavors. Moreover, faculty routinely include Ph.D. and M.A. students in their research, which not only helps boost the research profile of the Department, but also teaches students about the research and publication process which aligns with the program goal of augmenting student competencies by conducting scientific research to produce and inform effective policy and practice.

Another important program goal is to provide superior graduate education to develop the next generation of scholars prepared to advance the discipline. To ensure that our curriculum is high

quality, the Graduate Standards and Admissions Committee (GSAC) (chaired by the Graduate Program Director with five tenured or tenure-track full time, graduate faculty members) regularly assess both the M.A and Ph.D. curriculums. For example, based on GSAC's review of the M.A. curriculum, a second statistics course was added to the M.A. program in 2019. GSAC also facilitates student recruitment. Specifically, they work to recruit rigorously promising students from regional and national academic meetings and host a "preview weekend" where select students are invited for a competitive on-campus visit. Additionally, the GSAC, as well as other faculty, engage in mentoring opportunities facilitated by research and teaching assistantship assignments, informal faculty/student engagement mechanisms, and formal colloquia designed to retain quality students and consequently, foster and train professionalism in preparing students for academia. The Department has also been aggressive in hiring faculty from top graduate programs to ensure that our students are learning from some of the best scholars in the discipline. From 2017 to 2022, the Department has hired faculty from highly ranked Ph.D. programs and universities such as Michigan State University, Florida State University, University of Cincinnati, Georgia State University, Northeastern University, University of South Florida, University of California – Irvine, University of Arizona, University of Miami, University of Florida, University of Colorado – Boulder, University of Texas at Dallas, and University of Louisville.

In meeting the College's objective to develop a targeted model for international research and teaching efforts, faculty have been involved in directing study abroad programs in countries such as China to Italy. Further, a faculty-exchange and student-exchange relationship has been maintained with Zhejiang Police College of China in Hangzhou, Zhejiang, China. Additionally, the College also has a relationship with the Korean National Police Agency. Individual faculty have also been involved in cross-cultural and comparative research independently and in collaboration with graduate students in countries such as Thailand, China, Poland, Taiwan, Switzerland, Ukraine, and Guatemala.

Collectively, these departmental efforts have advanced the University's goals through recruitment of faculty and staff who are excellent scholars, educators, and professionals. Educational goals have been pursued in academic settings and through a culture of service and civic engagement. Students have been transformed through their exposure to science, high quality peer reviewed work, scholarly books, and creative endeavors in the classroom and via faculty mentors. Data collection efforts have materialized by way of agency support to produce data-driven decision making for key criminal justice constituents and students have been directly engaged and participating in these processes. Finally, the content and delivery of material both in and out of the classroom has promoted diversity and sensitivity in terms of crime, justice, ethics, and the criminal justice response to offenders and victims locally, regionally, nationally, and internationally. In accomplishing these objectives, the Department has specifically aligned its contributions to the University's goals.

Factors that Affect Demand

In 2023, Sam Houston State University released its new strategic plan. The strategic plan capitalizes on the university's recent progress and provides focus to align university strengths to prioritize goals and help shape a vision for the future of Sam Houston State University.

Specifically, this new strategic plan includes four strategic priorities: 1) prioritize student success and student access, 2) embody a culture of excellence, 3) elevate the reputation and visibility of SHSU, and 4) expand and elevate our service to the state and beyond. Below is a description of the priority goals for each of the strategic priorities.

Priority goals for strategic priority 1: prioritize student success and student access

- Empowered Students – Empower students to drive sustainable growth.
- Academic Agility – Implement innovative, market-driven academic programs supported by flexible scheduling and modality. Develop micro-credentials that provide academic credit toward degree programs. Establish pathways from professional competencies to academic credit.
- Gap Elimination – Eliminate opportunity and achievement gaps.

Priority goals for strategic priority 2: embody a culture of excellence

- Academic Excellence
- Process Alignment – Align processes and resources, such as staffing, facilities, technology, and other assets to strategic priorities.
- Provided Support – Provide a supportive, empowering, and culturally responsive workplace.
- Inclusive Excellence – Integrate and advance an institutional culture that fosters and embraces inclusive excellence.
- Excellent Service – Provide excellent and timely service to students, faculty, staff, visitors, and alumni.
- Optimization – Revenue generation and optimization.

Priority goals for strategic priority 3: elevate the reputation and visibility of SHSU

- Increase Partnerships – Increase internal and external strategic partnerships within three years.
- Quality Events – Increase local, national, and international high-profile quality events hosted by SHSU.
- Relationship Enhancement – Strengthen relationships with the greater SHSU community.
- SHSU Brand – Identify/improve, promulgate, and leverage the SHSU brand.
- Elevated Reputation – Elevate the university's reputation and community engagement by becoming a successful NCAA Division I (FBS) Conference USA member.
- Community Engagement – Establish a more visible and high-profile culture of philanthropy, service, and community engagement.

Priority goals for strategic priority 4: expand and elevate our service to the state and beyond

- Career Readiness – Promote career readiness and attainment through experiences that facilitate personal and professional development and connections.
- Engagement – Provide innovative ways to engage and serve the community.
- Educational Opportunities – Enhance programmatic efforts and initiatives for historically underserved or underrepresented populations for educational opportunities.
- Community Engagement – Establish community engagement as a signature high-impact practice and program for the university.

- Alumni Clubs – Utilize regional alumni clubs and opportunities to facilitate university initiatives.

For more information on the Sam Houston State University strategic plan, refer to the strategic plan website <https://www.shsu.edu/strategic-plan/2023/index.html>.

Responding to Changes in Demand

As the university just released a new strategic plan, the Department of Criminal Justice and Criminology must ensure that our mission, vision, and goals align with the new plan and priorities. First, the Department needs to thoroughly examine our current mission, vision, and goals, and determine whether there is clear alignment with the new strategic plan, and if not, the Department must adjust accordingly. Second, the Department needs to consider how the shift in strategic focus will impact future requests and ensure that future budget requests align with the new strategic plan.

II. PROGRAM ADMINISTRATION

This section provides an overview of administrative processes, policies, mentoring, and advising that has been key for program operations over the course of the review period. Information on these topics is made available to students in the department's internal Graduate Student Handbook that is updated and distributed at the beginning of each academic year. The Graduate Student Handbook is available in Appendix B.

A. Administrative Processes

Here we discuss administrative processes relevant for admissions, onboarding, program standards and performance, and student performance. For each topic area, we discuss the strengths of the processes, substantive changes that were made during the course of the review period, and any planned changes to the processes (if applicable).

Student Admission Processes

The admissions process involves the Graduate Program Director, Graduate Program Coordinator, graduate faculty who serve on our Graduate Standards and Admissions Committee (GSAC), and the Department Chair.

Applicants to the M.A. program begin the application process by submitting a graduate application and \$50 application fee through a centralized portal, [goapplyTexas.org](https://goapplytexas.org). Applications for the Criminal Justice M.A. program are then forwarded to our department. The Graduate Program Coordinator monitors applications, follows-up with applicants on outstanding materials, and distributes completed applications to GSAC for selection decisions.

GSAC uses an application selection criteria rubric to evaluate applicants based on application materials and admission criteria. Materials and criteria include transcripts, GRE scores, three letters of recommendation, a personal essay of career goals, and resume/CV. International

applicants are required to provide Test of English as a Foreign Language (TOEFL) scores. The application deadline is February 1 for the M.A. program. Our graduate programs use a cohort-based admissions model and so spring admissions are not typically considered, though it does occasionally occur. For students who are selected into the M.A. program, offer letters with the details of our funding package are provided.

Student Onboarding Processes

Once admitted, graduate administrative and clerical support staff work together to help new students' transition to SHSU and adjust to graduate school through the following activities:

- Connecting the new cohorts to the Graduate Student Organization (GSO), peers, GDAC, and faculty mentors
- Participating in the Graduate and Professional School's New Student Orientation
- Methods/Statistics Refresher Workshop. Both our M.A. and Ph.D. programs require two statistics courses. As such, we hold a workshop prior to the start of each fall semester as a "refresher" in these topics.
- Department New Graduate Student Orientation that is held prior to the start of fall classes.
- Promoting the Graduate and Professional School's New Graduate Student Orientation and the [Graduate/Undergraduate Instructor Academy](#) (GUIA)

There is currently only one proposed change to the onboarding process. Recently, the number of onboarding activities has increased, especially those that occur during the week before classes start. New students are expected to participate in the Graduate and Professional School orientation, workshops, the department orientation, GUIA, and a human resources new employee orientation. To alleviate some of the redundancies, the department has been coordinating with the Graduate and Professional School and GUIA to determine how to better streamline onboarding processes.

Program Standards and Performance

A number of processes are implemented to assess program standards and performance, including:

- The role of GSAC is to ensure the graduate curriculum supports the department's mission and objectives, as well as student needs.
- Annual assessment efforts are conducting to ensure that programmatic goals and objectives are met (see Section VIII. Assessment Efforts).
- The Graduate Program Director works with the College administrative team and Department chair to help create and administer the budget for graduate program operations for both long semesters and for summer funding.
- Schedule graduate course sections in consultation with the Director of Academic Programs.
- Oversee the Hoover Summer Research Fellowship process in consultation with GSAC.
- Make award nominations for students and recognize students for their achievements.

Many of these processes have helped to strengthen program operations over time. The one area that we could improve in is making student award nominations for students. This not only serves to recognize them for their achievements, but there appears to be an association between student awards and initial placements (see Section V: Students). While this could just be a function of students already conducting high-quality work, receiving national recognition for their efforts could help them on the job market.

Student Performance

A number of activities are conducted to assess student performance:

- Review the Thesis Forms to monitor students' progress.
- Conduct annual reviews of student performance and progress toward the degree.

The annual reviews of student performance have been a strength of program processes. Students submit a student evaluation form (available in Appendix C) that measures progress on research, teaching, and professional development along with an updated CV each year. Input is also solicited from faculty supervisors about student performance and progress. Review meetings are then held with the Graduate Program Director, and available committee members of GDAC or GSAC to provide formative feedback and suggestions for the student. Unfortunately, this is a practice that was suspended during the height of COVID-19 and has been implemented inconsistently since, but consistent implementation should be revisited.

B. Administrative Policies

Here we discuss administrative policies that affect our unit, identify any infrastructural barriers that impede operations, and identify potential remedies to overcome those barriers (if applicable). Policies are categorized by system, university, and college/department levels.

Texas State University System (TSUS) Policies

The one system policy that is important to note is that TSUS does not allow tuition waivers to be provided to graduate students. While our College has made a commitment to provide tuition scholarships to students, the amount offered does not always cover students' full tuition expenses. This has been noted as an impediment to recruiting, enrolling, and retaining highly qualified graduate students. The policy is unlikely to change, but highlighting it here is important as it provides context for our student funding approach discussed later in this self-study report.

University Policies

Pertinent university policies relevant for our graduate programs include:

- [Academic Policy Statement 801007: Courses and Grades Transferred from Other Colleges and Universities](#)
- [Academic Policy Statement 810213: Procedures in Cases of Academic Dishonesty](#)
- [Academic Policy Statement 890303: Employment of Graduate Assistants](#)
- [Academic Policy Statement 910312: Academic Probation, Suspension, Dismissal, and Termination](#)

- [Academic Policy Statement 930129: Graduate Degree Enrollment and Completion Requirements](#)
- [HR-27: Student Employment Policy](#)
- [Degree Requirements and Academic Guidelines](#)
- [Graduate and Professional School Thesis and Dissertation Policies](#)

College/Department Policies

- College of Criminal Justice Faculty Workload Policy

For the majority of the review period, the department operated under a university workload policy where faculty members' normal workload (not including approved release time) was distributed as 0.75 FTE teaching and 0.25 FTE research. This was equivalent to a 3-3 teaching load, with two exceptions: Ph.D. courses and large section undergraduate courses (defined as more than 100 students) counted as two courses (i.e., 0.50 FTE). The teaching load for faculty teaching these courses was two per fall/spring semesters.

In June 2023, the university faculty workload policy was updated and allowed each academic unit to develop their own workload policies subject to approval by the Dean and Provost and Sr. Vice President for Academic Affairs. Our college, in consultation with the four departments, elected to produce a single, college-level workload policy that was approved in Summer 2023. As a result of the new policy, College of Criminal Justice faculty in departments with Ph.D. programs can typically fulfill the 1.0 FTE workload (now referred to as workload credits, totaling 12 per semester) by teaching two three credit hour courses (6 workload credits), conducting research (3 workload credits), and mentoring doctoral students (3 workload credits).

This policy took effect in the Fall 2023 semester and has significant implications moving forward. Faculty are now credited for their efforts in directing Ph.D. portfolios and dissertations, collaborating with Ph.D. students on research, serving on doctoral administrative committees (e.g., GSAC and GDAC), and teaching doctoral-level courses. In essence, the shift in our workload policy, places the normal teaching load of our Criminal Justice faculty at a 2-2, which is consistent with many Ph.D. granting Criminal Justice departments.

Infrastructural Barriers to Program Operations & Potential Remedies

There are three issues that are important for the program to consider in relation to the above outlined policies.

1. The system policy on tuition remission/waivers can impede our ability to recruit M.A. students to our programs. Tuition scholarships can help to mitigate this issue, but this takes resources that could be used for other program operations. Since this is an impediment that is unlikely to change, it is important for our program to try and ensure that our funding packages are competitive with other programs. Currently, our M.A. funding packages are above what is typically offered by ADPCCJ M.A. programs (see Section IX. Resources and Finances).
2. The Graduate and Professional School's Thesis and Dissertation policy on deadlines could be a reason for why our time-to-degree metrics are extended by one semester. The

last date for oral defenses generally falls in week 10 of the semester. This means that students completing theses and dissertations would need a final draft by the mid-point of the semester that they intend to graduate. In recognizing the impact that the deadlines may have on completion, it is important that our programs build this into skillsets and expectations earlier in students' degree plans. One potential remedy in the M.A. program has been to offer an elective course on academic writing to help prepare students to begin working on their thesis by exposing them to the process of academic writing.

3. While not a barrier or impediment, it is important to monitor the impact of our new college workload policy on program operations, especially for the M.A. program. While the new policy addresses the much needed recognition of the effort that goes into mentoring Ph.D. students, it is important to ensure that the policy does not affect M.A. student mentoring, M.A. course offerings, or delivery of our undergraduate program curriculum.

C. Mentoring and Academic Advising

Academic advising, mentoring and career advising, and placement services occur at two levels.

University-Level Student Support

The [Graduate and Professional School](#) offers a number of support services, including:

- Coaching in both writing and professional development
- Regular speaker series that expose students to diverse perspectives, new research, and inspiring stories, fostering intellectual growth and sparking thought-provoking discussions
- Research and travel support (see Section VI. Resources, Section C)
- Scholarship opportunities (see Section VI. Resources, Section C)
- Mentors who are available to share their expertise, experience, and commitment to success
- Dedicated facility space in the Templeton building

The Student Advising and Mentoring Center ([SAM Center](#)) at Sam Houston State University offers academic counseling and enrichment services to graduate students. The SAM Center is a resource dedicated to helping students adjust to academic life and services available including career testing, aid with time management and/or study skills.

Department-Level Student Support

Academic advising also takes place within the Department of Criminal Justice and Criminology to ensure that students are making adequate progress in their program. The department houses a full-time Graduate Coordinator who assists students with admissions, registration, course scheduling, thesis/portfolio/dissertation, scholarships, and assistantships.

The CJC Graduate Program Director also provides assistance to students on a regular basis to ensure that all students meet degree plan requirements, are aware of professional development opportunities (practice presentations, conferences, brown bags) and assistantship/fellowship

availability. The Director of CJC Graduate Programs holds regular meetings with students at strategic points during the program to discuss student research interests, selection of electives, assistantships, teaching performance, thesis/dissertation progress, job applications, references, interview strategies, career goals, etc.

The Graduate Development and Assessment Committee (GDAC) is a committee formed by the Department of Criminal Justice & Criminology at Sam Houston State University within the College of Criminal Justice. GDAC's main charge is to assist M.A. and Ph.D. graduate students in their professional development and to provide opportunities and resources for development. The Criminal Justice and Criminology faculty may also provide informal advising and career advice on an ongoing basis. GDAC assists graduate students on the job market, develops professional development workshops and repositories in the areas of research and teaching, and helps facilitate practice presentations for conferences.

Peer mentoring is also offered through the department. Here, a senior graduate student and incoming graduate student are paired up in order to foster professional growth, and to provide guidance and assistance to the new student. Peer mentors-mentees are matched, whenever possible, on the basis of common research interests and backgrounds, as well as, overlapping faculty assignments. The mentorship program is used as a building block to make connections and develop relationships with other graduate students and faculty members.

In addition, graduate students enrolled in the program also provide important mentoring functions. The CJ Graduate Student Organization (GSO) is a student run organization for all graduate students in the College of Criminal Justice. With a president, vice president, secretary, and treasurer, the organization works to provide professional development and social opportunities for students. Specifically, the CJ GSO works with current and incoming students to facilitate and encourage research and theory development related to criminal justice and criminology; to encourage appropriate and effective teaching techniques and practices for criminal justice courses; and finally, to provide service opportunities. Additionally, the CJ GSO has four committees whose purpose is to support our constituency academically, career wise, and personally. Supporting existing and incoming students is an important goal for CJ GSO.

Advisor Assignments and Student Progress

The CJC Graduate Program Director assigns students to faculty for their assistantships. Every effort is made to match graduate students to faculty with similar research interests during the graduate assistantship assignment process. Assignments are also based on faculty grant needs as well as the need of the Institute's Research Directors. Students are also encouraged to seek out other faculty advisors with similar interests to build mentoring and working relationships.

Student progress is monitored via the Graduate Program Director, Graduate Program Coordinator, GDAC, and the faculty at large. The Graduate Program Director takes an active role in building relationships with M.A. students and checks in with them individually and as a whole many times throughout a semester. Additionally, if students have any questions or issues while navigating through the M.A. program, they usually consult the Graduate Program Director first. The Graduate Program Coordinator serves as an academic advisor and ensures that students

are accurately working through their degree plan. GDAC is tasked with assisting students with professional development, and as such, they take the lead on annual graduate student evaluations, doctoral student teaching evaluations, and conference practice presentations. All of these practices help monitor student progress throughout their time in the M.A. program. Lastly, if faculty notice any areas of concerns with particular graduate students, they discuss their concerns with the Graduate Program Director, who will then meet the student individually or in conjunction with the faculty member.

III. CURRICULUM

A. Description of Curriculum

Program Requirements

The Master of Arts in Criminal Justice and Criminology degree is designed to prepare graduate students to conduct research and actively participate in the development of knowledge in the areas of criminological theory and criminal justice issues. The M.A. program is a 36-hour degree program which includes a thesis. Students must register full time and take 3 courses (9 credit hours) per semester and generally complete their degree in two years. Transfer credit of up to a maximum of nine hours of post-bachelor's course work may be permitted, at the discretion of the Graduate Dean. The 36-hour degree program is comprised of 18 hours of required courses, 12 hours of electives, and 6 hours of thesis. Students must maintain a 3.0 grade point average in all courses to remain in good standing. In addition to coursework, students must complete and defend a thesis, which is the product of original scholarly research and is of such quality as to represent a meaningful contribution to knowledge in the field of criminal justice. Note, students who wish to pursue a terminal master's degree, do not intend to pursue a Ph.D., and/or work full-time in the field are steered toward our MSCJ and MSCJ Leadership and Management programs.

Figure 3. M.A. in Criminal Justice & Criminology Degree Requirements

Master of Arts in Criminal Justice and Criminology (Thesis)		
Required Courses		
CRIJ 5330	Critical Analys Of Justice Adm	3
CRIJ 5332	Perspectives In Criminology	3
CRIJ 5392	Survey Of Research Methods	3
CRIJ 5393	Legl Aspects Criminal Just Sys	3
CRIJ 6385	Stats For C J Research	3
CRIJ 6386	Stats for CJ Research II	3
Electives		
Select four of the 5000/6000 level graduate courses in CRIJ ¹		12
Thesis		
CRIJ 6398	Thesis Practicum	3
CRIJ 6099	Thesis ¹	3
Total Hours		36

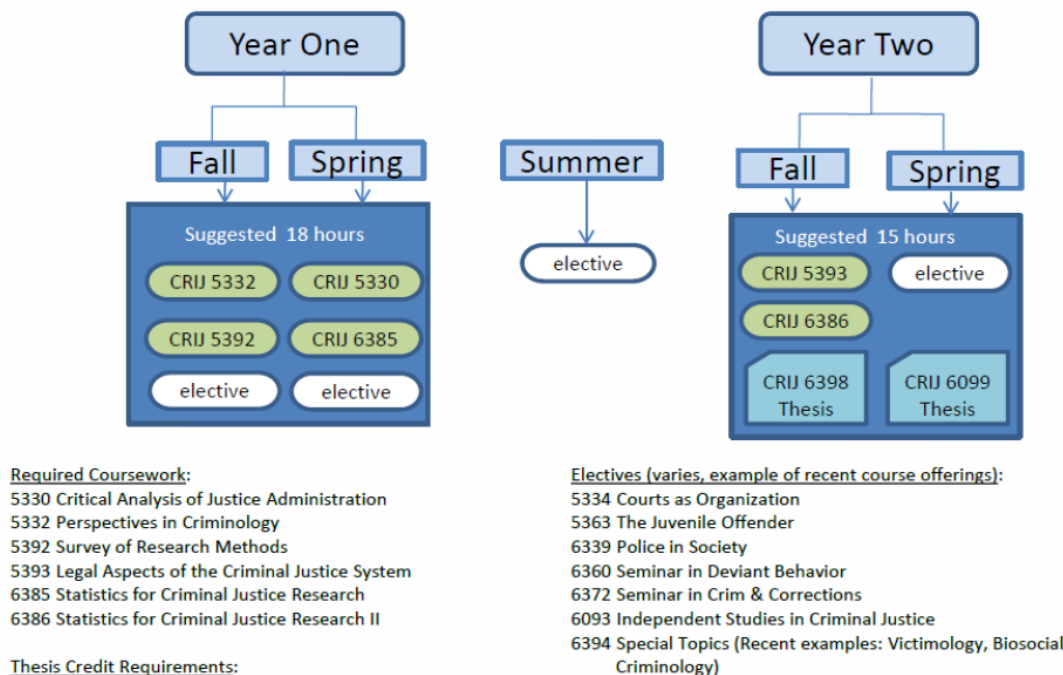
¹ Once enrolled in [CRIJ 6099](#), students must enroll in this course in every semester until graduation. (See note below).

Note: Effective Summer 2012, graduate students will take thesis classes for 3 credit hours until they have completed the degree requirements (6 hours total for thesis). Students may then sign up for 1 credit hour for continuous enrollment. Students do not have to sign up for thesis classes during the summer if they are not working on their thesis or if they are not graduating. If students do not stay continuously enrolled, they will be retroactively enrolled in 1 semester hour and will be charged for the course.

Program Curriculum

There are no degree specializations or minors in the M.A. program and students complete required courses in a particular order. In the fall of their first year, students enroll in CRIJ 5332 (Perspectives in Criminology), CRIJ 5392 (Survey of Research Methods), and an elective. Then in the spring of their first year, students enroll in CRIJ 5330 (Critical Analysis of Justice Administration), CRIJ 6385 (Statistics for Criminal Justice Research), and an elective. In the fall of their second year, students enroll in CRIJ 5393 (Legal Aspects of the Criminal Justice System), CRIJ 6386 (Statistics for Criminal Justice Research II), and CRIJ 6398 (Thesis Practicum). Lastly, for the spring of their second year, students enroll in CRIJ 6099 (Thesis) and one or two electives. If students took a course over the summer, then they would only need one elective in the spring of their second year.

Figure 4. M.A. Ideal Student Schedule



An M.A. student is required to complete graduate work within a six-year period, measured from the date of initial enrollment for graduate credit in a particular degree program. The period of time a student is on an approved leave of absence will be counted as time accumulated toward that six-year deadline for completion of the degree. After consultation with the Graduate Standards and Admissions Committee (GSAC) as well as the student's faculty advisor(s), any extension of the six-year deadline must be approved in writing by the Graduate Program Director.

Changes to Curriculum During Period of Study

In Fall 2019, CRIJ 6386 (Statistics for Criminal Justice Research II) was added as a required course in the M.A. program. Prior to this, Statistical Analysis 2 or Stats II was taught as a Special Topics in CJ course (CRIJ 6394). This course was added to the curriculum to provide M.A. students with a greater depth of knowledge on statistical analyses used in the field of criminology and criminal justice. GSAC approved this addition to the program curriculum. No other curriculum changes have occurred in the M.A. program during the period of study.

Proposed Changes to the Curriculum

Based on the feedback of the current student survey (see Appendix D), we plan on reevaluating the M.A. curriculum. Specifically, the M.A. students have indicated that there are not enough electives that interest them during their degree program. Because they have six required courses and two sets of thesis hours, they only have space for four electives. As such, GSAC plans to revisit the M.A. curriculum to determine whether all of the required courses are necessary and if certain courses should be updated or modified.

B. Appropriateness of Curriculum

Degree Plans

The M.A. degree plan is comparable to other master's programs offered at doctoral-granting institutions. Most programs are completed in two years and require that master's students complete a similar set of required and elective courses. The Academy of Criminal Justice Sciences (ACJS) provides quality standards for master's degree programs to ensure that they are meeting the rigorous academic standards expected of a criminal justice master's degree. According to the ACJS quality standards, the curriculum of master's programs should cover the following areas: administration of justice, corrections, criminological theory, law adjudication, law enforcement, and research methods and analytic methods. The required courses in the M.A. program cover the content areas of administration of justice, criminological theory, law adjudication, and research methods and analytic methods, and electives that cover law enforcement and corrections are routinely offered. Additionally, the 2022 report of the Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ) demonstrates that the average number of total hours required to complete a master's degree in participating criminal justice programs is 32.5 hours, the average number of hours of core courses is 15 hours, and the average number of elective hours is 13.5. This is comparable to our M.A. program which is a total of 36 hours, has 18 hours of required courses, and 12 hours of electives.

Content by Course Description

Table 3. SHSU M.A. in Criminal Justice & Criminology Course Descriptions

Course Name	University Catalog Description
<i>Required Courses</i>	

CRIJ 5330. Critical Analysis of Justice Administration	Students engage in an analysis of the criminal justice system in the United States that covers the role of justice agencies as part of societal response to crime, the knowledge base of the criminal justice system, issues, problems, and trends.
CRIJ 5332. Perspectives In Criminology	Students survey the field of criminology that emphasizes perspectives regarding the making of law, breaking of law, and societal responses to the breaking of law.
CRIJ 5392. Survey Of Research Methods	Students examine the theory and application of social science research techniques and designs, with a focus on the interpretation and use of research findings. Students who have not completed an introductory course in research methods within the past five years must take CRIJ 3378 as a prerequisite.
CRIJ 5393. Legal Aspects of the Criminal Justice System	Students study the aspects of law which are relevant to and essential for a better understanding of the criminal justice system and its related processes.
CRIJ 6385. Stats For CJ Research	Students review descriptive and graphical techniques for criminal justice and criminological research, including probability and sampling theory, the normal curve and statistical inference, Central Limit Theorem, Chi-square, T and F distributions, analysis of variance, and linear regression.
CRIJ 6386. Stats for CJ Research II	Students cover statistical analyses and techniques such as reliability tests, factor analysis, and multiple imputation. Various modeling strategies are also covered, including logistic regression, ordinal regression, Poisson regression, and negative binomial regression. Prerequisite: CRIJ 6385
CRIJ 6099. Thesis	The completion and defense of the Thesis. (The student must be registered in 6099 the semester in which he/she receives his/her master's degree.) Variable Credit (1-3).
CRIJ 6398. Thesis Practicum	Students are provided an overview of research strategies; principles of research writing; and procedures for initiating, executing, and completing a Thesis. Preparation and approval of a Prospectus. (Preliminary planning for the Thesis should begin during the first semester of graduate work; the student should enroll in CRIJ 6398 after he/she has completed 12 semester hours of graduate work.)

Electives Offered During Period of Study

CRIJ 5363. The Juvenile Offender	Students explore theoretical perspectives regarding the causes and correlates of juvenile offending. Particular attention is paid to the role of family, peers, and school.
CRIJ 6339. Police In Society	Students examine the evolution of police in modern society with a special emphasis given to the role of the police play in contemporary society. Current research examining the function of the police will be examined.
CRIJ 6360. Seminar In Deviant Behavior	Students analyze behavior which violates expectations that are shared and recognized as legitimate. Special attention is focused on societal reactions to such behavior.
CRIJ 6368. Seminar in Drugs, Society, & Policy Issues	Students focus on issues and problems surrounding the problem of illicit drugs in society. Particular emphasis is placed on policy related issues.
CRIJ 6372. Seminar In Criminology & Corrections	Students explore theory and problems in Criminology and Corrections. One or more term papers evidencing qualities of scholarship will be required.
CRIJ 6394. Special Topics - Criminal Justice	<p>This course is needed to offer master's level students the option of registering for a multi-topic course. Students can take the course under various special topics being offered.</p> <p>The specific special topics offered during the period of study were:</p> <ul style="list-style-type: none"> • Statistical Analysis 2 or Stats II • Global Organized Crime & Terrorism • Consequences of Incarceration • Race & Justice • Gangs & Violent Extremist Groups • Academic Writing

Comparison of Degree Plan and Course Descriptions to Peer Institutions

We compare our M.A. program to three programs at nationally ranked, doctoral-granting universities that offer M.A. and Ph.D. degrees in Criminology and/or Criminal Justice: (1) University of Missouri St-Louis (UMSL), (2) University of South Florida (USF), and (3) University of Nebraska, Omaha (UNO). Each of these institutions is outside of Texas.

1. University of Missouri, St-Louis (UMSL)

UMSL offers an M.A. degree that is designed to provide students with an understanding of criminological knowledge and analytical skills. Students in the M.A. program are required to take 30 credit hours, 21 of which need to be in Criminology and Criminal Justice. The required courses in the M.A. program cover criminological theory, methods, and statistics. Students are also required to take three additional upper-level criminology courses and 12 hours of electives. Students have the option to choose a thesis or non-thesis route. Those who choose a thesis must complete 12 hours of required coursework and 9 hours of seminar coursework. Of the remaining 9 hours, 6 may be granted for thesis research. Students who chose the non-thesis route are required to take 30 hours of coursework, including 12 hours of required coursework, 9 hours of seminar coursework, and 9 hours of elective coursework. Additionally, unlike SHSU, the M.A. students at UMSL are typically not funded and can choose to attend either full- or part-time to complete the program. Full time students take up to 3 courses per semester and part-time students can take 1-2 courses. All students (part-time or full-time) must complete the program within six years.

Table 4. UMSL M.A. in Criminology & Criminal Justice Course Descriptions

Course Name	University Catalog Description	SHSU Comparison to Required Courses
<i>Required Courses</i>		
CRIMIN 5415. Foundations of Criminological Theory	This course examines the history of criminological thought, incorporating the major works of such theorists as Bentham, Beccaria, Marx, Durkheim, Lombroso, Sutherland, and Merton.	CRIJ 5332. Perspectives In Criminology
CRIMIN 6405. Methods	This course examines basic methods for research design and data collection. Topics may include participant observation and interviewing, survey research, aggregate data analysis, and experimental design.	CRIJ 5392. Survey Of Research Methods
CRIMIN 6410. Statistical Applications in Criminology and Criminal Justice	Prerequisite: CRIMIN 6405. Examination of elementary principles of quantitative analysis and their application to crime and justice problems. Topics include univariate, bivariate and multivariate procedures for discrete and continuous data, and a comprehensive introduction to ordinary least squares regression.	CRIJ 6385. Stats For CJ Research
CRIMIN 6400. Proseminar	A critical examination of theoretical, methodological and policy issues in criminology and criminal justice. Focus is on the nature of crime, policing, pretrial processes, adjudication and corrections.	
CRIMIN 6498. MA Thesis	Prerequisite: Graduate standing and consent of instructor.	CRIJ 6099. Thesis

Research (if taking
Thesis option)

Electives Offered

CRIMIN 5333. Philosophy of Law	Examination of origins of law and the basis for legal obligation. Specific consideration of the justification of punishment, morality and law, and legal reasoning.	
CRIMIN 6420. Contemporary Criminal Career Theories	Prerequisite: CRIMIN 5415. Examination of contemporary explanations of crime and criminal justice. Theories covered include strain, control, cultural, labeling, conflict, as well as more recent attempts at theoretical integration and multidisciplinary integration.	
CRIMIN 6430. Law and Social Control	This course examines the relationship between law and other social institutions, the values and interests that are expressed in law and shaped by legal structures and processes, and law as an instrument of public policy, social control and social change.	CRIJ 5393. Legal Aspects of the Criminal Justice System
CRIMIN 6438. Inequalities and Criminal Justice	This course examines the intersections between social inequality and the criminal justice system, including policing, adjudication and sentencing in the courts, community supervision, and incarceration. Additional focus is on the extent to which entry into the criminal justice system reflects existing social inequalities in American society, as well as to what extent the criminal justice system reproduces these inequalities. Last, this class includes an examination of how the criminal justice system intersects with other social institutions (e.g. labor market, housing, education).	
CRIMIN 6440. Nature of Crime	Examination of patterns and correlates of crime at the individual, situational, and aggregate levels. Topics include definitions of crime, offending topologies, and criminal careers.	
CRIMIN 6441. Juvenile Delinquency	Examination of youth crime and juvenile offenders. Topics include definitions of juvenile crime, and theories of juvenile crime causation in the U.S.	
CRIMIN 6442. Communities and Crime	Examination of the trends and sources of crime and social disorder across communities. The course emphasizes relationships among crime, neighborhood change, neighborhood responses to crime, and public policies.	
CRIMIN 6443. Violent Crime	Examination of the sources and patterns of violent offending across time and space. Topics include conceptions and typologies of violent crimes and offenders, victim-offender relationships, and efforts to predict and control violent offending.	
CRIM 6448. Victimization	Examination of the risks and consequences of crime for its victims. Issues considered include victim-offender relationships, characteristics of victims, the nature of the injuries they experience and criminal justice procedures that involve them.	
CRIMIM 6450. Criminal Justice Theory and Policy	This course is an analysis of criminal justice as a network of decisions and complex organizations. Topics may include criminal justice theory, policy analysis, implementation, and evaluation.	
CRIMIN 6452. The Police	Historical, social and political analysis of policing in America. Examination of federal, state, county and municipal agencies.	
CRIMIM 6454. Corrections	Examination of the history, forms, and functions of correctional philosophies, institutions, programs and policies. Topics include	

	the structure and functions of prisons and jails, community corrections, intermediate sanctions, and the growth of correctional control in modern society.
CRIMIN 6465. Qualitative Research Methods	Prerequisites: CRIMIN 6405. Examination of participant observation and informant and respondent interviewing. Topics include gaining access, sampling, data collection and analysis, and legal and ethical concerns.
CRIMIN 6470. Quantitative Research Design	Prerequisites: CRIMIN 6405, CRIMIN 6410, and CRIMIN 6480. Examination of experimental, longitudinal, and cross-sectional designs. Sources of data, sampling procedures, operational definitions, and issues of reliability are also discussed.
CRIMIN 6471. Evaluating Criminal Justice Interventions	Prerequisites: CRIMIN 6405 and CRIMIN 6410. This course examines a broad range of interventions designed to prevent crime or improve some aspect of the criminal justice system. The validity reliability, and feasibility of differing intervention designs are addressed. Several major criminal justice evaluations are discussed
CRIMIN 6480. Multivariate Statistics in Criminology	Prerequisites: CRIMIN 6405 and CRIMIN 6410. Introduction to the general linear model with applications to multivariate problems in criminal justice and criminology. Topics include advanced ordinary least squares, causal modeling, time series analysis, simultaneous equations, and analysis of limited dependent variables.
CRIMIN 6485. Directed Readings/Research in Criminology and Criminal Justice	Prerequisite: Consent of instructor. Directed reading and research, under faculty supervision, designed to meet particular educational needs of selected students.
CRIMIN 6495. Internship in Criminology and Criminal Justice	Prerequisite: Graduate standing or consent of instructor. Supervised placements with criminal justice agencies. Designed primarily for students with limited field experience.
CRIMIN 6550. Seminar in Criminology and Criminal Justice	Prerequisites: Graduate standing and CRIMIN 5415, CRIMIN 6400, and CRIMIN 6405 or consent of the instructor. Research and policy approaches to the study of criminology and criminal justice. Class may be repeated for credit when the subject matter is different.

2. University of South Florida (USF)

USF offers an M.A. degree that is designed to provide students with knowledge of the major ideas and issues in criminology and criminal justice. M.A. students in this program will gain an in-depth understanding of theoretical and methodological tools of inquiry used in the field. Students in the program are required to take 33 credit hours, 18 of which are required courses. The required courses cover areas such as criminological theory, research methods, quantitative analysis, and criminal justice policy. Unlike SHSU, M.A. students at USF have the option to choose a thesis or non-thesis route. Those who choose a thesis must complete 9 elective hours, a maximum of 3 hours can be independent study. Thesis credit hours can be between 2-19, with 6 hours required. Additionally, an oral defense required. Those who chose a non-thesis option must complete 15 elective hours, a maximum of 3 hours can be independent study. Non-thesis students must pass a comprehensive exam or complete a project. The comprehensive exam is designed to test the student's knowledge of the three core areas of the M.A. program:

criminological theory, current issues in criminal justice, and research methodology. A project is typically a research proposal, but can be other types of research activities, including an internship focused on understanding a criminal justice problem along with a literature review on that problem. Approval for the proposed project must be received from the Major Professor and one other Criminology faculty member. The Department provides graduate assistantships to selected graduate students. These are awarded on a competitive basis and all applicants are considered. The assistantships provide annual stipends in the amount of \$6,200 for M.A. students. Students receiving these assistantships work 10 hours per week, compared to 20 at SHSU, and usually as a teaching assistant.

Table 5. USF M.A. in Criminology Course Descriptions

Course Name	University Catalog Description	SHSU Comparison to Required Courses
<i>Required Courses</i>		
CCJ 6118. Introduction to Criminological Theory	An introduction to, and comparison of, major historical and contemporary theories that seek to explain criminal behavior.	CRIJ 5332. Perspectives In Criminology
CCJ 6705. Research Methods in Criminology	Introduction to the basic methods of criminological research; overviews philosophy of science, research ethics, research design issues such as sampling and measurement, and methods of data collection, including survey, experimental, and evaluation research.	CRIJ 5392. Survey Of Research Methods
CCJ 6706. Quantitative Analysis in Criminology I	Introduction to data management utilizing computer statistical packages and elementary statistical techniques used in criminological research: descriptive and inferential statistics, group comparisons, measures of association, linear regression.	CRIJ 6385. Stats For CJ Research
CCJ 6485. Criminal Justice and Public Policy	In this course, students will learn about the structure, function, theory and key issues of the criminal justice system. Students will also acquire the skills necessary to analyze public policy in criminal justice.	CRIJ 5330. Critical Analysis of Justice Administration
CCJ 6707. Quantitative Analysis in Criminology II	Intermediate-level data analysis and statistical techniques applied to problems in criminology. Emphasis on multivariate techniques, including multiple regression, path analysis, and nonlinear models.	CRIJ 6386. Stats for CJ Research II
CCJ. 6937. Proseminar in Criminology.	Provides a forum for presentation and discussion of research ideas by faculty, students, and guests, with a view toward the development of thesis topics.	
CRIMIN 6498. MA Thesis Research (if taking Thesis option)	Prerequisite: Graduate standing and consent of instructor.	CRIJ 6099. Thesis
<i>Electives Offered</i>		
CCJ 6708. Quantitative Analysis in Criminology III	This course familiarizes students with advanced multivariate linear and nonlinear statistical procedures appropriate for analyzing criminological data	

CCJ 6624. Seminar in Violence	This course utilizes psychological, sociological, and biological perspectives to help students to understand different types of violent offenders and various intervention strategies.
CCJ 6638. Seminar in Nature and Causes of Crime	This course This course will examine the extent and etiology (i.e., causes) of crime. It may examine individual-level (i.e., micro) psychological, biological, and sociological theories, and/or macro-level sociological and economic theories, and include interdisciplinary theories of crime causation. The course may also focus on specific kinds of crimes or criminals, and may include examinations of policies designed to control crime the relationship between law and other social institutions, the values and interests that are expressed in law and shaped by legal structures and processes, and law as an instrument of public policy, social control and social change.
CCJ 6654. Seminar in Drugs and Crime	The objective of this course is to provide the student a comprehensive understanding of the dynamics of drug use in American society.
CCJ 6669. Seminar in Social Inequality and Crime	In this course, students will examine one of the most persistent and divisive issues in criminal justice—racial, and to a lesser extent ethnic, disproportionality in the U.S. criminal justice system (CJS).
CCJ 6937. Seminar in Criminology	Provides a forum for presentation and discussion of research ideas by faculty, students, and guests, with a view toward the development of thesis topics.

3. University of Nebraska, Omaha (UNO)

UNO offers an M.A. degree that provides students with the skills to engage in original scientific research to further scientific knowledge on criminology and criminal justice issues. Students in the program are required to take 30 credit hours consisting of eight graduate level courses (24 credits) and 6 thesis credit hours. Required courses cover topics on theory, methods, statistics, and seminar courses. One seminar course is offered as three sub-topics, so students can decide between Seminar in (1) Women and Criminal Justice, OR (2) Race, Ethnicity, and Criminal Justice, OR (3) Race, Crime, and Injustice. Students are also required to take 9 credit hours of electives at the 8000 level or higher. Similar to SHSU, M.A. students at UNO must complete a thesis, which includes 6 thesis credit hours. To complete the M.A. degree, students must write and orally defend a thesis. The thesis is an independent research project and an academic exercise that is written to the standards of the faculty members on the thesis committee. A thesis requires a committee of three faculty members and typically takes two semesters to complete. UNO offers a limited number of graduate assistantships for M.A. students. Assistantships are highly competitive and may provide both a stipend and/or tuition remission. To be eligible for a graduate assistantship, a graduate student must be enrolled for at least 9 graduate credit hours per semester; maintain a 3.0 or better GPA; demonstrate satisfactory progress toward degree completion. In the application personal statement, applicants should indicate their desire to obtain funding, outline of research related skills or experience, and alignment of interest with research active faculty members.

Table 6. UNO M.A. in Criminology & Criminal Justice Course Descriptions

Course Name	University Catalog Description	SHSU Comparison to Required Courses
<i>Required Courses</i>		

CRCJ 8010. Nature of Crime	This course provides an overview of the major dimensions of crime in the U.S. Content areas included are the epidemiology of crime, the costs of crime and typologies of crime and criminals.	CRIJ 5332. Perspectives In Criminology
CRCJ 8030. Criminal Justice Research Theory & Methodology	Research theory and methodology in the social sciences as applicable to criminal justice; preparation of research designs, conceptual models; sampling procedures; and development of individual research papers.	CRIJ 5392. Survey Of Research Methods
CRCJ 8020. Seminar in Administration of Justice	This course is designed to provide students with a critical understanding of responses to crime. Particular emphasis is placed on theory and research bearing upon the effectiveness of the policies and strategies of the principal institutions of the criminal justice system - the police, courts and corrections. Additionally, philosophical and practical matters pertaining to "justice" and "fairness" in the administration of the criminal law are explored.	CRIJ 5330. Critical Analysis of Justice Administration
CRCJ 8130. Seminar in Women and Criminal Justice	This course focuses on the experiences of women in the criminal justice system. It will cover the history of criminological theory on women, application of mainstream criminological theory to women, and women as offenders, victims, and professionals in the criminal justice system	
OR		
CRCJ 9030. Seminar on Race, Ethnicity, and Criminal Justice	This is a required course which introduces students to current empirical research and theory on racial minorities and the criminal justice system. It focuses on racial minorities as victims of crime, as offenders, and as criminal justice professionals.	
OR		
CRCJ 8120. Race, Crime, and Injustice	This course examines inequities in the context of the cumulative effects of biases in the criminal justice system. Students learn how macro-structural conditions, community violence, depletion of male role models as the result of incarceration, and adversarial contacts with police can negatively impact young children residing in some lower socio-economic communities of color as well as increase their likelihood of early contact with the juvenile justice system.	
CRCJ 8950. Statistical Applications in Criminal Justice and Public Admin	This is a required course which provides a foundation for the use of statistical methods in criminal justice and public affairs research. It will review fundamentals of research, showing the interplay between the theory, the research, the statistical method, and the interpretation.	CRIJ 6385. Stats For CJ Research
CRCJ 8990. Masters Thesis	The thesis is required for all students in the MA program. It provides students with an opportunity to integrate theories, concepts, and aspects of the criminology and criminal justice literature with methods and techniques for conducting research, through the completion of an original research project. The thesis project should constitute original research and is conducted under the supervision of a Masters Thesis Committee.	CRIJ 6099. Thesis

Electives Offered

CRCJ 8040. Seminar in Police and Society	This course is designed to explore the role of the police in American society. Attention is given to the origins of policing, the nature of police organizations and police work, and patterns of relations between the police and the public. The values of a democratic society as they affect the law enforcement role are discussed.
CRCJ 8050. Seminar in Corrections	This course is designed to give an analytical perspective to the history, development, implementation and future of critical issues in the field of corrections. Primary focus will be directed toward an exploration of the various theoretical approaches to corrections and the research intended to support or refute these perspectives.
CRCJ 8060. Seminar in the Criminal Court System	This course is designed to provide a social science perspective on the role of the courts in the criminal justice system. The ideals of the system will be compared with actual functioning, and court reform programs and proposals will be critically examined.
CRCJ 8070. Seminar in Criminal Law and Procedure	This course is designed to examine substantive criminal law as the basis of social control in our country. Contemporary issues such as the insanity defense, decriminalization of so-called victimless crimes, sexual assault and abortion, and current proposals to assist victims of crimes will be among the topics explored. In addition, current criminal procedure problems relating to right to counsel, search and seizure and interrogation will be examined.
CRCJ 8080. Seminar in Juvenile Justice	An inquiry in the social ramifications of the entire juvenile delinquency process including labeling, detention, incarceration and tolerance. Pre- and post-adjudicatory issues are dealt with as well as a realistic perspective given to delinquency prevention strategies.
CRCJ 8090. Seminar in Theoretical Criminology	A study of the etiology of crime as a social phenomenon and an objective analysis of the historical influences and thought which molded its development into an accepted contemporary science
CRCJ 8100. Criminal Justice Organization, Administration, and Management	This course will deal with issues in the organization and administration of modern justice agencies. The students will be exposed to theories, concepts, and issues relating to the administration and organization of justice agencies.
CRCJ 8110. Victimology	The Victimology seminar provides an overview of key research areas on prevalence, predictors, and consequences of various forms of victimization. By the end of the course, students will develop a critical understanding and appreciation of the development and current state of theories of victimology, measurement of different types of victimization, and quantitative and qualitative results that have been used to inform research in the field. Furthermore, students will learn how to critically analyze and interpret primary research regarding victimization.
CRCJ 8136. Sociology of Deviant Behavior	This course is designed to investigate the etiology of many forms of norm-violating conduct. Emphasis will be placed on rule-breaking behavior as defined in the criminal statutes. (Cross-listed with CRCJ 4130).

CRCJ 8180. Criminal Justice Internship	This course is designed to provide supervised individualized learning experiences in a selected criminal justice agency. The principal objective of the internship is to provide students with the opportunity to apply theoretical and methodological principles acquired in graduate courses to the analysis of problems in local criminal justice agencies.
CRCJ 8190. Independent Study	Individual projects in research, literature review or creative production which may or may not be an extension of course work. The work will be supervised and evaluated by departmental graduate faculty members.
CRCJ 8120. Program Evaluation and Policy Analysis	This course is a survey of program evaluation and policy analysis techniques. The focus is on theoretical foundations of the Criminal Justice policy process, program development and implementation, research designs specific to program evaluation and policy research, and methodological techniques commonly used to evaluate criminal justice programs and policies
CRCJ 8230. Terrorism	A course devoted to an exploration and analysis of contemporary special problems in the broad spectrum of law enforcement and corrections.
CRCJ 8300. Communities and Crime	This course is designed to provide an analytical perspective to the meaning of community, theories that explain community-level crime, and police decision-making at the community level. The primary focus will be directed toward an exploration of the various theoretical approaches to explaining community-level crime, with a special emphasis on police action. This course will enable students to become proficient in the topic of community-level theories of crime and determine whether communities perpetuate or prevent criminal behavior.
CRCJ 8356. Community-Based Corrections	This course is intended for advanced students with a special interest in the correctional process as applied in a community setting. It is designed to focus on innovative community-based strategies for dealing with the offender as well as the traditional processes of probation and parole.
CRCJ 8400. Intimate Partner Violence	This course examines the complex nature and dynamics of intimate partner violence (IPV). The course begins with a general presentation of IPV, such as definitions, characteristics, and the cycle of IPV. Then, theories of IPV are presented and various sources of IPV data and measurement issues are discussed. The majority of the course focuses on the historical development/evolution and current response of the criminal justice system to IPV including law enforcement response, the use of protection orders, domestic violence courts, and batterer intervention treatment programs. Additionally, the course examines "special topics" regarding IPV including teen dating violence, intimate partner homicide, and IPV within criminal careers.
CRCJ 8430. Human Trafficking	This course is designed to provide students with a systematic introduction to the study of human trafficking. Students will learn about the prevalence, predictors, and consequences of human trafficking. Additionally, students will develop a critical understanding and appreciation of the development and current state of theories, measurement, and quantitative and qualitative results that can be used to inform our understanding of the nature of these events, the victims who are harmed, the

	individuals who facilitate these crimes, and identification and response initiatives.
CRCJ 8516. Violence	This course is a survey of the nature and extent of violence. The focus is on patterns of violence across social groups, the causes and correlates of violence and violent behavior, and programs/policies geared toward violence prevention and reduction. Also of interest is the relationship between theory and violence research
CRCJ 8800. Special Problems in Criminal Justice	A course devoted to an exploration and analysis of contemporary special problems in the broad spectrum of criminal justice philosophy. This course looks at philosophical issues related to social control. The purpose of this course is to foster a deeper understanding of the reasons, justifications, and problems related to societal approaches to the control of its citizens.
CRCJ 8800. Risk/Needs Assessment Instruments	This course is designed to provide students with advanced knowledge and understanding in the area of risk/needs assessment tools used in the juvenile and adult justice system.
CRCJ 8970. Capstone Project in Criminology and Criminal Justice	The Capstone Project offers each student the opportunity to demonstrate mastery of the theory and practice of Criminology and Criminal Justice by applying the knowledge and skills gained in the Master of Science program to a project of the student's choice. This involves completing a project report reflecting the cumulative knowledge gained from these experiences. This class is intended only for students who are completing their Master of Science degree in Criminology and Criminal Justice.

C. Description of Comprehensive Exams and Dissertation/Thesis Processes

Thesis Process

All M.A. students are required to complete and orally defend a master's thesis. As noted above, they enroll in 6 hours of thesis credits and begin formally working on their thesis in the fall of their second year. Students must select a master's thesis committee comprised of three graduate faculty, one of which serves as thesis committee chair. To successfully complete their master's thesis, students must first hold a thesis prospectus defense where they orally defend their master's thesis proposal. Once students are enrolled in their last thesis hours and have successfully defended their thesis prospectus, they are eligible to hold their final thesis defense. In order to graduate, students must complete all coursework and successfully defend their thesis. Starting in 2023, M.A. students were provided with a Thesis Step by Step Guide to help them navigate the department thesis process and the Graduate and Professional School thesis process. The Thesis Step by Step Guide can be found in Appendix E.

D. Cite and Give Brief Descriptions of any/all Accreditations

There are no accreditations associated with the M.A. program.

E. Quality of Instruction

IDEA Scores

Table 7 displays the average IDEA scores for required M.A. courses offered during the period of study. A table that contains the IDEA scores for every M.A. course offered during the period of study is available in Appendix F. As can be observed from the table, the average IDEA scores for required courses range from 4.1 to 4.7 on a 5-point scale.

Table 7. Average IDEA Summary Scores for Required M.A. Courses

<u>MA Courses</u>	<u>AY 2017- 2018</u>	<u>AY 2018- 2019</u>	<u>AY 2019- 2020</u>	<u>AY 2020- 2021</u>	<u>AY 2021- 2022</u>	<u>AY 2022- 2023</u>	<u>Average</u>
	<i>Raw/Adjusted Scores</i>						
CRIJ 5330	N/A	4.5/4.5	Evals Suspended	4.3/4.3	4.3/3.8	4.1/4.1	4.3/4.2
CRIJ 5332	4.7/4.7	4.8/4.8	4.4/4.4	4.8/4.8	4.6/4.6	4.9/5.0	4.7/4.7
CRIJ 5392	4.9/4.9	4.4/4.4	4.1/4.1	4.2/4.2	4.4/4.5	4.9/5.0	4.5/4.5
CRIJ 5393	4.6/5.0	4.7/4.8	4.3/4.3	3.0/3.0	4.0/4.0	4.1/4.2	4.1/4.2
CRIJ 6385	4.9/5.0	4.4/4.5	Evals Suspended	4.7/4.8	5.0/4.9	2.9/3.0	4.4/4.4
CRIJ 6386	4.8/4.8	5.0/5.0	4.0/4.3	3.3/3.4	4.5/5.0	3.5/3.7	4.2/4.4

Notes: Summary Scores are the average of the progress on relevant objectives score and the ratings of summative questions score. Evaluations were suspended due to COVID-19 in Spring 2020. N/A indicates that the course was not offered during the academic year. The adjusted scores account for students' self-reported motivation and work habits.

IV. FACULTY

A. Credentials

Appropriateness of Faculty Degrees

The academic degrees and research interests of all the full-time faculty are listed below. All the listed full-time faculty are graduate faculty and considered core faculty. There are no supporting faculty associated with the M.A. or Ph.D. programs. Curriculum vitae for all Graduate Faculty can be found in Appendix G.

Andia Azimi, Ph.D., Assistant Professor

- Ph.D., 2018, Georgia State University (Criminal Justice and Criminology)
- M.S., 2013, Georgia State University (Criminal Justice and Criminology)
- B.S., 2011, Georgia State University (Criminal Justice)

Research Interests: Victimization, Child Maltreatment, Victim-Offender Overlap, Outcomes of Victimization

Danielle L. Boisvert, Ph.D., Professor and Senior Associate Dean

- Ph.D., 2009, University of Cincinnati (Criminal Justice)
- M.S., 2002, George Washington University (Forensic Sciences)
- B.S., 2001, University of Western Ontario, London, Ontario, Canada (Biology)

Research Interests: Life-Course/Developmental Criminology, Biosocial Criminology, Behavioral Genetics

Wyatt Brown, Ph.D., Assistant Professor

- Ph.D., 2016, University of South Florida (Criminology)
- M.S., 2011, University of Louisville (Criminal Justice)
- B.S., 2008, University of Alabama at Birmingham (Criminal Justice)

Research Interests: Corrections, Punishment and Inequality, Disparities in the Criminal Justice System

Eric Connolly, Ph.D., Associate Professor and Criminal Justice and Criminology Undergraduate Program Director

- Ph.D., 2014, Florida State University (Criminology and Criminal Justice)
- M.S., 2010, University of North Alabama (Criminal Justice)
- B.A., 2008, West Virginia University (Criminal Justice and Investigations)

Research Interests: Antisocial Behavior, Biosocial Criminology, Developmental/Life-Course Criminology, Quantitative Research Methods

Miltonette O. Craig, Ph.D., Assistant Professor

- Ph.D., 2018, Florida State University (Criminology and Criminal Justice)
- M.S., 2013, Florida International University (Criminal Justice)
- J.D., 2008, Georgia State University (Law)
- B.A., 2006, Spelman College (Psychology and Spanish)

Research Interests: Police-Community Relations, Race/Ethnicity and Crime, Courts and Sentencing, Prisoner Reentry

Steven J. Cuvelier, Ph.D., Associate Professor

- Ph.D., 1998, The Ohio State University (Sociology)
- M.A., 1986, University of Northern Iowa (Sociology)
- B.S., 1980, Iowa State University (Psychology)

Research Interests: Corrections, Computer Applications, Distance Learning, Research Methods/Statistics

Jared Dmello, Ph.D., Assistant Professor

- Ph.D., 2019, University of Massachusetts, Lowell (Criminology and Criminal Justice)
- M.A., 2017, University of Massachusetts, Lowell (Criminal Justice)
- M.A., 2015, California State University, San Bernardino (National Security Studies)

Research Interests: Terrorism, Gangs, Qualitative Methods, International Criminology, Covert Networks

Randy Garner, Ph.D., Professor and Director of the Criminal Justice Center

- Ph.D., 2010, Trinity Theological Seminary (Theology and Religious Studies)
- Ph.D., 1992, University of Houston (Psychology)
- M.A., 1989, University of Houston, Clear Lake (Psychology)
- B.S., 1986, University of Houston, Clear Lake (Psychology)
- A.A.S., 1983, Alvin Community College (Criminal Justice Administration)

Research Interests: Management, Executive Leadership, Applied Social Psychology, Interpersonal Conflict, Policing and Law Enforcement

Jurg Gerber, Ph.D., Professor and Director of the M.S. Criminal Justice Program

- Ph.D., 1988, Washington State University (Sociology)
- M.A., 1984, Washington State University (Sociology)
- B.A., 1982, Eastern Washington University (Government)
- A.A., 1980, Big Bend Community College (Social Sciences)
- K.F., 1977, Kaufmaennische Berufsschule Bern (Switzerland) (Insurance)

Research Interests: Comparative/International Criminal Justice, Criminology, Drug Use and Drug Control Policy, Environmental Crime, White Collar/Corporate Crime

Cassandra Gonzalez, Ph.D., Assistant Professor

- Ph.D., 2021, University of Colorado, Boulder (Ethnic Studies)
- M.A., 2017, University of Colorado, Boulder (Sociology)
- B.A., 2013, University of Colorado, Boulder (Sociology)
- B.A., 2013, University of Colorado, Boulder (Women and Gender Studies)

Research Interests: Black Feminist Thought, Gender, Race, and Crime, Violence Against Women, Criminological Theory, Social Justice, Human Trafficking

Elizabeth Hartsell, Ph.D., Assistant Professor

- Ph.D., 2022, University of Florida (Criminology, Law, and Society)
- M.A., 2019, University of Florida (Criminology, Law, and Society)
- B.A., 2016, North Carolina State University (Psychology)

Research Interests: Courts, Problem-Solving and Alternative Courts, Program Evaluation, Treatment and Prevention Programming, Mental Health, Substance Use, Mixed Methods Research, Instrumentation

Laura Iesue, Ph.D., Assistant Professor

- Ph.D., 2021, University of Miami (Sociology)
- M.A., 2017, New Mexico State University (Sociology)
- B.S., 2012, The Ohio State University (Agriculture: Animal Science)

Research Interests: Global & Comparative Justice and Criminology, Migration, Displacement, Refugee Studies, Democratic Policing, Conflict and Violence, Project Evaluation and Implementation, Gender-Based Violence, Criminology and War

Jason Ingram, Ph.D., Professor, Criminal Justice and Criminology Graduate Program Director, and Assistant Chair

- Ph.D., 2010, Michigan State University (Criminal Justice)
- M.A., 2003, Southern Illinois University (Administration of Justice)
- B.A., 2001, Southern Illinois University (Administration of Justice)

Research Interests: Police Culture, Use of Force, Supervision

Bitna Kim, Ph.D., Professor

- Ph.D., 2008, Sam Houston State University (Criminal Justice)
- M.A., 2001, Chungbuk National University (Psychology)
- B.A., 1999, Chungbuk National University (Psychology)

Research Interests: Translational Criminology, International and Comparative Criminology

Alexander B. Kinney, Ph.D., Assistant Professor

- Ph.D., 2022, University of Arizona (Sociology)
- M.A., 2016, University of Arizona (Sociology)
- B.A., 2013, Pennsylvania State University, Altoona (Letters, Arts, and Sciences)

Research Interests: Deviance and Social Control, Law and Society, Institutional Theory, Gray Markets, Political Violence, Qualitative Methods, Formal Models of Cultural Analysis.

Stuti S. Kokkalera, Ph.D., Assistant Professor

- Ph.D., 2020, Northeastern University (Criminology and Justice Policy)
- J.D., 2014, Georgetown University (Law)
- L.L.B., 2013, Gujarat National Law University (Arts and Laws)

Research Interests: Discretionary Release Practices, Juvenile Lifer Reentry, Juvenile Delinquency, Mixed Methodologies

Wanda E. Leal, Ph.D., Assistant Professor and Criminal Justice and Criminology Director of Academic Programs

- Ph.D., 2017, Florida State University (Criminology and Criminal Justice)
- M.S., 2013, Florida State University (Criminology and Criminal Justice)
- B.S., 2011, Florida State University (Criminology and Psychology)

Research Interests: Substance Use and Abuse, Drug Policies, Sports and Crime, Life-Course Criminology, Criminological Theory

Heejin Lee, Ph.D., Assistant Professor

- M.S., 2022, University of Cincinnati (Statistics)
- Ph.D., 2020, University of Cincinnati (Criminal Justice)
- M.S., 2015, University of Cincinnati (Criminal Justice)
- B.L., 2009, Korean National Police University (Law)

Research Interests: Offender Desistance, Criminal Decision-Making, Perceptual Deterrence, Criminology Theory

Peter S. Lehmann, Ph.D., Assistant Professor

- Ph.D., 2019, Florida State University (Criminology)
- M.S., 2015, Florida State University (Criminology)
- B.A., 2013, Furman University (Sociology)

Research Interests: Race, Ethnicity, and Punishment, Juvenile Justice and Delinquency, Courts and Sentencing, Public Opinion on Crime and Criminal Justice, School Safety and School Discipline

Dennis Longmire, Ph.D., Professor

- Ph.D., 1979, University of Maryland (Criminal Justice and Criminology)
- M.A., 1976, University of Maryland (Criminal Justice and Criminology)
- B.S., 1974, Towson State University (Sociology and Psychology)

Research Interests: Capital Punishment, Citizen/Public Attitudes toward Crime and Justice, Crime Rates and Trends, Insanity/Competency to Stand Trial, Public Opinion on Crime, Substance Abuse/Substance Abuse Treatment

Phillip Lyons, J.D., Ph.D., Professor and Dean of the College of Criminal Justice

- Ph.D., 1997, University of Nebraska-Lincoln (Forensic Clinical Psychology)
- J.D., 1994, University of Nebraska-Lincoln (Law)

- M.A., 1994, University of Nebraska-Lincoln (Forensic Clinical Psychology)
- B.S., 1988, University of Houston-Clear Lake (Psychology)
- A.A.S., 1983, Alvin Community College (Law Enforcement and Police Administration)

Research Interests: AIDS and the Law, Child Mental Health Service System, Child Protection, Child Rights, Clinical Psychology Assessment/Training, Forensic Psychology, Law and Psychology, Law Enforcement

Holly Miller, Ph.D., Professor

- Ph.D., 1999, Florida State University (Clinical Psychology – Forensic Emphasis)
- M.A., 1991, Morehead State University (Clinical Psychology)
- B.A., 1989, Bethel College (Psychology)

Research Interests: Clinical Psychology Assessment/Training, Cultural Diversity Assessment and Training, Law Enforcement Administration/Leadership, Malingered Mental Illness, Offender Risk Needs Assessment, Psychopathy, Sex Offenders and Treatment, Special Needs/Assessment of Offenders

Chelsey S. Narvey, Ph.D., Assistant Professor

- Ph.D., 2020, University of Texas, Dallas (Criminology)
- M.S., 2017, University of California, Irvine (Criminology, Law, and Society)
- B.A., 2013, Concordia University (Psychology)

Research Interests: Corrections, Theory, Developmental Psychopathology, Psychopathy, Policy

John Navarro, Ph.D., Assistant Professor

- Ph.D., 2017, University of Louisville (Criminal Justice)
- M.S., 2014, Illinois State University (Criminal Justice Sciences)
- B.S., 2011, Illinois State University (Psychology)

Research Interests: Communities and Crime (Social Ecology), Sex Offenders, Corrections, Public Policies, Methodologies, Spatial Analyses, Victimology

Willard Oliver, Ph.D., Professor

- Ph.D., 2000, West Virginia University (Political Science)
- M.A., 1999, West Virginia University (Political Science)
- M.S., 1990, Radford University (Criminal Justice)
- B.S., 1989, Radford University (Criminal Justice)

Research Interests: Historical Perspectives of Criminal Justice, Policing, Public Policy of Crime and Criminal Justice

Erin Orrick, Ph.D., Associate Professor and Criminal Justice and Criminology Department Chair

- Ph.D., 2012, University of Texas at Dallas (Criminology)
- M.A., 2005, University of Maryland-College Park (Criminology and Criminal Justice)
- B.S., 2001, Texas Christian University (Criminal Justice)

Research Interests: Corrections, Contemporary Issues, Prisoner Reentry and Recidivism, Criminal Careers, Criminal Justice Policy

Javier Ramos, Ph.D., Assistant Professor

- Ph.D., 2020, Florida State University (Criminology)
- M.S., 2015, Florida State University (Criminology)
- B.A., 2010, University of Texas, Austin (Government)

Research Interests: Immigration, Race, Ethnicity, and Crime, Communities and Crime, Corrections, Public Policy

Ryan Randa, Ph.D., Associate Professor

- Ph.D., 2009, University of Cincinnati, (Criminal Justice)
- M.S., 2003, University of Cincinnati, (Criminal Justice)
- B.S., 2002 University of Wisconsin-Superior, (Sociology)

Research Interests: Fear of Crime and Behavioral Adaptation, Environmental Criminology and Crime Prevention through Environmental Design

Jonathan Reid, Ph.D., Assistant Professor

- Ph.D., 2021, Florida State University (Criminology)
- M.S., 2016, Florida State University (Criminology)
- B.A., 2013, University of Alabama (Political Science and Criminal Justice)
- C.A.P.E, 2010, Kingston College (Biology and Mathematics)

Research Interests: Race/Ethnicity and Crime, Historical Context, Social Movements, Constitutional Law, Criminological Theory, Police Community Relations, Victimization, Socio-Political Inequalities

Mitchel Roth, Ph.D., Professor

- Ph.D., 1993, University of California, Santa Barbara (History)
- M.A., 1987, University of California, Santa Barbara (History)
- B.A., 1975, University of Maryland (History)

Research Interests: Historical Perspectives of Criminal Justice, Crime, Crime Control, History of Policing and Corrections, History of Terrorism, Organized Crime, Pre-Teen Homicide

Danielle S. Rudes, Ph.D., Professor

- Ph.D., 2008, University of California, Irvine (Sociology)
- M.A., 2002, University of California, Irvine (Sociology)
- M.A., 1998, University of New Orleans (Communications)
- B.A., 1993, State University of New York, Plattsburgh (Mass Communications)

Research Interests: Corrections, Courts, Correctional Officer Safety and Wellness

Elisa L. Toman, Ph.D., Associate Professor

- Ph.D., 2017, University of South Florida (Criminology)
- M.S., 2013, University of Central Florida (Criminal Justice)
- B.A., 2010, University of Miami (Sociology)

Research Interests: Theories of Formal Social Control, Incarceration, Criminal Sentencing, Gender

Michael Vaughn, Ph.D., Professor

- Ph.D., 1993, Sam Houston State University (Criminal Justice)
- Ed.S., 1990, Central Missouri State University (Human Services, Public Services, Criminal Justice)
- M.S., 1988, Central Missouri State University (Criminal Justice)
- B.S., 1984, Central Missouri State University (Criminal Justice)

Research Interests: Constitutional Law, Correctional Law/Prison Law, Criminal Law, Criminal Procedure, Legal Liabilities of Criminal Justice Personnel, Prison Health Care, State Tort Law

William Wells, Ph.D., Professor

- Ph.D., 1999, University of Nebraska at Omaha (Criminal Justice)
- M.A., 1995, Indiana University (Criminal Justice)
- B.A., 1993, Ohio University (Psychology)

Research Interests: Firearm Crime and Criminal Justice Responses, Policing Innovations, and Evaluation Research

Yan Zhang, Ph.D., Professor

- Ph.D., 2004, Michigan State University (Interdisciplinary Cognate: Sociology; Social Science-Criminal Justice)
- M.S., 2002, Michigan State University (Applied Statistics)
- M.S., 2000, Michigan State University (Criminal Justice)
- B.S., 1989, WuHan University, China (Information Science)

Research Interests: Advanced Quantitative Methods, Social Ecological Contexts of Delinquency, Crime and Victimization, Race and Gender, Immigration, Sentencing Policies and Outcomes

Jihong (Solomon) Zhao, Ph.D., Professor

- Ph.D., 1994, Washington State University (Political Science)
- M.A., 1990, Washington State University (Criminal Justice)
- B.A., 1986, University Diploma, 1986, Institute of Higher Education, Shanghai, China (English)

Research Interests: Policing, Criminal Justice Planning and Management

Table 8. Years of Service for Current CJC Faculty During Period of Study

Name	Degree	Degree	Institution	Year of Degree	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Azimi, A.	Ph.D.	Crim/CJ	Georgia State	2018						
Boisvert, D.	Ph.D.	Crim/CJ	Cincinnati	2009						
Brown, W.	Ph.D.	Crim/CJ	South Florida	2016						
Connolly, E.	Ph.D.	Crim/CJ	Florida State	2014						
Craig, M.	Ph.D.	Crim/CJ	Florida State	2018						
Cuvelier, S.	Ph.D.	Socio.	Ohio State	1998						
Dmello, J.	Ph.D.	Crim/CJ	U. of Massachusetts - Lowell	2019						
Garner, R.	Ph.D.	Psychology	U. of Houston	1992						
Gerber, J.	Ph.D.	Socio.	Washington State	1988						
Gonzalez, C.	Ph.D.	Socio.	U. of Colorado	2021						
Hartsell, E.	Ph.D.	Crim., Law, Soc.	U. of Florida	2022						
Iesue, L.	Ph.D.	Socio.	U. of Miami	2022						
Ingram, J.	Ph.D.	Crim/CJ	Michigan State	2010						
Kim, B.	Ph.D.	Crim/CJ	Sam Houston	2008						
Kinney, A.	Ph.D.	Socio.	U. of Arizona	2022						
Kokkalera, S.	Ph.D.	Crim/CJ	Northeastern	2020						
Leal, W.	Ph.D.	Crim/CJ	Florida State	2017						
Lee, H.	Ph.D.	Crim/CJ	Cincinnati	2020						
Lehmann, P.	Ph.D.	Crim/CJ	Florida State	2019						
Longmire, D.	Ph.D.	Crim/CJ	U. of Maryland	1979						
Lyons, P.	Ph.D.	Forensic Clinical Psych.	U. of Nebraska-Lincoln	1997						

Miller, H.	Ph.D.	Clinical Psych.	Florida State	1999						
Narvey, C.	Ph.D.	Crim/CJ	U. of Texas-Dallas	2020						
Navarro, J.	Ph.D.	Crim/CJ	U. of Louisville	2017						
Oliver, W.	Ph.D.	Political Science	West Virginia	2000						
Orrick, E.	Ph.D.	Crim/CJ	U. of Texas-Dallas	2012						
Ramos, J.	Ph.D.	Crim/CJ	Florida State	2020						
Randa, R.	Ph.D.	Crim/CJ	Cincinnati	2009						
Reid, J.	Ph.D.	Crim/CJ	Florida State	2021						
Roth, M.	Ph.D.	History	U. of California-Santa Barbara	1993						
Rudes, D.	Ph.D.	Socio.	U. of California-Irvine	2008						
Toman, E.	Ph.D.	Crim/CJ	South Florida	2017						
Vaughn, M.	Ph.D.	Crim/CJ	Sam Houston	1993						
Wells, W.	Ph.D.	Crim/CJ	U. of Nebraska-Omaha	1999						
Zhang, Y.	Ph.D.	Crim/CJ	Michigan State	2004						
Zhao, J.	Ph.D.	Political Science	Washington State	1994						

As presented in Table 8, all faculty in CJC hold doctorates as their terminal degrees; all 36 hold a Ph.D. and the range of disciplines is reasonable given the interdisciplinary nature of criminal justice. Specifically, 24 hold degrees in criminal justice, criminology, or CJ/criminology. The remaining faculty hold degrees in sociology (6), psychology (3), political science (2), or history (1). Additionally, four faculty hold multiple degrees (a JD/Ph.D., two Ph.D.'s). The degree granting institutions are also appropriate and overall, the faculty were educated at reputable institutions. In the case of faculty with Ph.D.'s in criminal justice or criminology, most come from institutions with Ph.D. programs that are ranked highly by *U.S. News and World Reports*.

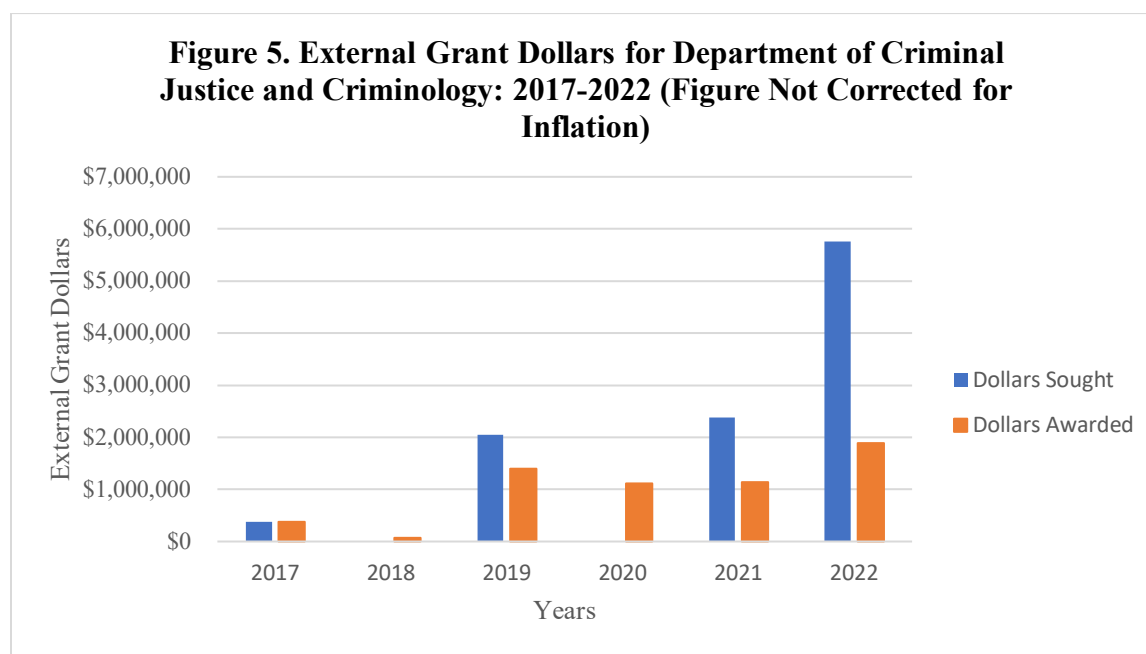
Summary of Peer-Reviewed Publications and Books

Table 9. Number of Peer-Reviewed Articles and Books of Current Faculty During Period of Study			
	<i>Peer-Reviewed Articles</i>	<i>Books</i>	<i>Academic Conference Presentations</i>
2017	53	5	63
2018	49	4	70
2019	59	5	99
2020	72	5	43
2021	85	1	61
2022	92	5	88
2023	96	5	29
Total	506	30	453

During the period of study, faculty published a total of 506 peer-reviewed publications and 30 books. For more details on the number of peer-reviewed publications, books, and academic conference presentations during the period under review, see Table 9.

External Grant Submissions

Applying for and receiving external grants are a top priority for the Department. Between 2017 and 2022, the Department demonstrated a considerable increase in both grant dollars sought and grant dollars awarded. The data in Figure 5 reveal that grant dollars awarded rose from \$372,284 in 2017 to \$1,884,459 in 2022. The principal source for the increase in funding came from grants awarded by the Bureau of Justice of Assistance (BJA). Note, missing data from 2017 and 2018 may be impacting the accuracy of the figure.



Academic Conference Presentations

During the period of study, faculty presented 453 papers, posters, and/or roundtable discussions at national, regional, and international academic conferences. For more details on the number of academic conference presentations during the years under review, see Table 9.

Awards and Recognitions

Faculty in the Department of Criminal Justice and Criminology have received numerous awards at the college, university, local, state, and national level. An overview of some of these awards and recognitions received by the current faculty from 2017-2023 is provided below with more detailed information available in faculty CV's (see Appendix G)

Craig, Miltonette

- Distinguished Graduate Student Teaching and Research Award, Florida State University (2017)
- Maegan A. Evans Dean's Award for Graduate Student Excellence, Florida State University (2017)
- Outstanding Teaching Award, Florida State University (2018)
- Impact Award, Illinois State University (November 2019)
- Emerging Scholars Award, Diverse: Issues in Higher Education (January 2020)

Dmello, Jared

- Ken Peak Innovations in Teaching Award, Academy of Criminal Justice Sciences (2020)
- Outstanding Service Award, School of Criminology and Justice Studies, University of Massachusetts (2020)
- Faculty Advocate of the Year, Dusty's Food Pantry, Texas A&M International University (2021)
- Instructional Technology Excellence Award, Texas A&M International University (2021)
- Outstanding Leadership Award, Laredo Rotary Club (2021)

Gonzalez, Cassandra

- Department of Ethnic Studies Fellowship, University of Colorado-Boulder, Department of Ethnic Studies (2019)
- Doctoral Summit Fellowship, Academy of Criminal Justice Sciences (2020)
- Eloise Timmons Research Grant, University of Colorado-Boulder, Graduate School (2020)
- Ford Foundation Dissertation Fellowship, The National Academies of Sciences, Engineering, and Medicine (2020)
- Helen Christy Summer Fellowship, University of Colorado-Boulder, Graduate School (2020)
- Ruth Glenn Award, Department of Ethnic Studies (2021)
- Summer Research Institute Fellowship, Racial Democracy, Crime, and Justice Network (June 2022)

Hartsell, Elizabeth

- North Carolina State University Psychology Department Outstanding Research Award (2017)
- 1st Place Poster Florida Society for the Social Sciences Annual Conference (2018)
- 2nd Place Paper Florida Society for the Social Science Annual Conference (2019)
- UF Graduate Student Council Travel Award (2019)
- Department of Sociology and Criminology & Law Teaching Award (2020)
- Gator Criminology Syndicate Most Innovative Teaching Award (2020)
- Southern Criminal Justice Association 1st Place Student Lightning Talk (2020)
- College of Liberal Arts and Sciences Graduate Student Travel Award (2021)
- Gator Criminology Syndicate Most Innovative Data Analysis Award (2021)
- Southern Criminal Justice Association Travel Award for Students (2021)

- College of Liberal Arts and Sciences Graduate Student Travel Award (2022)
- Gator Criminology Syndicate Most Innovative Dissertation Award (2022)
- Gator Criminology Syndicate Outstanding Colleague Award (2022)
- UF Graduate Student Council Travel Award (2022)

Iesue, Laura

- Honorable Mention Graduate Student Paper, 17th Annual Tri-University graduate Student Conference, University of Miami (2019)
- Travel Award, Latin American Studies Association Section on Defense, Public Security and Democracy (2019)
- Travel Award, Latin American Studies Association, Subnational Politics and Society Section (2019)
- Department of Sociology Special Research Funds Award, University of Miami (2020)
- 1st Place Student Paper, 18th Annual Tri-University Graduate Student Conference, Florida Atlantic University (2020)

Ingram, Jason

- College of Criminal Justice Excellence in Teaching Award, College of Criminal Justice, Sam Houston State University (2020)
- Outstanding Mentor Award, Academy of Criminal Justice Sciences (2023)

Kim, Bitna

- The Honor of Faculty Members who were productive in Published Scholarship, Indiana University of Pennsylvania (2018)
- Outstanding Mentor Award, Academy of Criminal Justice Science (ACJS) (2018)
- International Ph.D. Graduate contributing to American universities, Sam Houston State University (2018)
- HHS Dean's Award for Outstanding Teaching, College of Health and Human Services (2022)
- Dean's Outstanding Researcher, College of Health and Human Services (2022)

Kinney, Alexander

- Raymond V. Bowers Paper Award, University of Arizona - School of Sociology (2018)
- Best Graduate Student Paper Award, Pennsylvania Sociological Society Annual Meeting (2020)
- Raymond V. Bowers Paper Award, University of Arizona - School of Sociology (2020)
- Raymond V. Bowers Paper Award, University of Arizona (2021)

Kokkalera, Stuti

- Summer Research Scholar Award, School of Criminology and Criminal Justice, Northeastern University (2017)

- Doctoral Summit Scholarship, 54th Annual Meeting of ACJS, The Academy of Criminal Justice Sciences (2017)
- Summer Graduate Assistantship, Northeastern University (2019)
- ACJS Juvenile Justice & Delinquency Section's Tory J. Caeti Memorial Award, Academy of Criminal Justice Sciences (2022)
- American Society of Criminology Division on Corrections and Sentencing Distinguished New Scholar Award, American Society of Criminology
- Faculty Student Impact Award, College of Criminal Justice, Sam Houston State University
- SHSU Excellence in Teaching Award, Sam Houston State University (2023)
- College of Criminal Justice Excellence in Teaching Award, Sam Houston State University

Leal, Wanda

- Dean's Award for Graduate Student Excellence (2017)
- San Antonio Junior Scholarly Research or Artistic Achievement Award, Texas A&M University (2020)

Lehmann, Peter

- University Excellence in Teaching Award, Sam Houston State University (2020)
- Academy New Scholar Award, Academy of Criminal Justice Sciences (2023)

Longmire, Dennis

- University Excellence in Teaching Award, Sam Houston State University (2018)

Miller, Holly

- Service Award, College of Criminal Justice (2022)

Narvey, Chelsey

- Distinguished Instruction by a Teaching Assistant Award, University of Texas at Dallas (2019)
- Phi Kappa Phi Honor Society (November 2019)

Navarro, John

- Stella Gray Teaching Excellence Award Nomination, University of Wisconsin–Parkside (2019)
- College of Applied Science and Technology Academy of Achievement – College of Applied Science and Technology, Illinois State University (2022)

Oliver, Willard

- Academy of Criminal Justice Sciences, Program Co-Chair, Service Award (2017)

Orrick, Erin

- Sage Junior Faculty Professional Development Teaching Award (2017)

Ramos, Javier

- Harris Teaching Fellowship, Florida State University (2020)

Randa, Ryan

- Outstanding Mentor Award, Academy of Criminal Justice Sciences (2017)

Reid, Jonathan

- Outstanding Teaching Assistant Award, Florida State University (2018)
- Graduate Student Leadership Award, Florida State University (2019)

Rudes, Danielle

- Teaching Award, American Society of Criminology (2018)
- Sustained Mentoring Excellence Award, George Mason University, Office of Student Scholarship, Creative Activities and Research (OSCAR) (2019)
- Mentor Award, Academy of Criminal Justice Sciences (2021)
- Fairfax County Service Award, OAR of Northern Virginia (2022)
- Ken Peak Innovations in Teaching Award, Academy of Criminal Justice Sciences (2022)
- Outstanding Book Award, Academy of Criminal Justice Sciences (2023)

Toman, Elisa

- ACJS Simon/Routledge Outstanding Paper Award, Academy of Criminal Justice Sciences (2017)
- Dissertation Completion Fellowship, Office of Graduate Studies - University of South Florida (2017)
- Doctoral Student Summit Scholarship, Academy of Criminal Justice Sciences (2017)
- Certificate in Effective College Instruction, Association of College and University Educators - Sam Houston State University (2018)
- Teaching Award, College of Criminal Justice - Sam Houston State University (2019)

Vaughn, Michael

- Service Award from the College of Criminal Justice, Sam Houston State University (2019)

Wells, William

- Excellence in Scholarly and Creative Accomplishments, SHSU (2021)
- Excellence in Community Engagement Award, College of Criminal Justice, SHSU (2023)
- Faculty Excellence in Inclusion Award, SHSU (2023)

Zhang, Yan

- Beto Endowed Fellowship, College of criminal Justice, Sam Houston State University (2022)

Zhao, Jihong (Solomon)

- Award for Distinguished Research and Creative Activity, Sam Houston State University (2018)
- Distinguished Chair Professor, Ji Nan University, Guangdong, China (2022)

Service to the Profession

Faculty in the Department of Criminal Justice and Criminology are actively involved in service to the profession. Two faculty members are editors of journals, including Ryan Randa, editor of *Journal of School Violence* and Randy Garner, editor of *Applied Psychology in Criminal Justice*. Several faculty also serve on editorial boards of criminological journals, such as *Journal of Research in Crime and Delinquency*, *Criminal Justice & Behavior*, *Journal of Criminal Justice and Education*, *American Journal of Criminal Justice*, *Journal of Criminal Justice*, *Victims & Offenders*, *Police Quarterly*, *Policing: A Journal of Policy and Practice*, and *Criminal Justice Policy Review*. Faculty also serve on professional organization committees, such as the ASC Biosocial Criminology Association, Graduate Student Fellowship Committee, ACJS Ethics Committee, ASC and ACJS Annual Meeting Program Committee, ASC Division of Corrections and Sentencing Awards Committee, ACJS Constitution/By Laws Committee, ASC Division of Victimology Awards Committee, ASC Publications Committee, and the Association of Doctoral Programs in Criminology and Criminal Justice. For more detailed information about the professional service of refer to faculty CV's (see Appendix G).

Professional Experience

Prior to joining the Department of Criminal Justice and Criminology at SHSU, some of our faculty have held positions in various areas of criminal justice. Some examples of previous work experience by our current graduate faculty include:

- Patrol Officer, Alvin Police Department, Alvin, TX
- Detective for Crimes Involving Children, Alvin Police Department, Alvin, TX.
- Licensed Clinical Psychologist – Texas
- Licensed Sex Offender Treatment Provider – Texas
- Military Police Officer, U.S. Army Reserves
- Chief of Police, Pearland Police Department, Pearland, TX
- Police Inspector, Korean National Police Agency, South Korea

B. Teaching Load

From Fall 2017 to Spring 2023, the teaching load was nine hours or three courses per semester. Deviations from the typical teaching load include teaching Ph.D. classes, teaching large sections, and course buyouts from grants or administrative positions. To specify, both Ph.D. courses and large course sections (defined as 100 or more students) counted as two courses and thus, when faculty taught either of these, they would teach six hours or two courses per semester. Additionally, faculty with administrative positions receive a three-hour workload adjustment and faculty that receive grants could buy out one or two of their courses each semester (depending on

the specifics of their grant). A detailed table showing the specific teaching load for each current faculty member during the period of study is available in Appendix H. Beginning in the Fall of 2023, the teaching load for full-time faculty in the Department of Criminal Justice and Criminology transitioned to two courses or six credit hours per semester.

C. Diversity

Among the 33 current full-time tenure-track faculty members, there are 15 females and 18 males. In terms of the racial and ethnic makeup, the faculty self-identify as: non-Hispanic White (n=21), Black (n=3), Hispanic (n=2), Asian (n=4), and Other (n=3). See Table 10 for more detailed information on the racial and ethnic makeup of the faculty during the entire period of study.

Table 10. Ethnic and Racial Makeup of the Tenure Track Faculty							
	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
White	25	23	22	16	16	21	21
Black	0	0	0	0	3	3	3
Hispanic	0	0	0	2	2	2	2
Asian	3	3	3	3	3	5	4
Other	0	0	0	2	3	3	3
TOTAL	28	26	25	23	27	34	33

D. Faculty Program Responsibilities

From Spring 2017 to Summer 2023, 36 students successfully completed the thesis process and graduated with their M.A. (see Table 11). 24 total faculty, 15 of which are current faculty members have served as chairs of thesis committees during the period of study (see Table 12) and 23 current faculty have acted as thesis readers.

Table 11. Completed M.A. Theses During the Period of Study					
	<u>Graduation</u>	<u>Chair</u>	<u>Reader</u>	<u>Reader</u>	<u>Reader</u>
Student 1	May 2017	Tasca	T. Franklin	Roth	
Student 2	May 2017	Blasko	Bouffard	Miller	
Student 3	May 2017	Titterington	Zhang	Payne	
Student 4	May 2017	King	Watkins	Ren	
Student 5	August 2017	Ren	T. Franklin	Randa	
Student 6	December 2017	Gerber	Zhang	Lyons	
Student 7	August 2018	C. Franklin	O'Neal	Hayes	
Student 8	August 2018	O'Neal	Hayes	Ren	
Student 9	August 2018	Orrick	Wells	Zhang	
Student 10	December 2018	Butler	Toman	Tasca	
Student 11	December 2018	Miller	Boisvert	Butler	Jeglic (non-SHSU)
Student 12	August 2019	King	Wells	Zhang	Ingram
Student 13	August 2019	Boisvert	Connolly	Miller	
Student 14	December 2019	Toman	T. Franklin	Butler	Lehmann
Student 15	December 2019	C. Franklin	O'Neal	Ingram	
Student 16	May 2020	Zhang	Lehmann	Toman	

Student 17	August 2020	O'Neal	Hayes	Azimi	
Student 18	August 2020	Gerber	Deng	Zhang	
Student 19	August 2020	Zhang	Lehmann	Orrick	
Student 20	December 2020	Lehmann	Gerber	Toman	
Student 21	December 2020	Vaughn	Gerber	Longmire	
Student 22	December 2020	Connolly	Orrick	Lehmann	
Student 23	August 2021	Gerber	Roth	Toman	
Student 24	August 2021	Clevenger	Navarro	Ratajczak	
Student 25	August 2021	Randa	Lehmann	Gerber	
Student 26	August 2021	Boisvert	Connolly	Rosenwasser	
Student 27	December 2021	Oliver	Coons	Garner	
Student 28	December 2021	Vaughn	Longmire	Gerber	
Student 29	May 2022	Lehmann	Narvey	Vaughn	
Student 30	May 2022	Miller	Narvey	Toman	Marshall (non-SHSU)
Student 31	May 2022	Azimi	Navarro	Ratajczak	
Student 32	August 2022	Ingram	Lehmann	Randa	Fuller
Student 33	August 2022	Vaughn	Kokkalera	Craig	
Student 34	August 2022	Miller	Navarro	Orrick	
Student 35	May 2023	Wells	Ingram	Vaughn	
Student 36	July 2023	Rudes	Craig	Vaughn	

Table 12. Theses Chaired by Current Faculty	
	<u># of Theses Chaired</u>
Azimi	1
Boisvert	2
Connolly	1
Gerber	3
Ingram	1
Lehmann	2
Miller	3
Oliver	1
Orrick	1
Randa	1
Rudes	1
Toman	1
Vaughn	3
Wells	1
Zhang	2

V. STUDENTS

A. Admission Criteria

Admission criteria for both the M.A. program include:

1. Graduate Application
2. Application Fee (\$50)
3. Official transcripts of all academic work previously undertaken, including the undergraduate degree granted from an accredited institution in an allied field
4. Test scores from the Graduate Record Examination

5. Three letters of recommendation from undergraduate professors
6. A personal essay of the applicant's career goals and aspirations
7. International students ONLY: Test of English as a Foreign Language (TOEFL)—a minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) is required

A review of students' applications is completed, and admissions decisions are made on a competitive basis. The deadline for submitting applications to the M.A. program is February 1 for the Fall semester. Late applications will be considered but are less likely to be granted admission and/or funded.

B. Number of Applicants by Demographics

Table 13 provides information about the number of M.A. applicants for each fall semester under review. Because the program uses a cohort-based admissions model, admissions are usually only considered for fall enrollment. On average, our M.A. program received 16 completed applications per year, ranging from a low of 11 (fall 2022) to a high of 24 (fall 2018) applications.

The table also provides a summary of the number of applicants broken down by gender, as well as the racial and ethnic categories captured by university data. Throughout the review period, the majority of our M.A. applicants were female (Average=78%). With the exception of three terms (fall 2017, fall 2021, and fall 2023), the majority of applicants have been White (e.g., European American). Hispanic and Other race individuals comprised the bulk of remaining applications. While the Other race category includes applicants who identify with multiple races, this category also includes international students who applied to our M.A. program.

	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>	<i>Fall 2020</i>	<i>Fall 2021</i>	<i>Fall 2022</i>	<i>Fall 2023</i>
<i>Applications</i>	<i>16</i>	<i>24</i>	<i>20</i>	<i>19</i>	<i>10</i>	<i>11</i>	<i>15</i>
Male	4	4	5	1	3	4	2
Female	12	20	15	18	7	7	13
European American	8	12	11	15	4	7	5
African American	0	1	0	1	0	1	2
Hispanic American	5	6	5	2	3	2	5
Asian American	0	2	2	1	0	1	1
American Indian	0	0	0	0	0	0	0
Other	3	3	2	0	3	0	2
<i>Admissions (N, % of Applications)</i>	<i>10 (62.5)</i>	<i>15 (62.5)</i>	<i>12 (60.0)</i>	<i>14 (73.7)</i>	<i>10 (100.0)</i>	<i>10 (90.9)</i>	<i>12 (80.0)</i>
Male	3	3	1	0	3	4	2
Female	7	12	11	14	7	6	10
European American	6	8	9	12	4	6	4
African American	0	0	0	0	0	1	2
Hispanic American	3	5	1	1	3	2	4
Asian American	0	2	1	1	0	1	1
American Indian	0	0	0	0	0	0	0

Other	1	0	1	0	3	0	1
Enrollments (N, % of Admissions)	4 (40.0)	11 (73.3)	4 (33.3)	6 (42.9)	5 (50.0)	8 (80.0)	6 (50.0)
Male	1	3	0	0	1	3	2
Female	3	8	4	6	4	5	4
European American	1	6	3	4	1	5	2
African American	0	0	0	0	0	0	1
Hispanic American	3	4	1	1	2	2	2
Asian American	0	1	0	1	0	1	1
American Indian	0	0	0	0	0	0	0
Other	1	0	0	0	2	0	0

C. Profile of Admitted Students by Demographics

Below we provide information about the number of admitted and enrolled M.A. students over the review period.

Table 13 provides additional information about the number of applicants admitted into our M.A. program, as well as the number of admitted students who enrolled in our M.A. program. This information is also broken down by gender and racial/ethnic categories. The program has admitted between 60 percent and 100 percent of all applicants. The average admission rate over the review period was 76 percent. Admission numbers tended to be higher for female and White (European American) applicants, followed by Hispanic, Other race (international students), and Asian applicants over the course of the review period terms. However, it is important to note that these numbers should be considered relative to the number of applications received for each demographic category.

Compared to the admissions rate, our enrollment rates for the M.A. program have been much more inconsistent over the review period. The enrollment rate was above 50 percent in only two of the seven terms (fall 2018 and fall 2022). Enrollment rates should also be considered relative to our admissions and funding models. Because we fund our M.A. students, the number of students that we admit is largely determined by the number of students that graduated in the previous year (i.e., a replacement admissions approach). Since fall 2020, this has meant that the number of students admitted into our program has typically ranged between 6-8 students.

This is important to note because it has implications for interpreting the enrollment rate relative to our admissions rate. For example, in fall 2023 the numbers in Table 13 appear to indicate that 12 students were initially admitted into the M.A. program and six students accepted their admission offers. This would not be entirely accurate. In fall 2023, our budget allowed the program to fully fund eight new M.A. students. It took 12 admission offers made at various points throughout the admission period (February through June) in order to receive six acceptances. In essence, the admission numbers also reflect the number of offers that the program needs to make in order to meet our target enrollment numbers since the fall 2020 admission cycle.

For students who do enroll in the M.A. program, the majority are female and are either European American (White) or Hispanic. To provide a better picture of our M.A. students, we examined

demographic information that was available for 11 of our 14 currently enrolled students. Below are some demographic characteristics to note:

- 6 female students; 5 male students
- 6 White, non-Hispanic; 3 Hispanic; 1 Asian; 1 Other race
- 7 Texas residents; 3 non-Texas residents; 1 international student
- 11 full-time students. *Note all students began the program full-time during the review period.* Once M.A. students have completed their coursework, they may enroll half-time or less to complete their thesis requirement.

D. Student Funding

All students who apply to the M.A. programs are automatically considered for financial support including tuition scholarships and graduate assistantships. Because the Texas State University System does not allow for tuition remission or tuition waivers, full-time graduate students are offered tuition scholarships. Tuition scholarship amounts vary depending on the number of credit hours enrolled in. For out-of-state students, this enables them to register at the in-state tuition rate. Students may also apply for additional graduate scholarships (see Section VI: Resources and Finances).

Funding awards are made based on academic merit as evidenced by a student's admissions criteria. To remain eligible for funding under current policy, students are required to be enrolled in at least six credit hours, maintain a Graduate GPA of 3.0, be making satisfactory progress toward degree requirements, and attend professional development activities and workshops.

All full-time M.A. students (100%) receive financial support from the College of Criminal Justice. Funding is provided both in the form of tuition scholarships and graduate assistantships. Over the majority of the review period, financial support for all full-time M.A. students was \$17,336 (\$4,000 in tuition scholarships and \$13,336 in assistantship funding) for the 9-month academic year. In AY 2022-2023, we were able to offer full-time M.A. students \$22,667 that included summer funding. Funding for M.A. students is generally provided to students for up to 6 semester terms (i.e., 2 academic years including summer terms).

Description of Assistantship Responsibilities

Graduate Assistantships are offered to all of our full-time graduate students each 9-month academic year. Additional funding is awarded on a competitive basis during the summer months. Renewal of previous or current appointments is not automatic. Appointments are based on the allocation of funds; department determination of satisfactory performance; and department needs. At the end of each semester, the Graduate Program Director evaluates assistantship assignments.

The purpose of the Graduate Assistantship program is to aid in financing the graduate studies of outstanding students and to provide experiences in the instructional and research programs through the assignment of duties designed to support and improve the total instructional program of the University. Students also obtain valuable research experience from faculty members.

Overall, the goal of the graduate assistantship is to provide students with a variety of opportunities for professional and scholarly development.

Note that in this section, we only describe assistantships funded by the College of Criminal Justice. Student assistantships may also include working for faculty on funded grant projects. Student involvement in grants is discussed later in this section.

Graduate Assistants: First year and second-year doctoral students, as well as MA students may be assigned to graduate assistantships and perform duties in support of university research, which may or may not relate directly to the student's dissertation or thesis. Appointments are normally on a one-half time basis, or 20 hours per week. Students may work under the mentorship of either one criminal justice faculty member for 20 hours per week or two faculty members for 10 hours per week each during the 9-month academic calendar.

Assistantship responsibilities may include learning the process of academic research, assisting in the preparation of articles for publication, and helping professors with their courses. During the summer term, eligible students may be selected for the Hoover Fellowship, which would make up their assigned duties for the summer. Graduate assistants may not be given primary teaching and/or evaluation responsibilities. Some duties may relate to one of our college's institutes, including the Law Enforcement Management Institute of Texas (LEMIT), the Correctional Management Institute (CMIT), the Crime Victim's Institute (CVI), the Institute for Homeland Security (IHS), or the Center for Intelligence and Crime Analysis (CICA).

Dr. Larry Hoover Summer Research Fellowship: The Larry Hoover Summer Research Fellowship provides summer funding to support selected SHSU-CJC graduate students in using existing data to answer research questions and publishing peer-reviewed journal articles. The fellowship is named in honor of Dr. Larry T. Hoover, Distinguished Professor Emeritus at SHSU, who played a leading role in establishing this summer funding program in 2009. A Criminal Justice and Criminology Ph.D. or M.A. student and a full-time Criminal Justice and Criminology faculty member will collaborate during the summer on this project. Upon completion, a co-authored manuscript will be submitted for peer-review to a scholarly journal by October 1 of each year. Additionally, a letter/email of receipt from the journal documenting the manuscript has been submitted, and is under peer-review, will be presented to the Director of Criminal Justice and Criminology Graduate Programs. Additional authors may be involved in the project; however, multiple students will not receive funding for the same paper. Summer enrollment is not required. As per University Policy, students may not be paid for more than 20 hours (50%) during the summer months. An award of \$6,672 for Ph.D. students and \$3,000 for M.A. students is anticipated, but contingent upon funding availability. Preference will be given to 1st and 2nd year Ph.D. students. Applications are typically due the first Friday of the Spring semester. Applications for this fellowship can be found at <http://www.shsu.edu/academics/criminal-justice/resources/grad-fellowship.pdf>.

E. Program Performance Statistics

Graduation Rates

The M.A. degree plan is structured for students to complete their degree requirements in five academic terms (see M.A. degree plan in III. Curriculum). Students should be expected to complete their degree requirements in the spring or summer semesters of their second year. Table 14 provides two- and three-year graduation rates for fall 2017 through fall 2022 admission cohorts. Over the course of the review period, the two-year graduation rate ranged from 27 to 50 percent for most cohorts. 71 percent of the fall 2020 cohort graduated within two years. The three-year graduation rate ranged from 67 to 75 percent. This indicates that many of our M.A. students are graduating within three years.

<i>Cohort</i>	<i>Cohort Size^a</i>	<i>1-year Retention # (%)</i>	<i>2-year Graduation # (%)</i>	<i>3-year Graduation # (%)</i>
Fall 2022	8	---	---	---
Fall 2021	5	3 (60)	2 (40)	---
Fall 2020	7	6 (86)	5 (71)	5 (71)
Fall 2019	6	5 (83)	2 (33)	4 (67)
Fall 2018	11	11 (100)	3 (27)	8 (73)
Fall 2017	4	4 (100)	2 (50)	3 (75)

^aCohort Sizes may not reflect enrollment numbers due to deferments or late acceptances of admission offers

Degrees Awarded and Average Time to Completion

Table 15 provides information on the number of degrees awarded and the average number of academic terms to completion by academic year. Again, the M.A. degree plan is structured for students to complete their degree requirements in five academic terms (see M.A. degree plan in III. Curriculum), but students are eligible to receive funding in the summer of their second year, if needed. This means that students should be expected to complete their degree requirements within six academic terms.

During the review period, 30 M.A. degrees were awarded. When examined across academic terms, 14 degrees (~47%) were awarded in summer terms and five (~17%) were awarded in spring terms. This indicates that almost two-thirds of M.A. degrees were awarded within the expected range of five to six academic terms. However, 11 (~36%) graduating students were extended to fall terms, which placed their time-to-degree at 7 semesters.

	<i>Fall Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		<i>Totals/Avg. AY</i>
	<i># Degrees</i>	<i>Avg. # Terms</i>	<i># Degrees</i>	<i>Avg. # Terms</i>	<i># Degrees</i>	<i>Avg. # Terms</i>	
AY 22-23	0	---	1	5.0	1	6.0	2/5.50
AY 21-22	2	8.5	3	6.0	3	6.0	8/6.83
AY 20-21	4	7.0	0	---	3	6.0	7/6.50
AY 19-20	2	6.5	1	5.0	2	6.0	5/5.83
AY 18-19	2	6.5	0	---	2	6.0	4/6.25
AY 17-18	1	7.0	0	---	3	8.7	4/7.85
Totals/Avg. by term	11	7.1	5	5.33	14	6.45	---

Student Retention Rates

One-year retention rates are reported in Table 14 for the M.A. program. Over the past six years, the M.A. program has retained between 60 (fall 2021) and 100 percent (fall 2017 & 2018) of students after the first year in the program.

Graduate Licensure Rates

Graduate licensure rates are not applicable to either our M.A. or Ph.D. programs.

Employment Profile Upon Graduation

From AY 17-18 to AY 22-23, we were able to collect employment information from 30 graduating M.A. students (see Table 16). Of the 30 students, 19 (63.3%) went on to a Ph.D. program with 15 of those students entering our own Ph.D. program. Another seven students (23.3%) secured employment upon graduation.

Table 16. M.A. Employment Profile AY 2017-2018 to AY 2022-2023				
<i>Year</i>	<i># of Students</i>	<i># Academia (#SHSU CJ PhD)</i>	<i># Employment</i>	<i># Unknown</i>
AY 22-23	2	0 (0)	0	2
AY 21-22	8	6 (5)	1	1
AY 20-21	7	5 (3)	2	0
AY 19-20	5	3 (3)	2	0
AY 18-19	4	2 (1)	2	0
AY 17-18	4	3 (3)	0	1
Totals	30	19 (15)	7	4

Criminal Justice Ph.D. placements other than SHSU included:

- University of Nebraska-Omaha (2 students)
- University of Delaware
- Washington State University

Types of organizations MA graduates obtained employment in upon graduation:

- PATH Case Manager, SEARCH Homeless Services
- North Alleghany, Pennsylvania School System
- Research Specialist Texas Department of Criminal Justice
- Paralegal Specialist
- Data Analyst, County Juvenile Probation
- Hewlett Packard
- U.S. Environmental Protection Agency

Student Publication and Awards (Quantitative Performance)

Student publication and award information was obtained from the CVs of M.A. students who graduated during the review period (2017-2023). In this section, performance criteria were calculated based on each graduate's time as a funded student in our programs. For example, an

M.A student who graduated in spring 2021 and was funded for two years, would have criteria counted from 2019-2021 and their performance metrics would be included in the 2021 counts. Only peer reviewed journal articles were counted as publications. If a student was listed as an author/co-author on the manuscript, it was counted. Since presenting at professional conferences is an important component of student development in the criminology and criminal justice discipline, we also counted the number of posters and papers presented at regional, national, and international conferences. Given that the COVID-19 pandemic occurred during the review period, presentations that were accepted for conferences that were cancelled were included in the counts. We also tallied the number of external awards received by our students during this time.

Performance criteria results were based on 35 M.A. students who graduated during the review period. Overall, eight M.A. students (23%) were authors on nine peer-reviewed journal articles, and 28 M.A. students (80%) were presenters on 57 regional, national, and international conference poster and paper presentations (Mean= 2.03, Minimum=1, Maximum=8). None of our M.A. students received an external award during the review period.

Student Participation in Funded Grants

Table 17 provides information on the number of M.A. students who were funded on grant funded projects from fiscal year 2017 to fiscal year 2023. The table also includes the amount of funding that was used to fund students. 22 M.A. students worked on grant projects over the study period. Note that these numbers do not reflect the number of individual students as the same students often worked on grants over multiple years. Over the seven-year period, faculty grants provided \$635,615.27 to fund students (total amount funded includes both M.A. and Ph.D. students).

Table 17. M.A. Student Involvement in Funded Grants by Fiscal Year							
	2017	2018	2019	2020	2021	2022	2023
# MA Students	6	2	5	1	1	2	5
Amount Funded	\$97,459.72	\$108,078.14	\$100,078.56	\$104,941.64	\$67,776.40	\$49,660.80	\$107,620.01

Examples of the types of grants that students have been involved on include:

- National Institute of Health-Justice Community Opioid Innovation Network
- National Institute of Justice – Longitudinal Gang Violence Study
- New Jersey Gun Violence Research Institute – Network Study of Gang Violence
- Project Safe Neighborhoods – Southern District of Texas
- Houston Police Department- Evaluation of Social Network Analysis Program
- Texas Department of Criminal Justice-Bridging the Gap Project
- Texas Alcoholic Beverage Commission- Capabilities Assessment
- Children’s Advocacy Centers of Texas, Inc. – Perpetration Reduction White Paper

Student Polling Results

Anonymous electronic surveys of current M.A. students were distributed in the Fall 2023 semester. The survey asked students about their general satisfaction with the program, as well as

specific questions pertaining to program components and university support services. The results are included in Appendix D.

VI. RESOURCES AND FINANCES

A. Travel Funds Annually Available

Faculty Travel

From Fall 2017 – Summer 2023, full-time faculty members in the Department of Criminal Justice and Criminology could receive up to \$1,500 from the College of Criminal Justice (contingent on funding) in travel support. In Fall 2023, this amount was increased to \$2,000 for the current fiscal year. Additional conference and research related travel requests made by faculty are reviewed on a case-by-case basis by the Department Chair.

Student Travel

SHSU's Graduate & Professional School provides funding opportunities for students to present research at conferences and/or to conduct a supervised research project. To be considered, the student must be a degree-seeking graduate student in good standing currently enrolled at SHSU. For travel requests, the student must be a presenter on a paper or poster at conference event sponsored by a professional organization. For research requests, funds can be used to support a research project through the purchase of necessary equipment, software, or datasets needed to complete said project. Students are eligible to receive a maximum award of \$1,200 per academic year that can be used as a combination of travel or research funds.

Student travel fund requests are submitted to the CJC Graduate Program Coordinator for the Department Chair/Assistant Chair and Dean's approval and signature. Applications are then sent to the Graduate and Professional School for their review and final approval.

B. Assistantships

All full-time graduate students are offered graduate assistantships. Assistantships are generally provided for two years for M.A. students. According to the 2023 ADPCCJ report, our typical M.A. 9-month assistantship award of \$14,000 is higher than the average most lucrative 9-month award reported in the 2023 ADPCCJ report (M=\$13,665). Additional information about assistantships can be found in Section V. Students, Subsection D of this report.

C. Scholarships

Full-time graduate students are offered tuition scholarships, ranging from \$500 to \$3,000 per semester (depending on the number of credit hours enrolled and status in the program). Because the Texas State University System does not allow for tuition remission or tuition waivers, all full-time graduate students are offered tuition scholarships. The typical scholarship for M.A. students is \$2,000/semester. For out-of-state students, this enables them to register at the in-state

tuition rate. These tuition scholarships are generally provided to the student through two years for M.A. students.

In addition to tuition scholarships, M.A. students are encouraged to apply for additional scholarship opportunities available through the College of Criminal Justice. Each year, the college offers multiple scholarship opportunities for graduate students (see IX. Recruitment and Marketing, Section G for a list of donor scholarships). Note that some scholarships award multiple students each year. Scholarship data was available for the following years:

- AY 2021-2022: 12 scholarships awarded totaling \$17,000
- AY 2022-2023: 11 scholarships awarded totaling \$21,000
- AY 2023-2024: 14 scholarships awarded totaling \$31,000

The Graduate and Professional School also provides scholarship opportunities for students. One program that has been beneficial for our M.A. students is the ASPIRE program. The ASPIRE program was designed to promote and nurture a culture of excellence in learning, and research, and provide an opportunity for professional development within graduate education supporting underserved students including but not limited to first generation and low income. Scholarship recipients are awarded a financial stipend for up to six semesters. Currently, the program has 1 M.A. student who participate in this scholar program.

D. Overall Program Budget

Table 18 provides the program budgets for our M.A. and Ph.D. programs for fiscal year 2018 to fiscal year 2023. Budgets include assistantship salary stipends and tuition scholarships.

Table 18. Graduate Program Budget by Fiscal Year						
	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
<i>MA Program</i>						
Assistantships	\$124,076.00	\$207,853.78	\$202,384.00	\$151,804.68	\$183,402.00	\$171,784.08
Tuition Scholarships	\$62,040.00	\$69,095.47	\$79,999.50	\$59,256.00	\$51,989.30	\$62,847.40
M.A. Total	\$186,116.00	\$276,949.25	\$282,383.50	\$211,060.68	\$235,391.30	\$234,631.48
<i>PhD Program</i>						
Assistantships	\$460,368.00	\$620,343.96	\$619,057.80	\$652,731.02	\$608,062.02	\$535,922.57
Tuition Scholarships	\$160,709.25	\$155,365.03	\$160,216.00	\$162,387.00	\$151,253.85	\$154,670.65
Ph.D. Total	\$621,077.25	\$775,708.99	\$779,273.80	\$815,118.02	\$759,315.87	\$690,593.22
<i>Combined Total</i>						
Assistantships	\$584,444.00	\$828,197.74	\$821,441.80	\$804,535.70	\$791,464.02	\$707,706.65
Tuition Scholarships	\$222,749.25	\$224,460.50	\$240,215.50	\$221,643.00	\$203,243.15	\$217,518.05
Grand Total	\$807,193.25	\$1,052,658.24	\$1,061,657.30	\$1,026,178.70	\$994,707.17	\$925,224.70

E. Clerical/Administrative Support

Administrative support for the Department of Criminal Justice and Criminology Graduate Office includes the following positions:

- Director of the Criminal Justice and Criminology Graduate Programs – quarter-time appointment of a tenure-track faculty member
- Director of Academic Programs in Criminal Justice and Criminology – quarter-time appointment of a tenure-track faculty member that provides support to both the Graduate Program Director and Undergraduate Program Director (position effective May 2023).
- Graduate Coordinator/Advisor – full-time college-level staff member who provides support for the Criminal Justice M.A. and Ph.D. programs, as well as the Criminal Justice Master of Science (MSCJ online), Master of Science in Leadership & Management (online), and Master of Science in Victim Service Management (online) programs.
- Two full-time administrative associate positions in the department whose duties include providing support to graduate student operations.
- Graduate faculty and graduate students receive additional support from the College's budget coordinator, building manager, and administrative associates.

F. External Funding Other than Awarded Grants

Other than grants and the alumni and memorial endowed scholarships (see IX. Recruitment and Marketing, Section G for a list), the program does not rely on any other external funding sources.

VII. FACILITIES AND EQUIPMENT

All M.A. students are provided offices on the bottom floor of the Criminal Justice building. Student offices include desktop computers and access to a central printer. The desktop computers are equipped with basic software such as Microsoft Office, Adobe, and Outlook. Additionally, computers have access to the IT@Sam Software Center where students can use software that the university has licenses for, such as Stata, SPSS, ArcGIS, RStudio, Python, Zotero, SAS, Google Earth Pro, Mendeley, as well as several other programs. There is also a graduate student lounge on the bottom floor of the Criminal Justice building. The lounge has 2 computers, a printer, couches, and is a dedicated space for the students. The Criminal Justice building also has a computer lab with about 30 computers. Although this computer lab is university space, graduate students can use it when classes are not held being held. The M.A. level statistics courses are taught in this computer lab. The M.A. program does not require technology/tech support over and above the normal operations of the university and no special equipment is needed outside of statistical software programs.

VIII. ASSESSMENT EFFORTS

A. Annual Program Assessment Reporting Results

Assessment plans from AY 2017-2018 to AY 2022-2023 for the M.A. program was retrieved and reviewed. There were primary learning objectives that were consistently assessed from AY

2017-2018 to 2022-2023. Below these objectives are discussed along with the strategies used to assess student success and results from the employed efforts.

During each year from 2017 to 2023, the department has assessed a range of competencies and needs for improvement among students in our M.A. degree program. Over this time, one of the primary learning objectives has been the successful execution of a methodology and appropriate and accurate statistical analysis in one's thesis. This has been assessed by a thesis rubric (available in Appendix I) created and scored by thesis committee members which evaluates the following content: 1) choice of problem; 2) theoretical framework; 3) mode of inquiry; 4) execution of study; 5) interpretation of results; 6) analysis; 7) written presentation; 8) originality of idea and/or approach; 9) contribution to field. Ratings for each content area range from 1=insignificant to 5=critically significant with a total of 45 points possible. Since employing this assessment tool, almost all students have received a score of 80% or higher, suggesting that students are demonstrating strong methodological and statistical skills that will help them pursue a doctoral degree or succeed in their chosen profession. Research and statistics workshops have also been offered to students to provide additional support.

In addition to assessing students' theses and offering workshops, a second course focused on statistics has been added to the M.A. curriculum. This course is required for all students and is offered during the fall semester of their second year. The purpose of this course is to further reinforce their knowledge base of basic statistical principles and expose them to advanced statistical approaches that are commonly used in contemporary criminal justice and criminology research.

A second primary objective of assessment efforts from 2017 to 2023 has been on increasing the matriculation of M.A. students to our Ph.D. program. Through establishing close mentoring relations between faculty and students during their time as M.A. students and providing high quality instruction, more M.A. students have been applying to our Ph.D. program. In fact, four out of five graduating M.A. students in Spring 2020 applied and were accepted into the Ph.D. program that year (see also Table 16). This degree of continuity not only helps to facilitate rapport between students who complete both M.A. and Ph.D. classes together but strengthen methodological and statistical skills that have already benefited from targeted assessment efforts during their time as M.A. students.

IX. RECRUITMENT AND MARKETING EFFORTS

A. Demand for Graduates

The Ph.D. program in the Department of Criminal Justice and Criminology makes significant efforts to recruit capable M.A. students into the Ph.D. program. For example, faculty recently put together an information session on applying to Ph.D. programs for current M.A. students. Thus, the demand for graduates from the M.A. program in Criminal Justice and Criminology is heavily impacted by the Ph.D. program in Criminal Justice and Criminology, especially in the short-term. In the long-term, the demand for M.A. graduate students transitioning into the Ph.D. program is impacted by more large-scale trends in postsecondary education. For example, the demand for graduates of the Ph.D. program in the Department of Criminal Justice and

Criminology declined slightly in recent years, likely due to the impacts of COVID-19 on education. For instance, data from the United States Department of Labor, Bureau of Labor Statistics demonstrates that from 2014 to 2022, this sector decreased from 14,890 jobs to 13,900 jobs in 2022 (6.7% decline). However, the United States Department of Labor, Bureau of Labor Statistics projects that overall employment of postsecondary teachers is projected to grow 8% from 2022 to 2032, a rate that is faster than the average for all other occupations in the nation.

B. Geographical Location of Students

Table 19 below depicts the geographical origin from which M.A. students come. Most students enrolled in the M.A. program are from the state of Texas (73%). Twelve other states are also represented, with equal distribution across all twelve states. In addition, there has been one enrolled international M.A. student (2%).

Table 19. Geographic Origin of M.A. Students Enrolled in SHSU Criminal Justice & Criminology (n=49)																
	<u>TX</u>	<u>Out of State</u>	<u>AR</u>	<u>CA</u>	<u>FL</u>	<u>IA</u>	<u>MO</u>	<u>NJ</u>	<u>NM</u>	<u>NC</u>	<u>OR</u>	<u>PA</u>	<u>SD</u>	<u>WA</u>	<u>International</u>	
Fall 2017	3	1	1													
Spr. 2018	3	0														
Fall 2018	8	3					1					1		1		
Fall 2019	3	3			1			1			1					
Fall 2020	6	0														
Fall 2021	4	1		1												
Fall 2022	4	4				1			1	1			1			
Fall 2023	5	0														1
Total	36	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1

C. Marketing and Recruitment Efforts and Their Effectiveness

Various marketing and recruitment strategies have been adopted to attract students to our Criminal Justice graduate programs. At the University level, the Graduate Student Fair hosted by SHSU helps to encourage students to apply to SHSU's graduate programs.

At the department level, we have used several marketing strategies to attract capable undergraduate students to our M.A. program. For instance, the Department has:

1. Attended Undergraduate Honors classes to provide them with information on the M.A. program.
2. Spoken with University clubs and organizations about our graduate programs, particularly the M.A. program.
3. Offered Brown Bags on "How to Apply to PhD Programs" to current M.A. students.
4. Fostered working relationships between M.A. students and faculty to attract them to the Ph.D. program.
5. Conducted interviews with M.A. students applying to our Ph.D. program.
6. Placed advertisements in ASC and ACJS conference programs to highlight our graduate program.
7. Organized virtual information sessions for potential graduate students that do not attend SHSU.

8. Recruited from other institutions that do not have graduate programs.

One indicator that our department level marketing efforts have been effective is that we manage to recruit a sizeable number of students from our undergraduate program into our M.A. program. For example, the Fall 2022 cohort of M.A. students had a total of eight students, three of which completed their bachelor's degree in criminal justice from SHSU. Similarly, many students who complete their M.A. in our department continue on to the Ph.D. program here. To illustrate, of the 30 students who graduated from the M.A. program during the period of study, 15 (or 50 percent) stayed for the Ph.D. program here in the Department of Criminal Justice and Criminology. However, other than tracking the number of students the Department is able to retain from undergrad or the M.A. program, we are unable to measure the effectiveness of various marketing strategies. As such, the Department would like to work with the College to develop a comprehensive marketing strategy and effectiveness plan.

D. Current Markets

The market for prospective M.A. students in Criminal Justice and Criminology is based largely on the undergraduate program in criminal justice at SHSU. The Criminal Justice undergraduate student body at SHSU is a large market, with 2,903 enrolled majors in Fall 2023. Of note is that these numbers are down from 2,958 enrolled majors in Fall 2014. However, in 2020 the College introduced the Department of Victims Studies which impact the enrollment numbers for the Department of Criminal Justice and Criminology. Nonetheless, the Department of Criminal Justice and Criminology still has the largest undergraduate enrollment in the College.

E. Potential New Markets

Potential new markets for the M.A. programs include top Criminology and Criminal Justice programs. Programs that have remained at the top of the U.S. News and World Report Ranking are University of Maryland, College Park; Arizona State University; University of California, Irvine; University of Cincinnati; Penn State University; University at Albany – SUNY; and Florida State University. Thus, targeting bachelor's degree graduates of these programs could help recruit high quality students to our M.A. program. Similarly, recruiting from universities that have bachelor's degree programs in criminal justice or criminology (or similar degree), but no master's programs, particularly in the state of Texas, could help us increase applications for the M.A. program. For example, universities such as Texas Lutheran University and Trinity University, have undergraduate programs related to criminal justice and criminology, but no master's program. As such, reaching out to the undergraduate program directors at these universities and forging connections could aid in recruitment. Additionally, we can also do more to appeal to more of the SHSU undergraduate students. For example, it may be beneficial to send emails to all students in the Department with a GPA of 3.5 or higher with information about our M.A. program.

F. Enrollment Plan for the Next 5 Years

The Department has always adopted an enrollment plan that includes recruiting and supporting future scholars. This will not change for the next 5 years. However, while we aim to continue to

fill the already existing spots that we have funding for, the Department also plans to advocate for more funded Ph.D. and M.A. spots. In doing so, we hope to attract even more students that are research driven and who excel academically. We aim to recruit students who want to advance the field of Criminal Justice and Criminology and who will be proud SHSU alumni. We plan to accomplish this mission by continuing to retain our own undergraduate and M.A. students and by continuing to recruit students of the highest potential from nationally and internationally recognized CJ programs. Desirable incoming cohorts will be between 10 and 12 students.

G. Alumni and Donor Relations

The College of Criminal Justice offers 14 alumni and memorial scholarships to graduate students annually on a competitive basis.

1. **ASIS International Houston Chapter John Tullie Brady Scholarship in Security Management Studies.** A recipient of the ASIS Scholarship must be a full-time graduate or undergraduate student in good standing, enrolled at Sam Houston State University and whose area of study is Security Studies, plan to work in the area of Industrial Security, or has a security profession interest.
2. **Dan Richard Beto Endowed Scholarship in Correctional Leadership.** Recipient must be a full-time graduate or doctoral student whose area of study institutional or community corrections and who plans to teach at an institutional of higher learning or work for an institution or community corrections agency and must be from a foreign country.
3. **George J. Beto Memorial Scholarship.** The George J. Beto Memorial Scholarship is available to an international student or a member of a minority group (including women), who has demonstrated financial need (preference given to especially needy students from low- income families) and has satisfactorily met the standard entrance requirements established by the University. The student must be enrolled as a full-time criminal justice student at Sam Houston State University. Special consideration will be given to “first generation” college students. Preference will be given to undergraduate students, although graduate students will not be precluded. Students must maintain a grade point average of 3.0.
4. **Tom Broussard, Ph.D. Memorial Scholarship.** The Thomas Broussard Ph.D. Memorial Scholarship may be granted for the fall and spring semesters to academically deserving undergraduate or graduate students in the College of Criminal Justice at Sam Houston State University. Students must maintain a grade point average of 3.0.
5. **Susan L. Canfield Memorial Endowment Fund.** A recipient or recipients of the Susan L. Canfield Memorial Endowment Fund must be a full or part time (minimum 9 hours per semester) undergraduate or graduate student (minimum 6 hours per semester) in good standing enrolled at Sam Houston State University and majoring in Criminal Justice; demonstrate financial need; and maintain a minimum overall GPA of 2.0.
6. **Rolando Del Carmen Criminal Justice Student Endowed Scholarship.** Full-time entering Ph.D. student majoring in Criminal Justice, with a GPA of 3.5.
7. **Rolando, Josefa and Jocelyn del Carmen Criminal Justice Doctoral Endowed Scholarship.** Full-time entering Ph.D. student majoring in Criminal Justice, with a GPA of 3.5
8. **O.B. Ellis and Philip Gibbs, M.D. Memorial Scholarship.** The Ellis-Gibbs Memorial Scholarship is available to female criminal justice majors between 21-45 of age who have

attained a minimum of junior level undergraduate standing or are candidates for or working towards master's or doctoral degrees. Preference will be given to scholarship candidates with experience in the criminal justice profession. Students must maintain a grade point average of 3.0.

9. **Charles M. Friel Endowment Scholarship.** These scholarships are granted for the fall and spring semesters to academically deserving undergraduate or graduate students in the College of Criminal Justice at Sam Houston State University. Students must maintain a grade point average of 3.0.
10. **Kelly Harris Memorial Scholarship.** These scholarships are granted for the fall and spring semesters to academically deserving graduate or undergraduate student in the College of Criminal Justice at Sam Houston State University. Students must maintain a grade point average of 3.0.
11. **The 100 Club Doctoral.** A recipient must be a full-time law enforcement officer working on his Ph.D. in a county associated with the 100 club of Houston.
12. **George G. and Grace Killinger Scholarship.** Criminal Undergraduate or graduate student with a GPA of 3.0.
13. **Victor G. Strecher Scholarship.** These scholarships are granted for the fall and spring semesters to academically deserving undergraduate or graduate students in the College of Criminal Justice at Sam Houston State University. Preference given to student from a working class background and first generation to attend college. No specific GPA.
14. **Donald J. Weisenhorn Criminal Justice Scholarship.** A full-time undergraduate or graduate student in good standing enrolled at SHSU majoring in criminal justice, a sophomore or above and maintains an overall GPA of 3.0 and 3.5 in Major.

X. OUTREACH

Although there are no internships associated with the M.A. program, faculty in the Department of Criminal Justice and Criminology have the option to teach Academic Community Engagement (ACE) courses. ACE courses combine community engagement with academic instruction and this style of pedagogy encourages students to use the skills, knowledge, and dispositions learned in the classroom to collaborate with community partners to contribute to the public good. ACE courses must: 1) identify one or more course objectives that students will address through their ACE experience, 2) have a statement regarding the importance of community engagement included in the syllabus, 3) require a reflection assignment about the ACE experience that is evaluative and graded as indicated in the course syllabus and included in the final course grade, and 4) dedicate a minimum of three hours to the ACE experience for every one hour of course credit (example: a 3-credit course would require a minimum of 9 hours on the ACE experience per student per semester). Faculty who are interested in an ACE-designation for their course must apply to the SHSU Center for Community Engagement. Although ACE-designations are more common among undergraduate courses, graduate courses are sometimes ACE-designated. However, no course in the M.A. program has yet to be taught as an ACE course.

Faculty in the Department of Criminal Justice and Criminology often engage in various forms of professional outreach and consulting. Some examples of professional outreach and consulting by our current graduate faculty include:

- Consultant on grant funded work
- Consulting with criminal justice agencies
- Analyst for U.S. Government Accountability Office
- Grant reviewer for Office of Justice Programs Grant Management Systems
- Data analyst for the United States Department of Defense
- Forensic consulting; sex-offender treatment and assessment services

XI. PROGRAM SPECIFIC ISSUES

There are no licensure or specific accreditation requirements associated with the M.A. program.

XII. SUMMARY

A. Strengths and Good Practices to Retain

The SHSU criminal justice graduate programs have several noteworthy strengths. The graduate programs have a relatively long history and the Criminal Justice Center in which it is situated has received considerable support from the university administration, the state legislature, and from Texas criminal justice agencies. Noteworthy is the level of support provided by the SHSU Graduate and Professional School, especially travel support for students to participate in academic conferences. The George J. Beto Endowment makes the Beto Lectureship Series possible, and individual and organizational donations support a number of scholarships available to graduate students. The graduate programs as well as the Department and College more generally are widely recognized and respected throughout Texas, nationally, and in a number of countries abroad. As such, access to criminal justice agencies (locally, nationally, and, to an extent, internationally) for research is readily available. Additional program strengths include faculty productivity, student retention, graduate student resources, and the research institutes.

Faculty Productivity

Faculty members in the College have historically made important contributions to criminal justice and criminological research and practice. Since Fall 2017, a mix of 21 research active senior and junior faculty members have been hired who graduated from the foremost criminology and criminal justice programs in the country. Hiring of faculty members with established track records of publications at the Associate or Full Professor level include Jason Ingram (Michigan State University), Bitna Kim (Sam Houston State University), and Danielle Rudes (University of California, Irvine). Their research interests include police culture, police use of force, supervision, translational criminology, international and comparative criminology, corrections, courts, and correctional officer safety and wellness. Publications authored by these faculty members include top-ranking journals such as *Criminology*, *Justice Quarterly*, *Police Quarterly*, *Journal of Criminal Justice*, *Trauma, Violence, and Abuse*, *American Journal of Criminal Justice*, *British Journal of Criminology*, and *Criminal Justice and Behavior*.

At the assistant level, 18 faculty were hired from top criminology and criminal justice programs. This includes Eric Connolly (Florida State University), Elisa Toman (University of South Florida), Andia Azimi (Georgia State University), Peter Lehmann (Florida State University),

Wyatt Brown (University of South Florida), Stuti Kokkalera (Northeastern University), Chelsey Narvey (University of Texas at Dallas), John Navarro (University of Louisville), Javier Ramos (Florida State University), Cassandra Gonzalez (University of Colorado – Boulder), Miltonette Craig (Florida State University), Jonathan Reid (Florida State University), Jared Dmello (University of Massachusetts, Lowell), Wanda Leal (Florida State University), Laura Iesue (University of Miami), Heejin Lee (University of Cincinnati), Alexander Kinney (University of Arizona), and Elizabeth Hartsell (University of Florida). Collectively, these faculty have published papers addressing a number of the most active areas of criminological and criminal justice research. These areas of research include biosocial criminology, developmental/life-course criminology, incarceration, criminal sentencing, gender, victimization, child maltreatment, juvenile justice and delinquency, school discipline, corrections, disparities in the criminal justice system, discretionary release, juvenile lifer reentry, psychopathy, criminological theory, communities and crime, sex offenders, immigration, race/ethnicity and crime, human trafficking, black feminist thought, police-community relations, inequality and crime, terrorism, gangs, substance use and abuse, drug policy, global and comparative justice and criminology, conflict and violence, offender desistance, perceptual deterrence, institutional theory, gray markets, courts, and program evaluations. Publications authored by these junior faculty members have appeared in leading criminological journals including *Journal of Criminal Justice*, *Justice Quarterly*, *Journal of Research in Crime and Delinquency*, *Journal of Quantitative Criminology*, *Journal of Experimental Criminology*, *Trauma, Violence, and Abuse*, *Journal of Interpersonal Violence*, *Police Quarterly*, *American Journal of Criminal Justice*, *British Journal of Criminology*, and *Criminal Justice and Behavior*. The ability to recruit such a promising group of junior faculty is a direct indicator of the vitality of criminological and criminal justice research in the Department of Criminal Justice and Criminology. The ability to retain research-active faculty, however, will be discussed in the section below.

Coupled with the existing faculty, the hires outlined above have resulted in a sizable group of faculty with productive research agendas in various areas of criminal justice and criminological inquiry. In 2022 and 2023, 36 graduate faculty members in the Department published 188 peer-reviewed journal articles for an average of about 5 articles per faculty. The College has also seen an increase in grant applications and awards through the period under review. For example, in 2022, faculty in the Department were awarded over \$1.8 million in federal, state, and local grants. In addition, in the past five years, faculty in the Department have also received several research awards and recognitions. For instance, four current faculty members have been awarded the ACJS Outstanding Mentor Award, including Jason Ingram (2023), Danielle Rudes (2021), Bitna Kim (2018) and Ryan Randa (2018). Additionally, Peter Lehmann was awarded the 2023 ACJS Academy New Scholar Award and Danielle Rudes received the 2023 ACJS Outstanding Book Award.

Overall, the opportunities for criminological scholarship in the Department, coupled with a highly capable faculty and administrative support for scholarship, serve to further advance the Department as a nationally recognized program that produces major contributions to the field of criminal justice and criminology. Graduate students, in turn, benefit from the mentorship and training they receive by the faculty in the Department.

Student Retention

The M.A. program has fairly high retention rates. To illustrate the average 1-year retention rate for the M.A. program over the period of study was 85.8 percent. As such, although M.A. enrollment, which will be discussed in the section below, is an area of concern, the Department excels in retaining the students that enroll in our programs. Although we cannot be sure of the exact mechanisms behind the strong retention rates, there are several factors that likely explain this trend. First, M.A. students receive many resources such as scholarships, assistantships, fellowships, travel funds, office space, and technological support. More details about graduate student resources are provided below. Second, the Graduate Student Organization (GSO) is very active, and the graduate students have a culture of helping and supporting one another. GSO sponsors events such as semester bake sales, as well as workshops and Brown Bags where faculty discuss topics of interest. GSO also facilitates the peer mentorship programs that pairs newly enrolled M.A. students with a more senior student mentor to help their transition into the program. Third, formal and informal faculty mentorship helps forge strong bonds between faculty and students which further integrates M.A. students within the Department. The Department and GSO work together to organize faculty and student events every year such as the annual Back to School BBQ and End of Year Celebration. At these events students and faculty get together off campus to celebrate the beginning or end of the school year with graduate students. Additionally, during the new graduate student orientation prior to the beginning of each fall semester, the Department hosts a coffee hour which provides an opportunity for the Department Faculty, Graduate Students, and Staff to socialize before the start of the semester.

Graduate Student Resources

Resources are available to our M.A. students for their education, training, and professional development. Graduate students are offered competitive funding through scholarships, assistantships, and fellowships. Full-time M.A. students are typically awarded an assistantship of \$13,336 for the 9-month academic year, and these students are also typically awarded scholarships in the amount of \$4,000 per 9-month academic year to assist with tuition costs. M.A. students are also typically provided summer funding in the amount of \$3,000. Students are also financially supported to present their research at national conferences and are eligible for up to \$1,200 in travel funds. In 2022, 18 graduate students presented their research at ASC in Atlanta, GA and in 2023, 18 graduate students presented their research at ACJS in National Harbor, MD. Additional support is provided to graduate students through faculty mentorship both formal and informal through Brown Bags, workshops, practice presentations, and practice job talks, just to name a few. Incoming graduate students are also paired with a current graduate student as part of our CJ graduate student peer mentorship program to support their transition into the program. Lastly, each funded full-time graduate student is assigned office space in the CJ building, which is equipped with a desktop computer that has various statistical software packages installed. Students also have a designated CJ lounge that has couches, a few computers, and a printer. Together, the resources made available to the graduate students provides them with the support they need to succeed in our programs.

Research Institutes

Any discussion of the potential for criminological research in the Department must also understand the unique status of the College among criminal justice practitioners in the State of Texas and among criminal justice practitioners nationwide. There are currently four institutes housed in the College of Criminal Justice, the Corrections Management Institute of Texas (CMIT), the Law Enforcement Management Institute of Texas (LEMIT), and the Crime Victims' Institute (CVI), and Institute for Homeland Security (IHS). Through CMIT, LEMIT, CVI, and IHS faculty in the Department have an open door to the highest levels of administrative access across law enforcement, institutional and community corrections, juvenile justice, court systems, victim services, and critical infrastructure. This allows for unprecedented access to populations relevant to scientific inquiry and to data that can support major research contributions.

Correctional Management Institute of Texas (CMIT)

Nowhere in the United States is a criminal justice Ph.D. program better situated to engage in correctional research than in the Department of Criminal Justice and Criminology. A combination of external and internal resources, strong linkages with the Texas Department of Criminal Justice (TDCJ), a host of faculty and staff members who have impressive corrections related credentials, and nearby correctional facilities, provide limitless possibilities for engaging in correctional research. Further bolstering the correctional research opportunities is CMIT, which is uniquely situated in the College. Supported through direct legislative funding, CMIT engages in both training and technical assistance, including training for mid and upper-level management personnel, as well as program and policy based correctional research that contributes to the academic literature and advancement of evidence-based policy both within Texas and nationally.

In 2005, Doug Dretke was appointed as the Executive Director of CMIT. Mr. Dretke advanced through the TDCJ system, retiring as the head of the Correctional Institutions Division for the State of Texas, essentially the director of the prison system. Mr. Dretke has been and remains very active within Texas as well as nationally with a variety of corrections groups and committees providing a wealth of networks for both faculty and students. Mr. Dretke has also been very engaged, whereby he meets with graduate students and faculty to provide an agency perspective on correctional research efforts. Additionally, Dr. Erin Orrick serves as the Research Director and Dr. Chelsey Narvey serves as the Associate Research Director for CMIT.

Since its inception, the CMIT Research Services Division has developed a very active research agenda supported by extramural funding from both state and federal agencies, as well as continued to provide advisement to state agency requests for research related questions, concerns, and issues. Additional information about current research projects can be viewed at: <https://www.cmitonline.org/research.html>. The benefits of CMIT for graduate students are extensive. External grants have supported graduate students during both the academic year and summer months to assist with ongoing research projects. These projects provide students with exposure to agencies and the related research processes, provide a hands-on research opportunity to engage in scholarship, provide students an opportunity to take the initiative to develop related publications and presentations, as well as receive other types of organizational resources (i.e.,

office space, travel funds). Additionally, for students who are not directly involved in CMIT research projects, the wealth of practical and research expertise within CMIT allows for consultation regarding topics of interest, linkages with correctional agencies, and guidance on the students' individual research projects as requested.

Law Enforcement Management Institute of Texas (LEMIT)

Opportunities for doctoral students interested in policing research abound at Sam Houston State University. Numerous faculty members in the Department of Criminal Justice and Criminology have ongoing interests in policing research. These faculty members actively mentor students with an interest in policing research. The College and Institutes have a unique network of relationships with police agencies that have allowed research, including externally funded projects, to flourish. Much of this research is facilitated through LEMIT.

LEMIT, directed by Dr. Rita Watkins, delivers continuing education courses to police leaders in the state. Some LEMIT courses are required by the state and, thus, LEMIT receives funding from the state to provide these required services. The Research and Development Unit in LEMIT engages in research aimed at providing the Texas law enforcement community with cutting-edge knowledge that can improve practice and agency functioning. This research is also intended to advance scientific knowledge in the areas of criminal justice and criminology. This dual purpose means diverse audiences will find value in LEMIT research. Professor William Wells has served as Director of Research in LEMIT since 2010. The close working relationships among Texas police agencies, LEMIT, and the College have led to many research projects, grant proposals, and funded studies.

At any one time, faculty members and graduate students are collaborating with police departments in Texas on timely research projects. Graduate students routinely collect survey data from participants in LEMIT programs. Students routinely collaborate with LEMIT on thesis and dissertation projects. Graduate students take advantage of on-going LEMIT research or initiate new data collection. Each year LEMIT supports one to two, twelve-month doctoral research assistantships and provides travel support so doctoral students have the opportunity to present their research at academic conferences. More information about current and past LEMIT research projects can be found here: <https://www.lemitonline.org/research/>.

Crime Victims' Institute (CVI)

Victimology research is a growing area of specialization within the College of Criminal Justice, with the Department of Victim Studies becoming the first victim studies department in the country in 2020. A combination of external and internal resources, strong linkages with local and state level victim service agencies, and a host of faculty who have impressive research and agency experience provide extensive possibilities for engaging in victimization research. Further bolstering the victimology research opportunities is CVI, which is uniquely situated in the College. Created by the Texas state legislature in 1995 and supported through legislative funding, CVI's mission includes conducting research on victimization and other issues related to victims and survivors, as well as providing information regarding research results and effective policy and practice to the legislature and to the victim services field.

Dr. Mary Breaux is the current director of CVI. Dr. Breaux assisted in pioneering the new Department of Victim Studies for the College of Criminal Justice and Criminology. She served on the planning committee for the new Criminal Justice Equity and Inclusion Minor offered in The College of Criminal Justice. She is an At-Large Board Member for the Texas Victim's Service Association (TVSA). She also serves as member of the Texas Elder Abuse and Mistreatment Institute (TEAM) and the UTHealth Consortium on Aging. She also guides the research direction of the Institute and supervises numerous projects conducted by faculty, staff, and students working with CVI (information about current research projects can be found at <http://www.crimevictimsinstitute.org/pubs/>).

Ph.D. and M.A. students have benefitted greatly from the faculty engaged in this growing area of specialization and from the connection to CVI. External grants and Institute funding have supported graduate student research during both the academic year and summer months. Additionally, each year CVI supports one, twelve-month doctoral or master's research assistantship and provides travel support so doctoral or master's students have the opportunity to present their research at academic conferences. For students who are not directly involved in CVI research projects, the wealth of practical and research expertise within the Department allows for consultation regarding topics of interest, linkages with victim service agencies, and guidance on the students' individual research projects as requested. A number of projects have resulted in peer-reviewed publications co-authored by graduate students and faculty with expertise in victimology.

Institute for Homeland Security (IHS)

IHS aims to provide innovative, value-added knowledge to protect critical infrastructure and support commerce, tailored to the needs of industry and government. Specifically, IHS is focused on building strategic partnerships between public and private organizations through education and applied research ventures in the critical infrastructure sectors of Transportation, Energy, Chemical, Healthcare, and Public Health. The Institute is a center for strategic thought with the goal of contributing to the security, resilience and business continuity of these sectors from a Texas Homeland Security perspective. This is accomplished by facilitating collaboration activities, offering education programs and conducting research to enhance the skills of practitioners specific to natural- and human-caused homeland security events.

IHS is a newly developed institute within the College of Criminal Justice. It began with a proposal to the Texas State legislature. Nadav Morag, Department Chair of the Department of Security Studies, drafted the document highlighting gaps between government and private industry in four critical infrastructure areas: Transportation, Energy, Chemical, and Healthcare (TECH). The state legislature approved this proposal and granted the institute \$5 million over the next two years. In 2021, Michael Aspland was appointed as the inaugural Executive Director of the Institute of Homeland Security. Additionally, Dr. Ryan Randa serves as the Research Director.

More recently, the Center for Intelligence and Crime Analysis (CICA) was created and is housed within HIS. CICA's mission is to assist public safety agencies and critical infrastructure

organizations to increase their analytical capabilities through professional development, education, and research. The public and private sectors operate in an environment fraught with threats and opportunities. The interconnected nature of American society increases the severity of manmade and natural threats facing public and private organizations. Building organizational resiliency and improving performance is predicated on an understanding of external and internal risk factors. CICA's goal is to enhance public safety through expanded and improved data analytics.

Similar to the other institutes, Ph.D. and M.A. students have benefitted from the newly created institute via external grants and institute funding which have supported graduate student research during both the academic year and summer months. IHS currently supports one M.A. student with a research assistantship and often provides travel support to graduate students. Students also benefit from the on-going research at IHS as well as guidance on individual research projects. For more information on the research from IHS visit <https://ihsonline.org/Research>.

B. Items/Areas of Concern

Area of Concern 1: Enrollment for M.A. Program

In recent years, graduate program enrollment has been identified as an area of concern by university and college administration. This stems from a recent dip in graduate enrollment numbers both at the university level and within the Department of Criminal Justice and Criminology. Figures 6 and 7 display the graduate enrollment trends from AY 2017-2018 through 2022-2023 for the university (Figure 6) and the CJC M.A. program (Figure 7). As can be seen from these figures and tables, graduate enrollment numbers, particularly at the master's level have been declining since academic year 2021-2022. Additionally, as seen in Table 13, in order to meet our enrollment targets, we typically have to make many admissions offers throughout the admissions period. To illustrate, in Fall 2023, we sent out 12 M.A admission offers in order to receive six acceptances (which was the number of new M.A. students our budget allowed). Further, the M.A. program receives a relatively low number of applications which may create pressure to admit and enroll more students.

Figure 6. University Graduate Enrollments (AY 2017-2018 through AY 2022-2023)

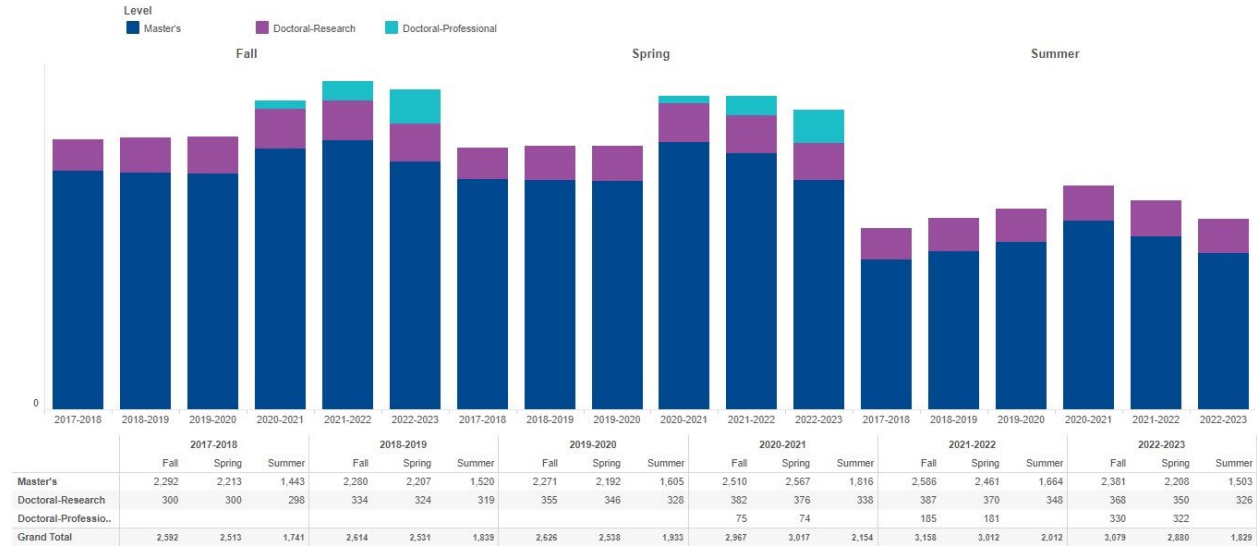
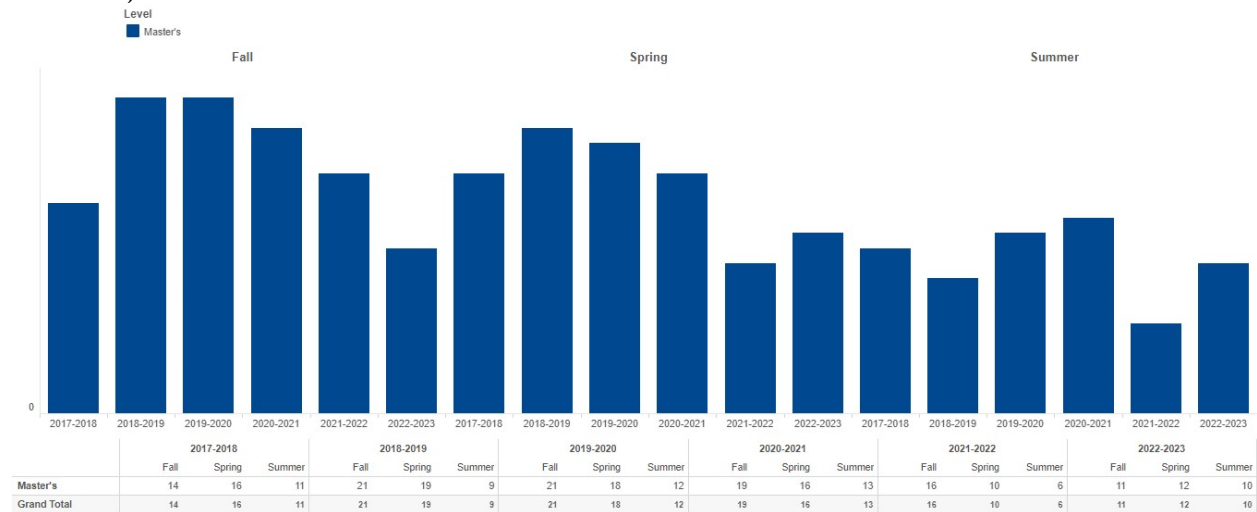


Figure 7. CJC M.A. in Criminal Justice & Criminology Graduate Enrollments (AY 2017-2018 through AY 2022-2023)



Recommendations for Improvement:

1. The Department of Criminal Justice and Criminology has begun to increase their recruitment efforts for the M.A. program. For the M.A. program, the Undergraduate Program Director has been speaking at the meetings of undergraduate student criminal justice organizations. At these meetings, he has been promoting the M.A. program by boosting knowledge and visibility of the M.A. program to the criminal justice undergraduate students at SHSU. Additionally, Department representatives have attended graduate fairs, spoken to interested students, and solicited contact information from interested students. The Graduate Standards and Admission Committee (GSAC) will hold an information session for the M.A. program prior to the admissions deadline. Members of GSAC will also recruit potential M.A. at the American Society of Criminology annual conference.

2. Department leadership is considering changing the admissions process for the Ph.D. program to allow students to be admitted to the Ph.D. program with only a bachelor's degree. Currently, for students to be admitted to the Ph.D. program they must have a master's degree. However, according to the 2022 ADPCCJ report, 67% of participating doctoral programs admit students to doctoral programs with only a bachelor's degree. Admitting students directly from undergraduate programs, could potentially help increase enrollment in both M.A. and Ph.D. courses.
3. Department leadership has been considering adding a 4 + 1 program where undergraduate students could begin taking M.A. classes while completing their bachelor's degree and subsequently complete their master's degree one year after graduating with their bachelor's degree. This type of program could help increase enrollment in the M.A. program.
4. Department leadership has been discussing the possibility of admitting non-funded M.A. students to the M.A. program. Allowing non-funded students to enroll in the M.A. program would help increase enrollment.

Area of Concern 2: Retention of Junior and Senior Research Active Faculty

Since Fall 2017, 12 faculty have left the Department of Criminal Justice and Criminology. Low faculty retention creates unfortunate problems with faculty/student ratios. Although our initial offers are competitive, our assistant professors' salaries average \$74,929 which appears to be below the average for other Ph.D. granting programs in the discipline. To illustrate, amongst the 21 Ph.D. granting institutions that provided salary data in the 2022 ADPCCJ report, the most recently hired assistant professor salary average was \$77,293. Salary compression also becomes an issue with associate professors in the Department averaging \$88,988 (compared to the average associate professor salary of \$97,357 reported by 21 Ph.D. granting institutions in the 2022 ADPCCJ report) and full professors in the Department averaging about \$119,388 (compared to the average full professor salary of \$141,492 reported by 21 Ph.D. granting institutions in the 2022 ADPCCJ report). Given our salary dynamics relative to other Ph.D. granting institutions, our upwardly mobile faculty are likely to both explore the job market and find themselves targets of other universities recruitment efforts.

Recommendations for Improvement:

1. The College of Criminal Justice leadership has plans to conduct exit interviews when faculty decide to leave SHSU to gain insight on why they choose to leave. Additionally, college leadership also plans to conduct interviews with faculty who have remained at SHSU to better understand the mechanisms that drive faculty to stay at SHSU.
2. Provide incentives to research active faculty to keep them invested in our graduate programs and to remain at SHSU.

Area of Concern 3: The M.A. Curriculum

In the M.A. current student poll (available in Appendix D), the M.A. students have expressed some concerns with the M.A. curriculum. For example, 55% of the M.A. students who responded to the survey indicated that they strongly disagreed or somewhat disagreed with the statement "There are enough elective courses that interest me." Additionally, when asked about

the weaknesses of the M.A. program in the qualitative feedback section of the survey, the M.A. students consistently mentioned that they were dissatisfied by the small selection of electives. Moreover, the M.A. students also voiced some discontent with the way some classes were being taught, specifically their statistics courses and courses that they believe need to be updated. Currently, it is difficult to offer more than one or two electives per semester for the M.A. students as the cohort sizes are generally around seven students and graduate courses need at least five students to make.

Recommendations for Improvement:

1. GSAC will review the M.A. curriculum and make revisions where appropriate. Additionally, the graduate program director (and chair of GSAC) has asked all the faculty that teach the various statistics courses in both the M.A. and Ph.D. program to develop a statistics sequence to ensure that the topics covered in each statistics course are distinct and that students have the necessary foundational knowledge to progress to the next course.
2. Increases in M.A. enrollment will help with the problem of elective selection as more students in the M.A. program will allow for a wider array of electives to be offered without creating problems of courses not having sufficient enrollment.

Appendix A

1. GRADUATE FACULTY

The academic integrity of graduate programs rests primarily with the academic deans and the graduate faculty in the respective colleges. The main responsibilities of the members of the graduate faculty are to (1) teach graduate students effectively, (2) foster independent learning, (3) enable students to contribute to a profession or field of study, (4) conduct scholarly research and creative work of high quality, (5) maintain proficiency in their discipline, (6) ensure graduate programs in their discipline are relevant and of high quality, and (7) cultivate the research and scholarly endeavors of graduate students. The University encourages each graduate faculty member to best use their particular strengths whether through course instruction, guiding academic research, professional supervision, or mentoring. Each of these functions and more contribute to the overall excellence of a graduate program.

The University recognizes that academic deans, in consultation with their faculty, are the best arbiters of graduate faculty status designation. Therefore, the University recognizes the right of the deans to propose that faculty either will or will not serve as a graduate faculty member. The University also acknowledges that under certain circumstances, deans will adjudge adjunct, visiting, or clinical faculty as eligible for graduate faculty duty. For these reasons, the academic deans will report graduate faculty status to the Dean of Graduate Studies. For tenured/tenure track faculty, the status will be either Graduate Faculty or not. For adjunct, visiting, or clinical faculty the status will be either Associate Graduate Faculty or not.

1.01 The Graduate Faculty at Sam Houston State University will have two categories of membership: Graduate Faculty and Associate Graduate Faculty status. Membership in these categories is based on the distinction between SHSU tenured/tenure track faculty and all other faculty. Membership is in no way limited by the graduate programs offered in each department/school/college.

- a. Faculty members awarded Graduate Faculty status may teach graduate classes, serve on thesis and/or dissertation committees, serve on the Graduate Council, and chair theses and/or dissertations. Graduate Faculty status does not guarantee the individual faculty member the opportunity to chair theses and/or dissertations, as this is a decision to be made by the academic dean in consultation with the department chair and the graduate program director.
- b. Associate Graduate Faculty status may be granted for an adjunct, visiting, or clinical professor teaching in a graduate program. Associate status is granted only for one year and may be renewed. Associate Graduate Faculty status does not guarantee the

individual faculty member the opportunity to chair theses and/or dissertations, as this is a decision to be made by the academic dean in consultation with the department chair and the graduate program director.

2. INSTITUTIONAL CRITERIA FOR MEMBERSHIP ON THE GRADUATE FACULTY

Members of the graduate faculty ordinarily (a) possess a terminal degree in the teaching discipline or a related discipline from an institution accredited by a recognized accrediting agency, (b) demonstrate evidence of currency in the literature of the discipline, (c) are effective educators at the graduate level, and/or (d) are consistently active in scholarly and/or creative accomplishments. One or more of these criteria may be waived with approval of the dean in consultation with the Dean of Graduate Studies. Individual program leaders, department chairs, and college deans should work collaboratively to make the initial determination for new tenure-track faculty members.

If upon review, a member of the graduate faculty has in the judgment of the academic dean ceased to present requisite credentials, that academic dean may notify the Dean of Graduate Studies of a suspension from or removal of that faculty member from graduate faculty status. Reviews of graduate faculty status would normally take place initially at the graduate program committee level in the concerned department and would then move to the department chair for further consideration before reaching the appropriate dean's office. The terms and duration of a suspension or removal should be determined by the academic dean and should otherwise comply with pertinent University policies.

The colleges and/or departments/schools are expected to provide more specific guidelines for award or removal of Graduate Faculty status based upon the norms and expectations of their particular disciplines and provide copies of these guidelines to the Office of Graduate Studies.

- 2.01 Criteria for Graduate Faculty Membership – Graduate Faculty status requires documented evidence of excellence in appropriate scholarly and creative activities on a current and sustained basis. These scholarly and creative efforts must be peer-reviewed scholarship, performances, or competitive externally-funded contracts or grants in the disciplinary or related area of assigned graduate responsibility. In addition, for Graduate Faculty status, a faculty member must be tenured/tenure-track.
- 2.02 Criteria for Associate Graduate Faculty – Membership status requires documented evidence of scholarly and creative activities. These scholarly and creative efforts must be peer-reviewed in the disciplinary or related area of assigned graduate responsibility.

Scholarly and creative efforts include, but are not limited to, publications, performances, competitive, externally-funded contracts or grants, and presentations at scholarly conferences. For associate status, appropriate professional experience may be used in conjunction with or in lieu of scholarly and creative activities.

- 2.03 Notwithstanding satisfaction of the above requirements, conferral or retraction of Graduate Faculty or Associate Graduate Faculty status is within the sole discretion of the University as represented by the presiding academic dean; no member of the faculty is conveyed a property right or entitlement to such status, nor does retraction of such status impact a liberty interest in one's name or reputation.

3. REVIEW OF COLLEGE CRITERIA FOR MEMBERSHIP ON THE GRADUATE FACULTY

The colleges and/or departments/schools are expected to provide specific guidelines for graduate faculty membership based upon the norms and expectations of their particular disciplines and provide copies of these guidelines to the Office of Graduate Studies and the Graduate Council. College guidelines are to be reviewed every five (5) years and resubmitted to Graduate Council for approval.

4. APPOINTMENT/REAPPOINTMENT PROCESS

- 4.01 Nominations for appointment to Graduate Faculty and Associate Graduate Faculty typically occur at the initial employment year. A review of Graduate Faculty status is conducted at the time of the third-year progress toward tenure review. A review is also conducted during tenure and/or promotion deliberations. Subsequently, Graduate Faculty status is reviewed at the time of post-tenure review. Academic deans should keep records demonstrating completion of expected status reviews for all graduate faculty in their colleges. Associate Graduate Faculty status is reviewed annually.
- 4.02 Applications may be submitted at any time in a faculty member's career and are not connected only to the reappointment timelines. Applications are submitted to the appropriate academic dean and may be initiated by the individual faculty member, the appropriate departmental/school chair, or that academic dean. Resulting designations should be reported to the Dean of Graduate Studies using the Graduate Faculty Status Form and an accompanying current faculty vita.

5. EXCEPTIONS

Exceptions to this policy may be granted by the Dean of Graduate Studies in consultation with the Provost and Sr. Vice President for Academic Affairs.

APPROVED: < signed >
Alisa White, Ph.D.
President

DATED: 1/25/22

CERTIFICATION STATEMENT

This academic policy statement (APS) has been approved by the reviewer listed below and represents SHSU's Division of Academic Affairs' policy from the date of this document until superseded.

Original: October 14, 1980
Reviewer: Academic Affairs Council

Review Cycle: Five years*
Review Date: Spring 2024

Approved: < signed >
Michael T. Stephenson, Ph.D.
Provost and Sr. Vice President
for Academic Affairs

Date: 1/14/22

*Effective January 2018, Academic Policy Statements will be reviewed on a rotating 5-year schedule. To transition to a distributed review load, some policies may be reviewed prior to the 5-year timeframe, with subsequent reviews transitioning to the 5-year schedule.

Graduate Faculty Membership

Revised: 7/11/23

Name	College	Department	Membership
Lucas Murgida	CAM	Art	Associate Graduate Faculty
Christopher Cascio	CAM	Art	Graduate Faculty
Becky Finley	CAM	Art	Graduate Faculty
Michael Henderson	CAM	Art	Graduate Faculty
Melissa Mednicov	CAM	Art	Graduate Faculty
Tony Shipp	CAM	Art	Graduate Faculty
Jessica Simorte	CAM	Art	Graduate Faculty
Jody Wood	CAM	Art	Graduate Faculty
Colette Kerwick	CAM	Dance	Associate Graduate Faculty
Travis Lake	CAM	Dance	Associate Graduate Faculty
Francisco Graciano	CAM	Dance	Graduate Faculty
Adele Nickel	CAM	Dance	Graduate Faculty
Andrew Noble	CAM	Dance	Graduate Faculty
Dionne Noble	CAM	Dance	Graduate Faculty
Jennifer Pontius	CAM	Dance	Graduate Faculty
William Angrove	CAM	Mass Communication	Associate Graduate Faculty
Dixuan Cui	CAM	Mass Communication	Associate Graduate Faculty
Bruce O'Neal	CAM	Mass Communication	Associate Graduate Faculty
Jonathan Read	CAM	Mass Communication	Associate Graduate Faculty
Ryan Broussard	CAM	Mass Communication	Graduate Faculty
Marcus Funk	CAM	Mass Communication	Graduate Faculty
Elisa Herrmann	CAM	Mass Communication	Graduate Faculty
Katharine Hubbard	CAM	Mass Communication	Graduate Faculty
Nam Kim	CAM	Mass Communication	Graduate Faculty
Wojciech Lorenc	CAM	Mass Communication	Graduate Faculty
Sachin Mudigonda	CAM	Mass Communication	Graduate Faculty
Ki Won Seo	CAM	Mass Communication	Graduate Faculty
Christopher Toula	CAM	Mass Communication	Graduate Faculty
Grant Wiedenfeld	CAM	Mass Communication	Graduate Faculty
Tonya Burton	CAM	School of Music	Associate Graduate Faculty
Heath Martin	CAM	School of Music	Associate Graduate Faculty
Randall Adams	CAM	School of Music	Graduate Faculty
Mario Aschauer	CAM	School of Music	Graduate Faculty

Graduate Faculty Membership

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Name	College	Department	Membership
Tony Boutte	CAM	School of Music	Graduate Faculty
Joshua Bronfman	CAM	School of Music	Graduate Faculty
Patricia Card	CAM	School of Music	Graduate Faculty
Kevin Clifton	CAM	School of Music	Graduate Faculty
Emily Heilman	CAM	School of Music	Graduate Faculty
Kyle Kindred	CAM	School of Music	Graduate Faculty
Lana Kuscer	CAM	School of Music	Graduate Faculty
John Lane	CAM	School of Music	Graduate Faculty
Matthew McInturf	CAM	School of Music	Graduate Faculty
Christopher Michel	CAM	School of Music	Graduate Faculty
Carolyn Moore	CAM	School of Music	Graduate Faculty
Javier Pinell	CAM	School of Music	Graduate Faculty
Scott Plugge	CAM	School of Music	Graduate Faculty
Deborah Popham	CAM	School of Music	Graduate Faculty
Rebecca Renfro	CAM	School of Music	Graduate Faculty
Diego Ribeiro Caetano	CAM	School of Music	Graduate Faculty
Ilonka Rus	CAM	School of Music	Graduate Faculty
Daniel Saenz	CAM	School of Music	Graduate Faculty
Kristen Sarvela	CAM	School of Music	Graduate Faculty
Jerome Stover	CAM	School of Music	Graduate Faculty
Ronald Shields	CAM	Theatre and Musical Theatre	Graduate Faculty
Terry Thibodeaux	CHSS	Communication Studies	Associate Graduate Faculty
Michael Arrington	CHSS	Communication Studies	Graduate Faculty
Richard Bello	CHSS	Communication Studies	Graduate Faculty
Frances Brandau	CHSS	Communication Studies	Graduate Faculty
Yixin Chen	CHSS	Communication Studies	Graduate Faculty
Anna Lu	CHSS	Communication Studies	Graduate Faculty
Lisa van Raalte	CHSS	Communication Studies	Graduate Faculty
Caroline Waldbuesser	CHSS	Communication Studies	Graduate Faculty
Melinda Weathers	CHSS	Communication Studies	Graduate Faculty
Shuangyue Zhang	CHSS	Communication Studies	Graduate Faculty
Tracy Bilsing	CHSS	English	Associate Graduate Faculty
Brian Blackburne	CHSS	English	Associate Graduate Faculty

Graduate Faculty Membership

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Name	College	Department	Membership
Diane Dowdey	CHSS	English	Associate Graduate Faculty
Justin Bruce Fuller	CHSS	English	Associate Graduate Faculty
Linda Webster	CHSS	English	Associate Graduate Faculty
Ira Roberts Adams	CHSS	English	Graduate Faculty
Leslie Anglesey	CHSS	English	Graduate Faculty
Kimberly Bell	CHSS	English	Graduate Faculty
Kristin Bennett	CHSS	English	Graduate Faculty
Jacob Blevins	CHSS	English	Graduate Faculty
Paul Child	CHSS	English	Graduate Faculty
Lee Courtney	CHSS	English	Graduate Faculty
Michael Demson	CHSS	English	Graduate Faculty
Robert Donahoo	CHSS	English	Graduate Faculty
Julie Hall	CHSS	English	Graduate Faculty
Helena Halmari	CHSS	English	Graduate Faculty
Darci Hill	CHSS	English	Graduate Faculty
Adam Hubrig	CHSS	English	Graduate Faculty
Scott Kaukonen	CHSS	English	Graduate Faculty
Ginger Ko	CHSS	English	Graduate Faculty
M. Douglas Krienke	CHSS	English	Graduate Faculty
Nicolas Lantz	CHSS	English	Graduate Faculty
Audrey Murfin	CHSS	English	Graduate Faculty
Carroll Nardone	CHSS	English	Graduate Faculty
April O'Brien	CHSS	English	Graduate Faculty
Shyam Pandey	CHSS	English	Graduate Faculty
Deborah Phelps	CHSS	English	Graduate Faculty
April Shemak	CHSS	English	Graduate Faculty
Katie Shinkle	CHSS	English	Graduate Faculty
Evelyn Soto	CHSS	English	Graduate Faculty
Brandon Strubberg	CHSS	English	Graduate Faculty
Kandi Tayebi	CHSS	English	Graduate Faculty
Xiaobo Wang	CHSS	English	Graduate Faculty
Nancy Baker	CHSS	History	Associate Graduate Faculty
Rosanne Barker	CHSS	History	Associate Graduate Faculty

Graduate Faculty Membership

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Name	College	Department	Membership
Zachary Doleshal	CHSS	History	Associate Graduate Faculty
Aaron Hyams	CHSS	History	Associate Graduate Faculty
Jadwiga Biskupska	CHSS	History	Graduate Faculty
Eric Bussche	CHSS	History	Graduate Faculty
Ty Cashion	CHSS	History	Graduate Faculty
Tom Cox	CHSS	History	Graduate Faculty
Nicholas Crawford	CHSS	History	Graduate Faculty
Brian Domitrovic	CHSS	History	Graduate Faculty
Lei Duan	CHSS	History	Graduate Faculty
Maggie Elmore	CHSS	History	Graduate Faculty
Pinar Emiralioglu	CHSS	History	Graduate Faculty
Joshua Haynes	CHSS	History	Graduate Faculty
Charles Health	CHSS	History	Graduate Faculty
Ken Hendrickson	CHSS	History	Graduate Faculty
Brian Jordan	CHSS	History	Graduate Faculty
Jeff Littlejohn	CHSS	History	Graduate Faculty
Sarah Mass	CHSS	History	Graduate Faculty
David Mayes	CHSS	History	Graduate Faculty
Willis Okech Oyugi	CHSS	History	Graduate Faculty
James Olson	CHSS	History	Graduate Faculty
Nicholas Pappas	CHSS	History	Graduate Faculty
Benjamin Park	CHSS	History	Graduate Faculty
Bernadette Pruitt	CHSS	History	Graduate Faculty
Uzma Quraishi	CHSS	History	Graduate Faculty
Stephen Rapp	CHSS	History	Graduate Faculty
Janella Baxter	CHSS	Philosophy	Graduate Faculty
Robin Bittick	CHSS	Political Science	Associate Graduate Faculty
Christopher Patane	CHSS	Political Science	Associate Graduate Faculty
David Smith	CHSS	Political Science	Associate Graduate Faculty
Kurt Smith	CHSS	Political Science	Associate Graduate Faculty
Jonathan Brown	CHSS	Political Science	Graduate Faculty
Greg Bussing	CHSS	Political Science	Graduate Faculty
Rhonda Callaway	CHSS	Political Science	Graduate Faculty

Graduate Faculty Membership

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Name	College	Department	Membership
Faith Demiroz	CHSS	Political Science	Graduate Faculty
John Domino	CHSS	Political Science	Graduate Faculty
Jason Enia	CHSS	Political Science	Graduate Faculty
Tom Haase	CHSS	Political Science	Graduate Faculty
Masoud Kazemzadeh	CHSS	Political Science	Graduate Faculty
Chien-pin Li	CHSS	Political Science	Graduate Faculty
Sungdae Lim	CHSS	Political Science	Graduate Faculty
Kenneth McIntyre	CHSS	Political Science	Graduate Faculty
Eric Svensen	CHSS	Political Science	Graduate Faculty
Stacy Ulbig	CHSS	Political Science	Graduate Faculty
Tamara Waggener	CHSS	Political Science	Graduate Faculty
Wen-Jiun Wang	CHSS	Political Science	Graduate Faculty
Lu-Chung Weng	CHSS	Political Science	Graduate Faculty
Crystal Whetstone	CHSS	Political Science	Graduate Faculty
Alice Castleberry	CHSS	Psychology and Philosophy	Associate Graduate Faculty
Amy Porter	CHSS	Psychology and Philosophy	Associate Graduate Faculty
Justin Allen	CHSS	Psychology and Philosophy	Graduate Faculty
Jeffrey Anastasi	CHSS	Psychology and Philosophy	Graduate Faculty
Jaime Anderson	CHSS	Psychology and Philosophy	Graduate Faculty
Courtney Banks	CHSS	Psychology and Philosophy	Graduate Faculty
Leamon Bazil	CHSS	Psychology and Philosophy	Graduate Faculty
Marcus Boccaccini	CHSS	Psychology and Philosophy	Graduate Faculty
Daniella Cash	CHSS	Psychology and Philosophy	Graduate Faculty
Mary Conroy	CHSS	Psychology and Philosophy	Graduate Faculty
James Crosby	CHSS	Psychology and Philosophy	Graduate Faculty
Donna Desforges	CHSS	Psychology and Philosophy	Graduate Faculty
Laura Drislane	CHSS	Psychology and Philosophy	Graduate Faculty
Richard Eglsaer	CHSS	Psychology and Philosophy	Graduate Faculty
Wendy Elliott	CHSS	Psychology and Philosophy	Graduate Faculty
Marsha Harman	CHSS	Psychology and Philosophy	Graduate Faculty
Craig Henderson	CHSS	Psychology and Philosophy	Graduate Faculty
Lisa Kan	CHSS	Psychology and Philosophy	Graduate Faculty
Hillary Langley	CHSS	Psychology and Philosophy	Graduate Faculty

Graduate Faculty Membership

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Name	College	Department	Membership
Benjamin Mitchell-Yellin	CHSS	Psychology and Philosophy	Graduate Faculty
Adam Natoli	CHSS	Psychology and Philosophy	Graduate Faculty
David Nelson	CHSS	Psychology and Philosophy	Graduate Faculty
Ramona Noland	CHSS	Psychology and Philosophy	Graduate Faculty
Chelsea Ratcliff	CHSS	Psychology and Philosophy	Graduate Faculty
Shelley Riggs	CHSS	Psychology and Philosophy	Graduate Faculty
Jared Ruchensky	CHSS	Psychology and Philosophy	Graduate Faculty
Tiffany Russell	CHSS	Psychology and Philosophy	Graduate Faculty
Temilola Salami	CHSS	Psychology and Philosophy	Graduate Faculty
Glenn Sanford	CHSS	Psychology and Philosophy	Graduate Faculty
Diane Stoebner-May	CHSS	Psychology and Philosophy	Graduate Faculty
Yuma Tomes	CHSS	Psychology and Philosophy	Graduate Faculty
Jorge Varela	CHSS	Psychology and Philosophy	Graduate Faculty
Amanda Venta	CHSS	Psychology and Philosophy	Graduate Faculty
Stephen White	CHSS	Psychology and Philosophy	Graduate Faculty
Joseph Gallo	CHSS	Sociology	Associate Graduate Faculty
Amy Kirk	CHSS	Sociology	Associate Graduate Faculty
Olena Leipnik	CHSS	Sociology	Associate Graduate Faculty
Brooklynn Wynveen	CHSS	Sociology	Associate Graduate Faculty
Mariah Zimpfer	CHSS	Sociology	Associate Graduate Faculty
Alessandro Bonanno	CHSS	Sociology	Graduate Faculty
Emily Cabaniss	CHSS	Sociology	Graduate Faculty
Jin Choi	CHSS	Sociology	Graduate Faculty
Douglass Constance	CHSS	Sociology	Graduate Faculty
Furjen Deng	CHSS	Sociology	Graduate Faculty
Karen Douglas	CHSS	Sociology	Graduate Faculty
Jeffrey Gardner	CHSS	Sociology	Graduate Faculty
Maki Hatanaka	CHSS	Sociology	Graduate Faculty
Tzeli Hsu	CHSS	Sociology	Graduate Faculty
Jason Konefal	CHSS	Sociology	Graduate Faculty
Lee Miller	CHSS	Sociology	Graduate Faculty
Mary Scherer	CHSS	Sociology	Graduate Faculty
James Stykes	CHSS	Sociology	Graduate Faculty

Graduate Faculty Membership

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Name	College	Department	Membership
Gene Theodori	CHSS	Sociology	Graduate Faculty
Tatiana Artamonova	CHSS	World Languages and Cultures	Graduate Faculty
Siham Bouamer	CHSS	World Languages and Cultures	Graduate Faculty
Maria Feu-Lopez	CHSS	World Languages and Cultures	Graduate Faculty
Jamile Forcelini	CHSS	World Languages and Cultures	Graduate Faculty
Leif French	CHSS	World Languages and Cultures	Graduate Faculty
Maria Hasler-Barker	CHSS	World Languages and Cultures	Graduate Faculty
Tracy Knight	CHSS	World Languages and Cultures	Graduate Faculty
Enrique Mallen	CHSS	World Languages and Cultures	Graduate Faculty
Lillie Padilla	CHSS	World Languages and Cultures	Graduate Faculty
Rafael Saumell-Munoz	CHSS	World Languages and Cultures	Graduate Faculty
Manuel Triano-Lopez	CHSS	World Languages and Cultures	Graduate Faculty
Edna Velasquez	CHSS	World Languages and Cultures	Graduate Faculty
Samar Zahrawi	CHSS	World Languages and Cultures	Graduate Faculty
Trevor England	COBA	Accounting	Associate Graduate Faculty
Ouadie Akaaboune	COBA	Accounting	Graduate Faculty
Leslie Blix	COBA	Accounting	Graduate Faculty
Linda Carrington	COBA	Accounting	Graduate Faculty
Ronny Daigle	COBA	Accounting	Graduate Faculty
Cassy Henderson	COBA	Accounting	Graduate Faculty
Taylor Klett	COBA	Accounting	Graduate Faculty
Philip Morris	COBA	Accounting	Graduate Faculty
N. Ross Quarles	COBA	Accounting	Graduate Faculty
Shani Robinson	COBA	Accounting	Graduate Faculty
Jeff Strawser	COBA	Accounting	Graduate Faculty
Milo Berg	COBA	Economics and International Business	Graduate Faculty
Cosmas Dery	COBA	Economics and International Business	Graduate Faculty
David Drukker	COBA	Economics and International Business	Graduate Faculty
Mark Frank	COBA	Economics and International Business	Graduate Faculty
Fidel Gonzalez	COBA	Economics and International Business	Graduate Faculty
Darren Grant	COBA	Economics and International Business	Graduate Faculty
Younoh Kim	COBA	Economics and International Business	Graduate Faculty
Anna Miromanova	COBA	Economics and International Business	Graduate Faculty

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Name	College	Department	Membership
Hiranya Nath	COBA	Economics and International Business	Graduate Faculty
Vlad Radoias	COBA	Economics and International Business	Graduate Faculty
Christian Raschke	COBA	Economics and International Business	Graduate Faculty
Raisa Sara	COBA	Economics and International Business	Graduate Faculty
Markland Tuttle	COBA	Economics and International Business	Graduate Faculty
Jill Vaughan	COBA	General Business and Finance	Associate Graduate Faculty
Traci Austin	COBA	General Business and Finance	Graduate Faculty
Bhanu Balasubramnian	COBA	General Business and Finance	Graduate Faculty
John Breazeale	COBA	General Business and Finance	Graduate Faculty
Diana Brown	COBA	General Business and Finance	Graduate Faculty
Lindsay Clark	COBA	General Business and Finance	Graduate Faculty
Mary Funck	COBA	General Business and Finance	Graduate Faculty
Joey Gutierrez	COBA	General Business and Finance	Graduate Faculty
Kurt Jesswein	COBA	General Business and Finance	Graduate Faculty
Steve Johnson	COBA	General Business and Finance	Graduate Faculty
W. Hadley Leavell	COBA	General Business and Finance	Graduate Faculty
Balasundram Maniam	COBA	General Business and Finance	Graduate Faculty
Steven Nenninger	COBA	General Business and Finance	Graduate Faculty
Joey Robertson	COBA	General Business and Finance	Graduate Faculty
Robert Stretcher	COBA	General Business and Finance	Graduate Faculty
Laura Sullivan	COBA	General Business and Finance	Graduate Faculty
Bina Ajay	COBA	Management, Marketing, and Information Systems	Associate Graduate Faculty
Allan Grogan	COBA	Management, Marketing, and Information Systems	Associate Graduate Faculty
Huda Masood	COBA	Management, Marketing, and Information Systems	Associate Graduate Faculty
Raymond Sanders	COBA	Management, Marketing, and Information Systems	Associate Graduate Faculty
Irfan Ahmed	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Carrie Belsito	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Christopher Cassidy	COBA	Management, Marketing, and Information Systems	Graduate Faculty
William Ellegood	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Renee Gravois	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Taehoon Im	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Carla Jones	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Gerald Kohers	COBA	Management, Marketing, and Information Systems	Graduate Faculty

Graduate Faculty Membership

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Name	College	Department	Membership
Tiffany Maldonado	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Sanjay Mehta	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Carliss Miller	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Shekhar Rathor	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Jason Riley	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Aneika Simmons	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Kevin Sweeney	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Janis Warner	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Kamphol Wipawayangkool	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Liu Yang	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Pamela Zelbst	COBA	Management, Marketing, and Information Systems	Graduate Faculty
Jay Coons	COCJ	Criminal Justice and Criminology	Associate Graduate Faculty
Stephen Morrison	COCJ	Criminal Justice and Criminology	Associate Graduate Faculty
Andia Azimi	COCJ	Criminal Justice and Criminology	Graduate Faculty
Danielle Boisvert	COCJ	Criminal Justice and Criminology	Graduate Faculty
Wyatt Brown	COCJ	Criminal Justice and Criminology	Graduate Faculty
Eric Connolly	COCJ	Criminal Justice and Criminology	Graduate Faculty
Miltonette Craig	COCJ	Criminal Justice and Criminology	Graduate Faculty
Steve Cuvelier	COCJ	Criminal Justice and Criminology	Graduate Faculty
Jared Dmello	COCJ	Criminal Justice and Criminology	Graduate Faculty
Randy Garner	COCJ	Criminal Justice and Criminology	Graduate Faculty
Jurg Gerber	COCJ	Criminal Justice and Criminology	Graduate Faculty
Cassandra Gonzalez	COCJ	Criminal Justice and Criminology	Graduate Faculty
Elizabeth Hartsell	COCJ	Criminal Justice and Criminology	Graduate Faculty
Laura Iesue	COCJ	Criminal Justice and Criminology	Graduate Faculty
Jason Ingram	COCJ	Criminal Justice and Criminology	Graduate Faculty
Bitna Kim	COCJ	Criminal Justice and Criminology	Graduate Faculty
Alexander Kinney	COCJ	Criminal Justice and Criminology	Graduate Faculty
Stuti Kokkalera	COCJ	Criminal Justice and Criminology	Graduate Faculty
Wanda Leal	COCJ	Criminal Justice and Criminology	Graduate Faculty
Heejin Lee	COCJ	Criminal Justice and Criminology	Graduate Faculty
Peter Lehmann	COCJ	Criminal Justice and Criminology	Graduate Faculty
Dennis Longmire	COCJ	Criminal Justice and Criminology	Graduate Faculty

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Name	College	Department	Membership
Phillip Lyons	COCJ	Criminal Justice and Criminology	Graduate Faculty
Holly Miller	COCJ	Criminal Justice and Criminology	Graduate Faculty
Chelsey Narvey	COCJ	Criminal Justice and Criminology	Graduate Faculty
John Navarro	COCJ	Criminal Justice and Criminology	Graduate Faculty
Willard Oliver	COCJ	Criminal Justice and Criminology	Graduate Faculty
Erin Orrick	COCJ	Criminal Justice and Criminology	Graduate Faculty
Javier Ramos	COCJ	Criminal Justice and Criminology	Graduate Faculty
Ryan Randa	COCJ	Criminal Justice and Criminology	Graduate Faculty
Jonathan Reid	COCJ	Criminal Justice and Criminology	Graduate Faculty
Ling Ren	COCJ	Criminal Justice and Criminology	Graduate Faculty
Mitchel Roth	COCJ	Criminal Justice and Criminology	Graduate Faculty
Danielle Rudes	COCJ	Criminal Justice and Criminology	Graduate Faculty
Elisa Toman	COCJ	Criminal Justice and Criminology	Graduate Faculty
Michael Vaughn	COCJ	Criminal Justice and Criminology	Graduate Faculty
William Wells	COCJ	Criminal Justice and Criminology	Graduate Faculty
Yan Zhang	COCJ	Criminal Justice and Criminology	Graduate Faculty
Jihong Zhao	COCJ	Criminal Justice and Criminology	Graduate Faculty
Patrick Buzzini	COCJ	Forensic Science	Graduate Faculty
Joan Bytheway	COCJ	Forensic Science	Graduate Faculty
(Jay) Tyler Davidson	COCJ	Forensic Science	Graduate Faculty
David Gangitano	COCJ	Forensic Science	Graduate Faculty
Rachel Houston	COCJ	Forensic Science	Graduate Faculty
Sheree Hughes-Stamm	COCJ	Forensic Science	Graduate Faculty
Timothy Kalafut	COCJ	Forensic Science	Graduate Faculty
Sarah Kerrigan	COCJ	Forensic Science	Graduate Faculty
Bobby LaRue	COCJ	Forensic Science	Graduate Faculty
Geraldine Monjardez	COCJ	Forensic Science	Graduate Faculty
Britni Skillman	COCJ	Forensic Science	Graduate Faculty
Madeline Swortwood	COCJ	Forensic Science	Graduate Faculty
Jorn Yu	COCJ	Forensic Science	Graduate Faculty
Jeremiah Asaka	COCJ	Security Studies	Graduate Faculty
Natalie Baker	COCJ	Security Studies	Graduate Faculty
Magdalena Denham	COCJ	Security Studies	Graduate Faculty

Graduate Faculty Membership

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Name	College	Department	Membership
Nathan Jones	COCJ	Security Studies	Graduate Faculty
Russell Lundberg	COCJ	Security Studies	Graduate Faculty
Nadav Morag	COCJ	Security Studies	Graduate Faculty
Mary Breaux	COCJ	Victim Studies	Associate Graduate Faculty
Kathleen Latz	COCJ	Victim Studies	Associate Graduate Faculty
Christine Blackburn	COCJ	Victim Studies	Graduate Faculty
Breanna Boppre	COCJ	Victim Studies	Graduate Faculty
Shelly Clevenger	COCJ	Victim Studies	Graduate Faculty
Janet Mullings	COCJ	Victim Studies	Graduate Faculty
Philip Mulvey	COCJ	Victim Studies	Graduate Faculty
Kathleen Ratajczak	COCJ	Victim Studies	Graduate Faculty
Dustin Ellis	COE	Counselor Education	Associate Graduate Faculty
Evelyne Fitzgerald	COE	Counselor Education	Associate Graduate Faculty
Megan Garzaglass	COE	Counselor Education	Associate Graduate Faculty
Adrian Lira	COE	Counselor Education	Associate Graduate Faculty
Felicia Mirghassemi	COE	Counselor Education	Associate Graduate Faculty
Angela Powell	COE	Counselor Education	Associate Graduate Faculty
Tiffany Simon	COE	Counselor Education	Associate Graduate Faculty
Quoc Dung Viet Lan Tran	COE	Counselor Education	Associate Graduate Faculty
Efrain Uribe	COE	Counselor Education	Associate Graduate Faculty
Sinem Akay-Sullivan	COE	Counselor Education	Graduate Faculty
Rochelle Cade	COE	Counselor Education	Graduate Faculty
Demetrius Cofield	COE	Counselor Education	Graduate Faculty
Yvonne Garza-Chaves	COE	Counselor Education	Graduate Faculty
Dee-Anna Green	COE	Counselor Education	Graduate Faculty
Susan Henderson	COE	Counselor Education	Graduate Faculty
Maribeth Jorgensen	COE	Counselor Education	Graduate Faculty
Chi Sing Li	COE	Counselor Education	Graduate Faculty
Seth Olson	COE	Counselor Education	Graduate Faculty
Kathleen Rice	COE	Counselor Education	Graduate Faculty
Tiffany Simon	COE	Counselor Education	Graduate Faculty
Jeffrey Sullivan	COE	Counselor Education	Graduate Faculty
Gabriel Bermea	COE	Educational Leadership	Associate Graduate Faculty

Graduate Faculty Membership

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Name	College	Department	Membership
Stephanie Bluth	COE	Educational Leadership	Associate Graduate Faculty
Susan Borg	COE	Educational Leadership	Associate Graduate Faculty
Mary Catherine Breen	COE	Educational Leadership	Associate Graduate Faculty
Christine Butler	COE	Educational Leadership	Associate Graduate Faculty
Carolyn Fiaschetti	COE	Educational Leadership	Associate Graduate Faculty
Patricia Gregg	COE	Educational Leadership	Associate Graduate Faculty
Timothy Harkrider	COE	Educational Leadership	Associate Graduate Faculty
LaTracy Harris	COE	Educational Leadership	Associate Graduate Faculty
Janene Hemmen	COE	Educational Leadership	Associate Graduate Faculty
Patrick Jefferson	COE	Educational Leadership	Associate Graduate Faculty
Elizabeth Klammer	COE	Educational Leadership	Associate Graduate Faculty
Jarod Lambert	COE	Educational Leadership	Associate Graduate Faculty
Mary Lariviere	COE	Educational Leadership	Associate Graduate Faculty
Melissa Leigh	COE	Educational Leadership	Associate Graduate Faculty
Clark Lowery	COE	Educational Leadership	Associate Graduate Faculty
Betsy Mijares	COE	Educational Leadership	Associate Graduate Faculty
Matthew Olmstead	COE	Educational Leadership	Associate Graduate Faculty
Matthew Pariseau	COE	Educational Leadership	Associate Graduate Faculty
Melinda Perzan-Wooderson	COE	Educational Leadership	Associate Graduate Faculty
Benjamin Petty	COE	Educational Leadership	Associate Graduate Faculty
Gabriela Silvestre	COE	Educational Leadership	Associate Graduate Faculty
Teresa Simpson	COE	Educational Leadership	Associate Graduate Faculty
Shannon Taylor	COE	Educational Leadership	Associate Graduate Faculty
Kristy Vienne	COE	Educational Leadership	Associate Graduate Faculty
Meredith Billings	COE	Educational Leadership	Graduate Faculty
Julie Combs	COE	Educational Leadership	Graduate Faculty
Paul Eaton	COE	Educational Leadership	Graduate Faculty
Stacey Edmonson	COE	Educational Leadership	Graduate Faculty
Matthew Fuller	COE	Educational Leadership	Graduate Faculty
Peggy Holzweiss	COE	Educational Leadership	Graduate Faculty
Ronny Knox	COE	Educational Leadership	Graduate Faculty
Forrest Lane	COE	Educational Leadership	Graduate Faculty
Frederick Lunenburg	COE	Educational Leadership	Graduate Faculty

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Name	College	Department	Membership
Cynthia Martinez-Garcia	COE	Educational Leadership	Graduate Faculty
Nara Martirosyan	COE	Educational Leadership	Graduate Faculty
Ricardo Montelongo	COE	Educational Leadership	Graduate Faculty
Clare Resilla	COE	Educational Leadership	Graduate Faculty
Patrick David Saxon	COE	Educational Leadership	Graduate Faculty
Susan Skidmore	COE	Educational Leadership	Graduate Faculty
John Slate	COE	Educational Leadership	Graduate Faculty
Rita Fennelly-Atkinson	COE	Library Science and Technology	Associate Graduate Faculty
Courtney Hebert	COE	Library Science and Technology	Associate Graduate Faculty
Kimberly Kinnaird	COE	Library Science and Technology	Associate Graduate Faculty
Michael Morrow	COE	Library Science and Technology	Associate Graduate Faculty
Rebecca Novotny	COE	Library Science and Technology	Associate Graduate Faculty
Shannon Pierce	COE	Library Science and Technology	Associate Graduate Faculty
Beverly Smith-Edwards	COE	Library Science and Technology	Associate Graduate Faculty
Rosemarie Brock	COE	Library Science and Technology	Graduate Faculty
Shonn Sheng-Lun Cheng	COE	Library Science and Technology	Graduate Faculty
Elizabeth Gross	COE	Library Science and Technology	Graduate Faculty
Kimberly LaPrairie	COE	Library Science and Technology	Graduate Faculty
Karin Perry	COE	Library Science and Technology	Graduate Faculty
Marilyn Rice	COE	Library Science and Technology	Graduate Faculty
Holly Weimar	COE	Library Science and Technology	Graduate Faculty
Andrea Beerwinkle	COE	School of Teaching and Learning	Associate Graduate Faculty
Pooja Gupta	COE	School of Teaching and Learning	Associate Graduate Faculty
Linda Hall	COE	School of Teaching and Learning	Associate Graduate Faculty
Susan Harte	COE	School of Teaching and Learning	Associate Graduate Faculty
Desiree Hickman	COE	School of Teaching and Learning	Associate Graduate Faculty
Jacqueline Ingram	COE	School of Teaching and Learning	Associate Graduate Faculty
Jill Pagels	COE	School of Teaching and Learning	Associate Graduate Faculty
Prasopsuk Pinto	COE	School of Teaching and Learning	Associate Graduate Faculty
Ellen Stack	COE	School of Teaching and Learning	Associate Graduate Faculty
Burcu Ates	COE	School of Teaching and Learning	Graduate Faculty
Helen Berg	COE	School of Teaching and Learning	Graduate Faculty
William Blackwell	COE	School of Teaching and Learning	Graduate Faculty

Graduate Faculty Membership

Revised: 7/11/23

Name	College	Department	Membership
Benita Brooks	COE	School of Teaching and Learning	Graduate Faculty
Lisa Brown	COE	School of Teaching and Learning	Graduate Faculty
William Calderhead	COE	School of Teaching and Learning	Graduate Faculty
Corinna Cole	COE	School of Teaching and Learning	Graduate Faculty
Alma Contreras-Vanegas	COE	School of Teaching and Learning	Graduate Faculty
Jaime Coyne	COE	School of Teaching and Learning	Graduate Faculty
Casey Creghan	COE	School of Teaching and Learning	Graduate Faculty
Frank Creghan	COE	School of Teaching and Learning	Graduate Faculty
Jaime Duran	COE	School of Teaching and Learning	Graduate Faculty
William Edgington	COE	School of Teaching and Learning	Graduate Faculty
Andrea Foster	COE	School of Teaching and Learning	Graduate Faculty
Hannah Gerber	COE	School of Teaching and Learning	Graduate Faculty
Amber Godwin	COE	School of Teaching and Learning	Graduate Faculty
Mertie Gomez	COE	School of Teaching and Learning	Graduate Faculty
Patricia Gonzales-Durham	COE	School of Teaching and Learning	Graduate Faculty
Christina Gushanas	COE	School of Teaching and Learning	Graduate Faculty
Lory Haas	COE	School of Teaching and Learning	Graduate Faculty
Victoria Hollas	COE	School of Teaching and Learning	Graduate Faculty
James Hynes	COE	School of Teaching and Learning	Graduate Faculty
Daphne Johnson	COE	School of Teaching and Learning	Graduate Faculty
Macie Kerbs	COE	School of Teaching and Learning	Graduate Faculty
Melanie Kinskey	COE	School of Teaching and Learning	Graduate Faculty
Andrey Koptelov	COE	School of Teaching and Learning	Graduate Faculty
Leena Landmark	COE	School of Teaching and Learning	Graduate Faculty
Mae Lane	COE	School of Teaching and Learning	Graduate Faculty
Elizabeth Lee	COE	School of Teaching and Learning	Graduate Faculty
Robert Maninger	COE	School of Teaching and Learning	Graduate Faculty
Joyce McCauley	COE	School of Teaching and Learning	Graduate Faculty
Jessica McQueston	COE	School of Teaching and Learning	Graduate Faculty
Melinda Miller	COE	School of Teaching and Learning	Graduate Faculty
Vickie Mitchell	COE	School of Teaching and Learning	Graduate Faculty
Diana Nabors	COE	School of Teaching and Learning	Graduate Faculty
Lautrice Nickson	COE	School of Teaching and Learning	Graduate Faculty

Graduate Faculty Membership

Revised: 7/11/23

Name	College	Department	Membership
Mary Petron	COE	School of Teaching and Learning	Graduate Faculty
Jalene Potter	COE	School of Teaching and Learning	Graduate Faculty
Debra Price	COE	School of Teaching and Learning	Graduate Faculty
Jolene Reed	COE	School of Teaching and Learning	Graduate Faculty
Abdelilah Salim Sehlaoui	COE	School of Teaching and Learning	Graduate Faculty
Abbie Strunc	COE	School of Teaching and Learning	Graduate Faculty
Francisco Usero-Gonzalez	COE	School of Teaching and Learning	Graduate Faculty
Barburhan Uzum	COE	School of Teaching and Learning	Graduate Faculty
Kristina Vargo	COE	School of Teaching and Learning	Graduate Faculty
Rebecca Wentworth	COE	School of Teaching and Learning	Graduate Faculty
Chase Young	COE	School of Teaching and Learning	Graduate Faculty
Ernesto Hernandez	COHS	Human Sciences	Associate Graduate Faculty
Tabbetha Lopez	COHS	Human Sciences	Associate Graduate Faculty
Dana Smith	COHS	Human Sciences	Associate Graduate Faculty
Basem Boutros	COHS	Human Sciences	Graduate Faculty
Valencia Browning-Keen	COHS	Human Sciences	Graduate Faculty
Laura Burleson	COHS	Human Sciences	Graduate Faculty
Berna Rahi	COHS	Human Sciences	Graduate Faculty
Ron Reed	COHS	Human Sciences	Graduate Faculty
Rodney Runyan	COHS	Human Sciences	Graduate Faculty
Ashutosh Sohoni	COHS	Human Sciences	Graduate Faculty
Derek Beeman	COHS	Kinesiology	Associate Graduate Faculty
Justin Bickford	COHS	Kinesiology	Associate Graduate Faculty
Christopher Greenleaf	COHS	Kinesiology	Associate Graduate Faculty
Robinetta Hudson	COHS	Kinesiology	Associate Graduate Faculty
Dustin Joubert	COHS	Kinesiology	Associate Graduate Faculty
Dustin LeNorman	COHS	Kinesiology	Associate Graduate Faculty
Caitlin O'Connell	COHS	Kinesiology	Associate Graduate Faculty
James Rootes	COHS	Kinesiology	Associate Graduate Faculty
Kenneth Sheirr	COHS	Kinesiology	Associate Graduate Faculty
David Paul Smith	COHS	Kinesiology	Associate Graduate Faculty
Rachael Wilcox	COHS	Kinesiology	Associate Graduate Faculty
Harsh Buddhadev	COHS	Kinesiology	Graduate Faculty

Graduate Faculty Membership

Revised: 7/11/23

Name	College	Department	Membership
Jennifer Bunn	COHS	Kinesiology	Graduate Faculty
Patrick Davis	COHS	Kinesiology	Graduate Faculty
Jennifer Didier	COHS	Kinesiology	Graduate Faculty
Brent Estes	COHS	Kinesiology	Graduate Faculty
Yvette Figueroa	COHS	Kinesiology	Graduate Faculty
Mayrena Hernandez	COHS	Kinesiology	Graduate Faculty
Min Kim	COHS	Kinesiology	Graduate Faculty
Mario Munoz	COHS	Kinesiology	Graduate Faculty
Gary Oden	COHS	Kinesiology	Graduate Faculty
Erica Pasquini	COHS	Kinesiology	Graduate Faculty
Emily Roper	COHS	Kinesiology	Graduate Faculty
Jose Santiago	COHS	Kinesiology	Graduate Faculty
Matthew Wagner	COHS	Kinesiology	Graduate Faculty
Mary Williams	COHS	Kinesiology	Graduate Faculty
Ryan Zapalac	COHS	Kinesiology	Graduate Faculty
Adannaa Alexander	COHS	Public Health	Associate Graduate Faculty
Vania Duckett	COHS	Public Health	Associate Graduate Faculty
Daphne Fulton	COHS	Public Health	Associate Graduate Faculty
Kimberly Jarrell	COHS	Public Health	Associate Graduate Faculty
Rasheda Sultana	COHS	Public Health	Associate Graduate Faculty
Stephen Brown	COHS	Public Health	Graduate Faculty
Christine Cardinal	COHS	Public Health	Graduate Faculty
Praphul Joshi	COHS	Public Health	Graduate Faculty
Rosanne Keathley	COHS	Public Health	Graduate Faculty
Khalid Khan	COHS	Public Health	Graduate Faculty
Yu Liu	COHS	Public Health	Graduate Faculty
Ray Newman	COHS	Public Health	Graduate Faculty
Kevin Randall	COHS	Public Health	Graduate Faculty
Kiran Sapkota	COHS	Public Health	Graduate Faculty
Amanda Scarbrough	COHS	Public Health	Graduate Faculty
Yue Xie	COHS	Public Health	Graduate Faculty
Robert Harmon	COHS	School of Nursing	Associate Graduate Faculty
Laura Montgomery	COHS	School of Nursing	Associate Graduate Faculty

Graduate Faculty Membership

Revised: 7/11/23

Name	College	Department	Membership
Vivian Nowazek	COHS	School of Nursing	Associate Graduate Faculty
Kelly Zinn	COHS	School of Nursing	Associate Graduate Faculty
Mona Cockerham	COHS	School of Nursing	Graduate Faculty
Marianne Moore	COHS	School of Nursing	Graduate Faculty
Andrea Smith	COHS	School of Nursing	Graduate Faculty
Stephen McKernan	COM	Clinical Affairs	Associate Graduate Faculty
Sefik Gokaslan	COM	Clinical Anatomy	Associate Graduate Faculty
David Moeller	COM	Clinical Anatomy	Associate Graduate Faculty
Craig Goodmurphy	COM	Clinical Anatomy	Graduate Faculty
Jamie Hinojosa	COM	Clinical Anatomy	Graduate Faculty
Kate Lesciotto	COM	Clinical Anatomy	Graduate Faculty
Mario Loomis	COM	Clinical Anatomy	Graduate Faculty
Amber Reynolds	COM	Clinical Anatomy	Graduate Faculty
Dennis Wooten	COM	Clinical Anatomy	Graduate Faculty
James Barker	COM	Clinical Skills	Associate Graduate Faculty
Kevin Kalinowski	COM	Educational Affairs	Associate Graduate Faculty
Shawn Staudaher	COM	Educational Affairs	Associate Graduate Faculty
Tessalyn Johnson	COM	Medical Student Affairs	Associate Graduate Faculty
Amber Sechelski	COM	Medical Student Affairs	Associate Graduate Faculty
Sanjeev Choudhary	COM	Molecular and Cellular Biology	Graduate Faculty
Hatem Elshabrawy	COM	Molecular and Cellular Biology	Graduate Faculty
Michael Griffin	COM	Molecular and Cellular Biology	Graduate Faculty
Owen Kelly	COM	Molecular and Cellular Biology	Graduate Faculty
Sureni Mullegama	COM	Molecular and Cellular Biology	Graduate Faculty
Yuan Zhao	COM	Molecular and Cellular Biology	Graduate Faculty
Courtney West	COM	Osteopathic Medicine	Associate Graduate Faculty
Charles Henley	COM	Osteopathic Medicine	Graduate Faculty
Jamie Eller	COM	Osteopathic Principles and Practices	Associate Graduate Faculty
Richard Geshel	COM	Osteopathic Principles and Practices	Graduate Faculty
Sharon Gustowski	COM	Osteopathic Principles and Practices	Graduate Faculty
Alexandra Herrera Martinez	COM	Physiology and Pharmacology	Associate Graduate Faculty
Hosam Abdelhady	COM	Physiology and Pharmacology	Graduate Faculty
Diego Alvarez	COM	Physiology and Pharmacology	Graduate Faculty

Graduate Faculty Membership

Revised: 7/11/23

Name	College	Department	Membership
Rebecca Andrews-Dickert	COM	Physiology and Pharmacology	Graduate Faculty
Mari Hopper	COM	Physiology and Pharmacology	Graduate Faculty
Kevin Lord	COM	Physiology and Pharmacology	Graduate Faculty
Petra Rocic	COM	Physiology and Pharmacology	Graduate Faculty
Sahar Soliman	COM	Physiology and Pharmacology	Graduate Faculty
Craig Boudreaux	COM	Primary Care and Clinical Medicine	Associate Graduate Faculty
Ouida Collins	COM	Primary Care and Clinical Medicine	Associate Graduate Faculty
Shannon Jimenez	COM	Primary Care and Clinical Medicine	Associate Graduate Faculty
Natasha Shah	COM	Primary Care and Clinical Medicine	Associate Graduate Faculty
Candace Walkley	COM	Primary Care and Clinical Medicine	Associate Graduate Faculty
Megan Woolford	COM	Primary Care and Clinical Medicine	Associate Graduate Faculty
Lesley Gardiner	COM	Primary Care and Clinical Medicine	Graduate Faculty
Townes Leigh, Jr.	COM	Primary Care and Clinical Medicine	Graduate Faculty
Mary Manis	COM	Primary Care and Clinical Medicine	Graduate Faculty
Ryan Marek	COM	Primary Care and Clinical Medicine	Graduate Faculty
Oluwaseun Olaiya	COM	Primary Care and Clinical Medicine	Graduate Faculty
Peggy Taylor	COM	Primary Care and Clinical Medicine	Graduate Faculty
Jill Dewey	COSET	Biological Sciences	Associate Graduate Faculty
William Godwin	COSET	Biological Sciences	Associate Graduate Faculty
Danielle Goodspeed	COSET	Biological Sciences	Associate Graduate Faculty
Autumn Smith-Herron	COSET	Biological Sciences	Associate Graduate Faculty
Mardelle Atkins	COSET	Biological Sciences	Graduate Faculty
Sibyl Bucheli	COSET	Biological Sciences	Graduate Faculty
Madhusudan Choudhary	COSET	Biological Sciences	Graduate Faculty
Jerry Cook	COSET	Biological Sciences	Graduate Faculty
Tamara Cook	COSET	Biological Sciences	Graduate Faculty
Juan Daza	COSET	Biological Sciences	Graduate Faculty
Anne Gaillard	COSET	Biological Sciences	Graduate Faculty
Chad Hargrave	COSET	Biological Sciences	Graduate Faculty
James Harper	COSET	Biological Sciences	Graduate Faculty
Sharmin Hasan	COSET	Biological Sciences	Graduate Faculty
Patrick Lewis	COSET	Biological Sciences	Graduate Faculty
William Lutterschmidt	COSET	Biological Sciences	Graduate Faculty

Graduate Faculty Membership

Revised: 7/11/23

Name	College	Department	Membership
Aaron Lynne	COSET	Biological Sciences	Graduate Faculty
Diane Neudorf	COSET	Biological Sciences	Graduate Faculty
John Pascarella	COSET	Biological Sciences	Graduate Faculty
Todd Primm	COSET	Biological Sciences	Graduate Faculty
Christopher Randle	COSET	Biological Sciences	Graduate Faculty
Monte Thies	COSET	Biological Sciences	Graduate Faculty
Amber Ulseth	COSET	Biological Sciences	Graduate Faculty
Justin Williams	COSET	Biological Sciences	Graduate Faculty
Jeffery Wozniak	COSET	Biological Sciences	Graduate Faculty
Benny Arney	COSET	Chemistry	Graduate Faculty
Dustin Gross	COSET	Chemistry	Graduate Faculty
Donovan Haines	COSET	Chemistry	Graduate Faculty
Meagan Hinze	COSET	Chemistry	Graduate Faculty
Christopher Hobbs	COSET	Chemistry	Graduate Faculty
Ilona Petrikovics	COSET	Chemistry	Graduate Faculty
Richard Schaugaard	COSET	Chemistry	Graduate Faculty
David Thompson	COSET	Chemistry	Graduate Faculty
Tarek Trad	COSET	Chemistry	Graduate Faculty
Adrian Villalta-Cerdas	COSET	Chemistry	Graduate Faculty
Darren Williams	COSET	Chemistry	Graduate Faculty
Christopher Zall	COSET	Chemistry	Graduate Faculty
Kirk Burns	COSET	Computer Science	Associate Graduate Faculty
Pat Ko	COSET	Computer Science	Associate Graduate Faculty
Min An	COSET	Computer Science	Graduate Faculty
Hyuk Cho	COSET	Computer Science	Graduate Faculty
ABM Islam	COSET	Computer Science	Graduate Faculty
Haodi Jiang	COSET	Computer Science	Graduate Faculty
Li-Jen Lester	COSET	Computer Science	Graduate Faculty
Fan Liang	COSET	Computer Science	Graduate Faculty
Quingzhong Liu	COSET	Computer Science	Graduate Faculty
Xing Liu	COSET	Computer Science	Graduate Faculty
Van Vung Pham	COSET	Computer Science	Graduate Faculty
Amar Rasheed	COSET	Computer Science	Graduate Faculty

Graduate Faculty Membership

Revised: 7/11/23

Name	College	Department	Membership
Narasimha Shashidhar	COSET	Computer Science	Graduate Faculty
Gary Smith	COSET	Computer Science	Graduate Faculty
Cihan Varol	COSET	Computer Science	Graduate Faculty
Bing Zhou	COSET	Computer Science	Graduate Faculty
Junkun Ma	COSET	Engineering Technology	Graduate Faculty
Recayi "Reg" Pecen	COSET	Engineering Technology	Graduate Faculty
Mahdi Safa	COSET	Engineering Technology	Graduate Faculty
Min Jae Suh	COSET	Engineering Technology	Graduate Faculty
Sumith Yesudasan	COSET	Engineering Technology	Graduate Faculty
Faruk Yildiz	COSET	Engineering Technology	Graduate Faculty
Samuel Adu-Prah	COSET	Environmental and Geosciences	Graduate Faculty
Donald Albert	COSET	Environmental and Geosciences	Graduate Faculty
Gang Gong	COSET	Environmental and Geosciences	Graduate Faculty
Ross Guida	COSET	Environmental and Geosciences	Graduate Faculty
John Harris	COSET	Environmental and Geosciences	Graduate Faculty
Joseph Hill	COSET	Environmental and Geosciences	Graduate Faculty
Mark Leipnik	COSET	Environmental and Geosciences	Graduate Faculty
Falguni Mukherjee	COSET	Environmental and Geosciences	Graduate Faculty
Velvet Nelson	COSET	Environmental and Geosciences	Graduate Faculty
John Strait	COSET	Environmental and Geosciences	Graduate Faculty
James Tiller	COSET	Environmental and Geosciences	Graduate Faculty
John Alford	COSET	Mathematics and Statistics	Graduate Faculty
Emma Bullock	COSET	Mathematics and Statistics	Graduate Faculty
Ferry Butar	COSET	Mathematics and Statistics	Graduate Faculty
Scott Chapman	COSET	Mathematics and Statistics	Graduate Faculty
Beth Cory	COSET	Mathematics and Statistics	Graduate Faculty
Brandy Doleshal	COSET	Mathematics and Statistics	Graduate Faculty
Di Gao	COSET	Mathematics and Statistics	Graduate Faculty
Rebecca Garcia	COSET	Mathematics and Statistics	Graduate Faculty
Damon Hay	COSET	Mathematics and Statistics	Graduate Faculty
Melinda Holt	COSET	Mathematics and Statistics	Graduate Faculty
William Jasper	COSET	Mathematics and Statistics	Graduate Faculty
Dustin Jones	COSET	Mathematics and Statistics	Graduate Faculty

Graduate Faculty Membership

Revised: 7/11/23

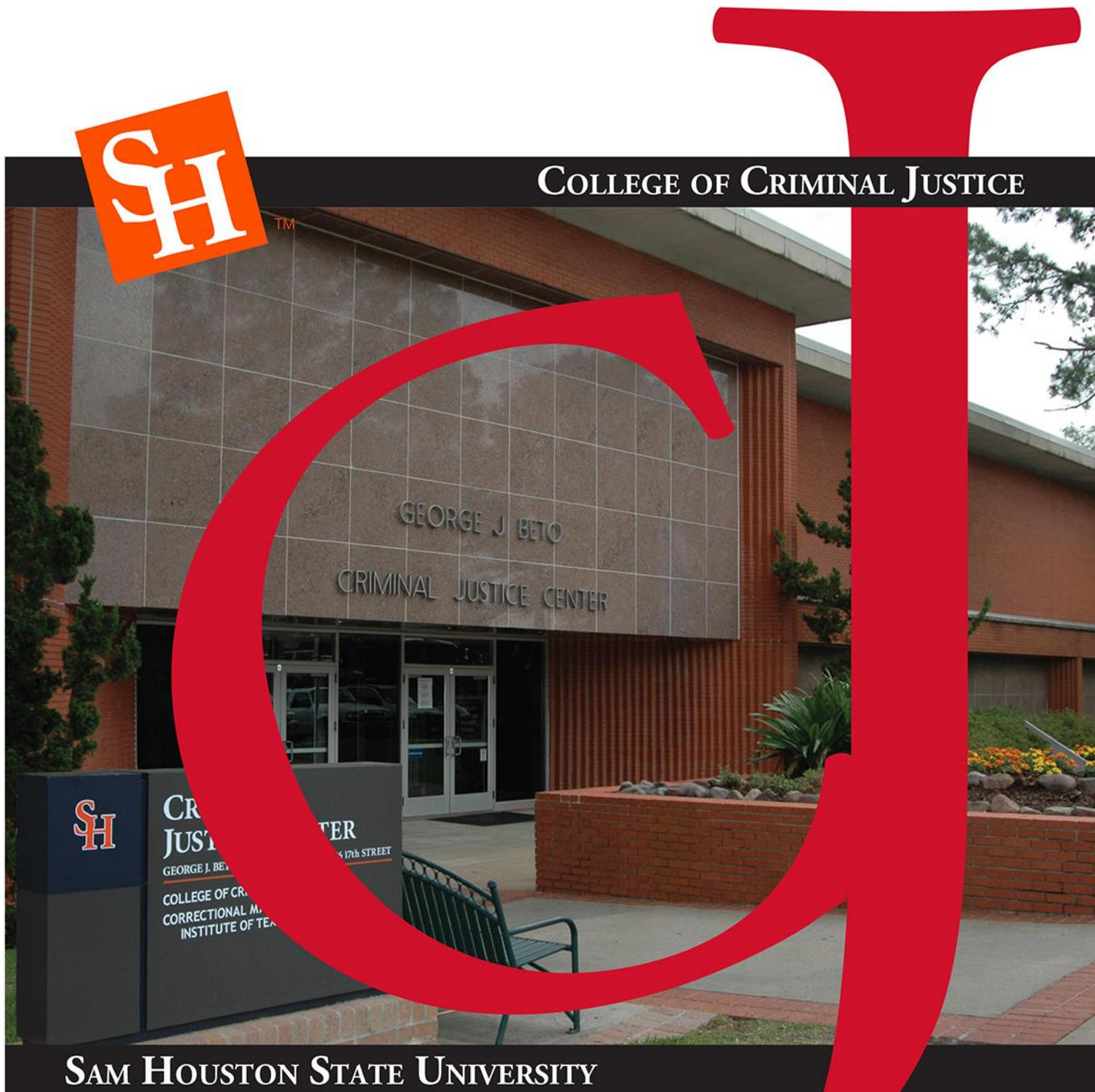
Name	College	Department	Membership
Paul Jung	COSET	Mathematics and Statistics	Graduate Faculty
Ram Kafle	COSET	Mathematics and Statistics	Graduate Faculty
Doo Young Kim	COSET	Mathematics and Statistics	Graduate Faculty
Naomi Krawzik	COSET	Mathematics and Statistics	Graduate Faculty
Brian Loft	COSET	Mathematics and Statistics	Graduate Faculty
Martin Malandro	COSET	Mathematics and Statistics	Graduate Faculty
Ananda Manage	COSET	Mathematics and Statistics	Graduate Faculty
Taylor Martin	COSET	Mathematics and Statistics	Graduate Faculty
Chi Phan	COSET	Mathematics and Statistics	Graduate Faculty
Supun Samarakoon	COSET	Mathematics and Statistics	Graduate Faculty
Stephen Scariano	COSET	Mathematics and Statistics	Graduate Faculty
Mary Swarthout	COSET	Mathematics and Statistics	Graduate Faculty
Ed Swim	COSET	Mathematics and Statistics	Graduate Faculty
Timothy Trujillo	COSET	Mathematics and Statistics	Graduate Faculty
Jianzhong Wang	COSET	Mathematics and Statistics	Graduate Faculty
Linda Zientek	COSET	Mathematics and Statistics	Graduate Faculty
Kaitlin Hopkins	COSET	School of Agricultural Sciences	Associate Graduate Faculty
Michael Moore	COSET	School of Agricultural Sciences	Associate Graduate Faculty
Darin Paine	COSET	School of Agricultural Sciences	Associate Graduate Faculty
Dwayne Pavelock	COSET	School of Agricultural Sciences	Associate Graduate Faculty
Joe Shannon	COSET	School of Agricultural Sciences	Associate Graduate Faculty
Terrance Waugh	COSET	School of Agricultural Sciences	Associate Graduate Faculty
Mark Anderson	COSET	School of Agricultural Sciences	Graduate Faculty
Jessica Suagee Bedore	COSET	School of Agricultural Sciences	Graduate Faculty
Marcy Beverly	COSET	School of Agricultural Sciences	Graduate Faculty
Danhong Chen	COSET	School of Agricultural Sciences	Graduate Faculty
Richard Ford	COSET	School of Agricultural Sciences	Graduate Faculty
Roozbeh Irani-Kermani	COSET	School of Agricultural Sciences	Graduate Faculty
Stanley Kelley	COSET	School of Agricultural Sciences	Graduate Faculty
Rafael Martinez	COSET	School of Agricultural Sciences	Graduate Faculty
Shyam Nair	COSET	School of Agricultural Sciences	Graduate Faculty
Timothy Pannkuk	COSET	School of Agricultural Sciences	Graduate Faculty
P. Ryan Saucier	COSET	School of Agricultural Sciences	Graduate Faculty

Graduate Faculty Membership

Revised: 7/11/23

Name	College	Department	Membership
Kyle Stutts	COSET	School of Agricultural Sciences	Graduate Faculty
Doug Ullrich	COSET	School of Agricultural Sciences	Graduate Faculty
Phil Urso	COSET	School of Agricultural Sciences	Graduate Faculty
Art Wolfskill	COSET	School of Agricultural Sciences	Graduate Faculty

DEPARTMENT OF CRIMINAL JUSTICE AND CRIMINOLOGY
M.A. AND PH.D. STUDENT HANDBOOK



MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

AY 23-24

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Orientation

The Graduate and Professional School hosts a Graduate Student Orientation event for incoming graduate students. The orientation covers a variety of topics including graduate school expectations, policies and procedures, computer resources, library resources, academic support services and more. The Graduate School produces a Graduate Student Orientation Handbook, which serves as a quick reference for new students. This handbook provides information on financial aid, fees and tuition, academic requirements, student support services and the library. Complete information is available in the Student Guidelines document and the Graduate Catalog, which is available online at <https://www.shsu.edu/home/catalog.html>. **Orientation for Main Campus is typically the Saturday before classes start.**

The Department of Criminal Justice & Criminology hosts a CJ Graduate Student Orientation, which covers a wide range of issues, including but not limited to, program overview, travel reimbursement guidelines, conference information, thesis/dissertation timelines, graduate student expectations, academic honesty & plagiarism, course scheduling, assistantships, payroll and insurance, Blackboard, academic grievance guidelines and policies. The Department of Criminal Justice and Criminology also provides peer mentors for incoming graduate students. First year students are paired with a current student in the program to help them make the transition to Sam Houston State University. You will meet your peer mentor at the CJ Graduate Student Orientation. **Orientation for the Department of Criminal Justice and Criminology is typically the Thursday before classes start.**

The University hosts the Graduate/Undergraduate Instructor Academy (GUIA) each semester. This is a professional development event designed to assist graduate instructors, instructional assistants, and graduate assistants with instructional training and resources. GUIA's goal is to aid departments in affording student employees with consistent, campus wide, professional development to better support student learning and success. GUIA offers FERPA and Title IX training that is mandated for our doctoral teaching assistants and graduate assistants. As such, students must attend GUIA training at least once per calendar year. **GUIA is typically held the Friday before classes start.**

Program Descriptions

Master of Arts Program

The Master of Arts in Criminal Justice and Criminology is designed to prepare graduate students for conducting research and actively participating in the development of knowledge in the areas of criminological theory and criminal justice administration. The curriculum is broad enough to satisfy these various interests. Students, who are planning careers in law enforcement, corrections, offender rehabilitation, or who wish for a deeper understanding of crime and the criminal justice system, should confer with the CJ Graduate Admissions Coordinator to develop a degree program plan that will support their particular career interests.

M.A. Admissions

Admission to the Master of Arts program is based on the Graduate Standards and Admissions Committee's (GSAC) assessment of the applicant's scores on the Graduate Record Examination, the undergraduate record, letters of recommendation from undergraduate professors, as well as the applicant's personal goal statement. In some instances, a personal interview will also be requested. Please submit all documents to the Office of Graduate Admissions.

Admission considerations include the following:

1. [Graduate Application](#)
2. [Application Fee](#)
3. Official transcripts of all academic work previously undertaken, including the undergraduate degree granted from an accredited institution in an allied field
4. Test scores from the Graduate Record Examination
5. Three letters of recommendation from undergraduate professors
6. A personal essay of the applicant's career goals and aspirations
7. **International students ONLY:** Test of English as a Foreign Language (TOEFL)—a minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) is required

A review of each student's application will be completed and admissions decisions will be made on a competitive basis.

The deadline for submitting applications to the Master of Arts program is **February 1** for the Fall semester. Late applications will be considered but are less likely to be granted admission and/or funded.

M.A. Degree Requirements

The Master of Arts degree in Criminal Justice and Criminology is a 36-hour degree which includes a thesis. Students must follow the Master of Arts schedule and maintain a 3.0 GPA in all courses.

Master of Arts in Criminal Justice and Criminology (Thesis)		
Required Courses		
CRIJ 5330	Critical Analys Of Justice Adm	3
CRIJ 5332	Perspectives In Criminology	3
CRIJ 5392	Survey Of Research Methods	3
CRIJ 5393	Legl Aspects Criminal Just Sys	3
CRIJ 6385	Stats For C J Research	3
CRIJ 6386	Stats for CJ Research II	3
Electives		
Select four of the 5000/6000 level graduate courses in CRIJ ¹		12
Thesis		
CRIJ 6398	Thesis Practicum	3
CRIJ 6099	Thesis ¹	3
Total Hours		36

¹ Once enrolled in [CRIJ 6099](#), students must enroll in this course in every semester until graduation. (See note below).

Note: Effective Summer 2012, graduate students will take thesis classes for 3 credit hours until they have completed the degree requirements (6 hours total for thesis). Students may then sign up for 1 credit hour for continuous enrollment. Students do not have to sign up for thesis classes during the summer if they are not working on their thesis or if they are not graduating. If students do not stay continuously enrolled, they will be retroactively enrolled in 1 semester hour and will be charged for the course.

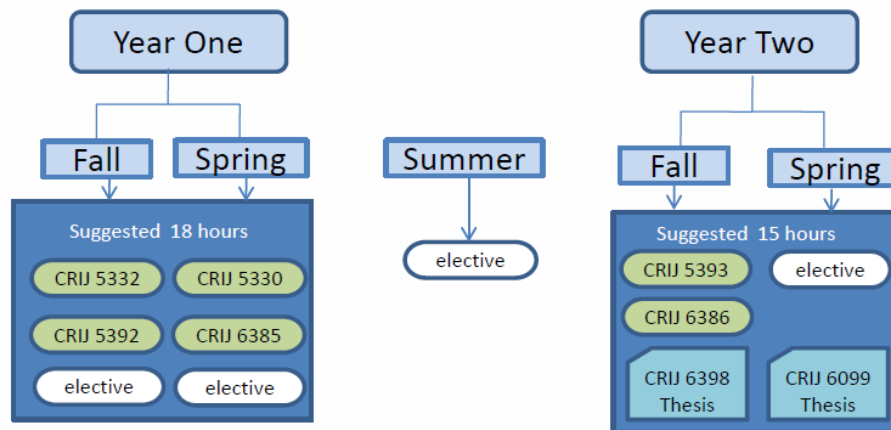
M.A. Course Descriptions

Master's Degree Core Required Courses

- **CRIJ 5332 Perspectives in Criminology**
(SH Prior Course ID: CJ 532); Students survey the field of criminology that emphasizes perspectives regarding the making of law, breaking of law, and societal responses to the breaking of law.
- **CRIJ 5392 Survey of Research Methods**
Students examine the theory and application of social science research techniques and designs, with a focus on the interpretation and use of research findings. Students who have not completed an introductory course in research methods within the past five years must take [CRIJ 3378](#) as a prerequisite.
- **CRIJ 5330 Critical Analysis of Justice Administration**
Students engage in an analysis of the criminal justice system in the United States that covers the role of justice agencies as part of societal response to crime, the knowledge base of the criminal justice system, issues, problems, and trends.
- **CRIJ 6385 Statistics for Criminal Justice Research (Stats I)**
Students review descriptive and graphical techniques for criminal justice and criminological research, including probability and sampling theory, the normal curve and statistical inference, Central Limit Theorem, Chi-square, T and F distributions, analysis of variance, and linear regression.
- **CRIJ 6386 Statistics for Criminal Justice Research (Stats II)**
Students cover statistical analyses and techniques such as reliability tests, factor analysis, and multiple imputation. Various modeling strategies are also covered, including logistic regression, ordinal regression, Poisson regression, and negative binomial regression.
Prerequisite: [CRIJ 6385](#).
- **CRIJ 5393 Legal Aspects of the Criminal Justice System**
Students study the aspects of law, which are relevant to, and essential for a better understanding of the criminal justice system and its related processes.
- **CRIJ 6398 Thesis Practicum**
Students are provided an overview of research strategies; principles of research writing; and procedures for initiating, executing, and completing a Thesis. Preparation and approval of a Prospectus. (Preliminary planning for the Thesis should begin during the first semester of graduate work; the student should enroll in [CRIJ 6398](#) after he/she has completed 12 semester hours of graduate work.)
- **CRIJ 6099 Thesis**
The completion and defense of the Thesis. The student must be registered in CRIJ 6099 the semester in which they receive their master's degree. Students must enroll in CRIJ 6099 every semester (except summer) for at least 1 credit hour until graduation.

Ideal M.A. Schedule

Department of Criminal Justice & Criminology Sam Houston State University Master of Arts Program Student Schedule



Required Coursework:

5330 Critical Analysis of Justice Administration
5332 Perspectives in Criminology
5392 Survey of Research Methods
5393 Legal Aspects of the Criminal Justice System
6385 Statistics for Criminal Justice Research
6386 Statistics for Criminal Justice Research II

Thesis Credit Requirements:

6398 Thesis Practicum
6099 Thesis

Electives (varies, example of recent course offerings):

5334 Courts as Organization
5363 The Juvenile Offender
6339 Police in Society
6360 Seminar in Deviant Behavior
6372 Seminar in Crim & Corrections
6093 Independent Studies in Criminal Justice
6394 Special Topics (Recent examples: Victimology, Biosocial Criminology)



12/11/2018

Ph.D. Program

A doctoral degree through the College of Criminal Justice will sharpen your analytical abilities, expand your expertise, and generate new intellectual skills and theories. We do not simply graduate students; we launch our doctoral graduates into successful criminal justice careers.

First- and second-year Ph.D. students are assigned to individual criminal justice faculty members as research assistants. These assistantships build the critical skills and credentials necessary to obtain a quality academic position upon graduation.

Third year Ph.D. students qualify for a doctoral teaching fellowship. After completing a specialized course in pedagogy, students may take full instructional responsibility of a criminal justice course and teach up to two courses a semester. These students are instructors, not instructional assistants.

Our alumni consistently expand our knowledge of current criminal justice professions and hold leadership positions in numerous academic associations across the field of criminal justice. The academic experience our students receive is enhanced by the quality of our [faculty](#), who hold a variety of interests and expertise among numerous career fields in criminal justice. A visiting lecturer program further expands our students' exposure to world-renowned scholars, illustrating the numerous career options with a criminal justice degree.

Ph.D. Admissions

1. [Graduate Application](#)
2. [Application fee](#)
3. A master's degree in Criminal Justice or an allied field
4. Official test scores from the Graduate Record Examination
5. Official undergraduate and graduate transcripts for all academic work (Note: Grades must show evidence of the ability to do doctoral level work)
6. Three letters of recommendation, preferably from faculty who are sufficiently acquainted with the student to comment on potential for success in the doctoral program
7. [Doctoral Follow-Up Application](#)
8. An original essay as described in the doctoral follow-up application
9. A current resume or vita
10. In some instances, a personal interview may be requested
11. **International students ONLY:** Test of English as a Foreign Language (TOEFL) unless they have completed a degree in the United States (Note: A minimum score of 550 (paper-based) or 213 [computer-based] is required)

A review of each student's application will be completed, and admissions decisions will be made on a competitive basis.

Applicants to the Ph.D. program are only admitted in the Fall Semester; applications are due **January 15**. Late applications will be considered but are less likely to be granted admission and/or funded.

Ph.D. Degree Requirements

Students should consult with the CJ Graduate Admissions Coordinator to design a course of study beyond the master's degree that will provide an in-depth knowledge in the areas of research and statistics, criminological theory, criminal justice administration and legal issues in criminal justice.

Students must register full-time, a minimum of nine credit hours per semester and must maintain a 3.0 grade point average.

The Doctoral degree requires 58 hours of 7000-level coursework.

Students must pass the doctoral qualifying examination in the form of a Research Assessment Portfolio. Students must also complete and defend a doctoral dissertation, which is the product of original scholarly research and is of such quality as to represent a meaningful contribution to knowledge in the field of criminal justice.

Ph.D. in Criminal Justice

Ph.D. in Criminal Justice		
Required Courses		
CRIJ 7333	Proseminar In C.J. Issues	3
CRIJ 7337	Criminological Theory	3
CRIJ 7340	Administration of Justice	3
CRIJ 7387	Research Design	3
CRIJ 7389	Advanced Statistics II	3
CRIJ 7442	Advanced Statistics I	4
Electives		
Select two of the following:		6
CRIJ 7334	Seminar In American Policing	
CRIJ 7336	Seminar In American Correction	
CRIJ 7338	Seminar In American Courts	
CRIJ 7375	Seminar in Legal Aspects of CJ	
Select seven 7000-level graduate courses in CRIJ		21
Dissertation		
CRIJ 8396	Dissertation	3
CRIJ 8397	Dissertation II	3
CRIJ 8398	Dissertation III	3
CRIJ 8099	Dissertation IV ¹	3
Total Hours		58

¹ Once enrolled in [CRIJ 8099](#), students must enroll in this course in every semester until graduation. (See note below).

Note

Effective Summer 2012, graduate students will take dissertation classes for three credit hours until they have completed the degree requirements (12 hours total). Students may then sign up for one credit hour for continuous enrollment. Students do not have to sign up for dissertation classes during the summer if they are not working on their dissertation or if they are not graduating or working on their portfolio. If students do not stay continuously enrolled, they will be retroactively enrolled in one semester hour and will be charged for the course.

Ph.D. Course Descriptions

Doctoral Degree Core Required Courses

- **CRIJ 7340 Administration of Justice**
This required course will focus on the theoretical understanding of individual, organizational and community behaviors in criminal justice and the research efforts necessary to advance our collective understanding. This course emulates classes offered by top-ranked criminal justice Ph.D. programs in the US.
- **CRIJ 7337 Criminological Theory**
Overview of the major paradigms focusing on the causes of crime and deviant behavior with special attention given to the social, political and intellectual milieu within which each perspective arose. The course will include a discussion of criminological theories from a philosophy of science perspective focusing upon such issues as theory construction, theoretical integration and the formal evaluation of theory.
- **CRIJ 7442 Advanced Statistics I**
Introduction to multivariate statistical techniques including multiple regression, logistic regression, discriminate analysis, multivariate analysis of variance, canonical correlation, factor analysis, cluster analysis and multidimensional scaling. Four (4) credit hours. (**Prerequisite:** [CRIJ 6385](#) or equivalent in past years.).
- **CRIJ 7387 Research Design**
Students engage in advanced study of scientific inquiry with an emphasis on the practical aspects of research design and implementation. Topics may include the philosophy of science; the relationship of sampling theory to statistical theory; studies in causation; non-experimental research; data systems and modern data processing techniques.
Prerequisite: CRIJ 7434 and consent of instructor.
- **CRIJ 7389 Advanced Statistics II**
Students engage in a survey of reliability analysis, loglinear, and logit loglinear analysis, nonlinear, weighted and two stage least-squares regression, probit analysis, survival analysis and Cox regression.
Prerequisite: CRIJ 7434.
- **CRIJ 7333 Proseminar in Criminal Justice Issues**
This course is designed to give doctoral students a current, thorough, and comprehensive review of the criminal justice system with a focus on how the system functions in theory and practice and current future needs and trends. Students are required to submit extensive critiques and to participate in panel discussions.
- **CRIJ 7375 Legal Aspects of the Criminal Justice System**
The course is the first legal course in a two-course sequence for criminal justice Ph.D. students. It lays the foundation for further study of how the law impacts the entire criminal justice system. It covers legal research, constitutional law, criminal procedure, criminal law, juvenile law.
- **CJ 7338 Seminar in American Courts**
Role and structure of prosecution, public defense and the courts in the United States jurisprudence with emphasis upon criminal law, and problems in the administration of justice.

- **CJ 7336 Seminar in American Corrections**

In-depth examination of the various issues and problems in corrections as they relate to administration and management. A variety of problems is explored, including the philosophical justification for prisons, personnel management, sentencing and its implications, community-based corrections, rehabilitation, judicial intervention, and correctional reform.

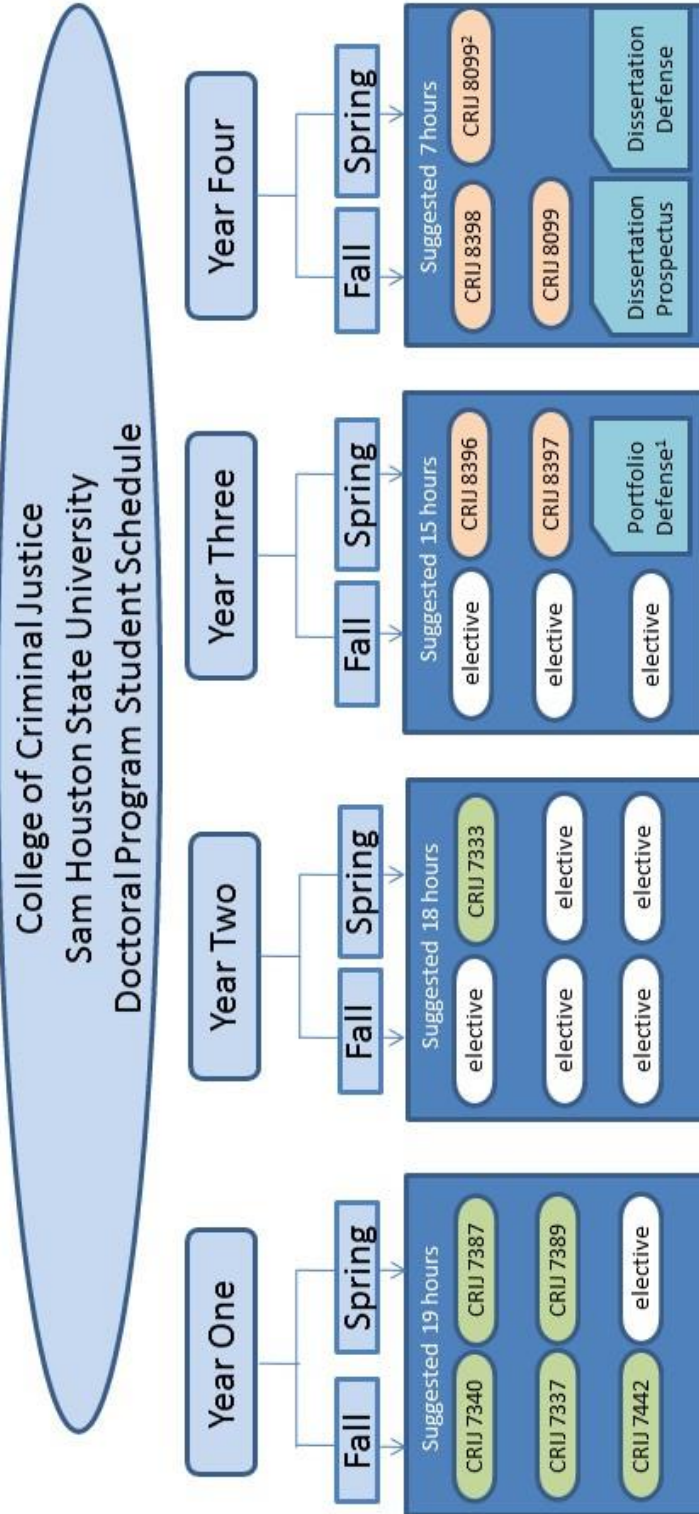
- **CJ 7334 Seminar in American Policing**

The course includes the philosophy and role of American policing, politics of policing, managing police organizations, police community relations, police operational and administrative practices, police research, police executive development, emergent issues, and problems in policing.

- **CRIJ 8396, 8397, 8398, 8099 - Dissertation**

Once the 12 hours of required dissertation credits are complete (8396, 8397, 8398, 8099), students must enroll in CRIJ 8099 every semester (except summer) for at least 1 credit hour until graduation.

Ideal Ph.D. Student Schedule



Required Coursework

7340 Administration of Justice
7337 Criminological Theory
7442 Advanced Statistics I
7387 Research Design
7389 Advanced Statistics II
7333 Proseminar in Criminal Justice Issues

Required Electives

Choose 2 of the following 4 courses:
7375 Legal Aspects of the CJ System
7338 Seminar in American Courts
7336 Seminar in American Corrections
7334 Seminar in American Policing

Dissertation Requirements

8396 Dissertation
8397 Dissertation II
8398 Dissertation III
8099 Dissertation IV²

¹Students are eligible to defend their Portfolio during the semester they are enrolled for completion of all of their coursework (with the exception of dissertation hours).

²Once the 12 hours of required dissertation credits are complete, students must enroll in 8099 every semester (except summer) for 1 credit hour until graduation.

Effective Fall 2015

12/03/2014

Ph.D. Portfolio

There are different models of what the Portfolio is meant to measure, and this flexibility is intentional. In fact, each doctoral student's Portfolio Committee has discretion in shaping the way the Portfolio is organized. According to the [Portfolio Policy](#) on page 2, Section 2(d): "Exactly what is required and/or accepted in any given Portfolio will vary from one student to another but all Portfolio Committees must agree that the work being completed for inclusion in the Portfolio is substantially the work of the student and/or that all collaborative projects have been reviewed and accepted. There is no "boilerplate" or "template" for a Portfolio. Each one completed may include considerably different contents depending on the requirements established by the Portfolio Committee."

The first step a student should take is to meet with a faculty member who has expertise in the area of the student's primary research interest. Once the student identifies a faculty member who is willing to serve as Portfolio Chair, the student should discuss with their Chair other potential faculty members to serve on the Committee. Ascertain if they are willing to serve.

Students are able to officially form their portfolio committees after completing their first year of coursework (18 credit hours). Download the "[Portfolio Committee Establishment Form](#)" from the CJ website and submit this form to the CJ Graduate Admissions Coordinator along with a statement describing why each committee member was chosen. This will get the process underway. The Director of CJC Graduate Programs and Department Chair, in consultation with the student and the faculty, provides final approval regarding faculty assignments for Portfolio Committees.

Next, students should have their initial expectations meeting with their Portfolio Committee to set the parameters of what the Committee expects for a successful Portfolio. During this meeting, the student should bring their vita, articles published, articles in press or forthcoming, papers he/she is working on for publication, etc. and will review their ideas for their portfolio with their committee. While there are no set rules for what should be included in a portfolio, at a minimum students must have at least two "publishable papers" as part of their portfolio and must be first author on at least one and first or second author on the other paper. The Committee has the final decision on the contents in the Portfolio. After an agreement is reached, the student downloads, from the CJ website, the "[Portfolio Expectations Initial Committee Meeting Form](#)", and obtains the required signatures. This form, along with a detailed memo outlining the agreed upon Portfolio expectations, is then submitted to the CJ Graduate Program Coordinator by the Portfolio Committee chair.

Then, students must meet the "Collaborative Requirements of the Portfolio Policy," which are specified in the [Policy](#) on page 2, section 2(b). The "Collaborative Requirements" may require a detailed letter from the student explaining their contribution to any collaborative projects in the Portfolio. If papers were started in classes, the student must get an email or a letter from the professor, who taught the class, saying the paper is the student's own work, and it is okay for the student to use it in their Portfolio.

Students are eligible to defend their portfolio during their final semester of coursework (not including dissertation hours). Once the Portfolio Committee determines the student is ready to 'orally defend' their Portfolio, the student must download, from the CJ website, the "[Declaration of Portfolio Defense](#)" form to get the signature from the Portfolio Chair. The form is then submitted to the CJ Graduate Admissions Coordinator. Thereafter, the Portfolio 'oral defense' can occur after a 7-day waiting period.

It is recommended that the student's final Portfolio oral defense be presented via a PowerPoint® presentation (see [Presentation Guidelines](#)). Students may want to develop themes over their research agenda and present them. On the other hand, students could pick a number of specific items agreed upon by their Committee for discussion during the oral defense of their Portfolio (e.g., two peer reviewed journal articles).

With respect to the Portfolio oral defense, whatever the student includes in the Portfolio would be suitable for questions and feedback from the Portfolio Committee and other audience members. Anyone in attendance can ask questions. Feedback can be oral, in writing or both. The Portfolio Committee makes the final determination on whether the student successfully defends their portfolio (high pass/pass/revise & resubmit/fail).

Finally, the [Portfolio Policy](#) (page 1, section 1) articulates three competencies that the Portfolio should demonstrate, and these would be appropriate for questions during the Portfolio oral defense:

- (1) Sophisticated understanding of the research literature in an area of study (identified by the Portfolio Committee), including focus on the important theoretical and research questions about that topic that remain unanswered and need to be addressed,
- (2) Ability to critically evaluate and integrate knowledge across the significant domains of interest within their specified area of concentration, and
- (3) Proficiency as writers with expert working knowledge of the research and analytical tools necessary to contribute to the scholarly literature in their research areas.

Students should be aware of the [Continuous Enrollment Policy](#), which states that students signing up for either the Portfolio Expectations Initial Committee Meeting or the Portfolio Defense are required to be enrolled for at least one class in the relevant semester, including summers. Students simply working on Portfolio compilation and employing only incidental and non-consequential University resources during the summer, are not required to be enrolled for this reason alone unless the Portfolio Expectations Initial Committee Meeting or the Portfolio Defense will occur during the summer session.

Note, however, that it is regarded as use of University resources to consult routinely with Portfolio Committee members, request members to review documents or otherwise consume non-incidental faculty time. Other University continuous enrollment requirements still apply.

Thesis/Dissertation

Thesis/Dissertation Guidelines

1. Spend some time looking at other theses/dissertations, especially those in your topic area. There is a list of all College of Criminal Justice theses/dissertations in the CJ Graduate Programs Office (A-212).
2. Get a copy of the [University Thesis/Dissertation guidelines](#).
3. Choose a topic area, research your topic, and develop an outline of the literature and methodology you are considering. Remember you want to have a well-thought-out proposal before you visit with the potential chair of your committee.
4. You may have to discuss your thesis/dissertation idea with several faculty members before selecting a chair. Once you have decided on your chair, speak with them about who should be on the committee as members.
5. Discuss your topic with potential committee members and ask them if they would be willing to serve on your thesis/dissertation committee. The Thesis/Dissertation Committee should be composed of a faculty member who has substantive expertise and knowledge of the topic and two readers from the College of Criminal Justice – all of whom are voting members. Outside readers may be on the committee, if appropriate, but are not voting members.
6. After speaking with your chair and committee members, arrange an appointment with the chair and present your proposal. Remember they will be more willing to work with you if you provide them with a well-developed topic. Do NOT go to a professor and say, “do you have any data? I want to do a thesis/dissertation.”
7. Develop an abstract and outline of the topic as necessary to complete the committee approval form located on the website http://www.shsu.edu/academics/criminal-justice/resources/thesis-diss_diss-committee.pdf. Also, complete the [Thesis and Dissertation Initiation Sheet](#) for The Graduate School.
8. Prepare for the prospectus defense. A prospectus is your formal research proposal. The prospectus should follow the style guidelines suggested in the [University Thesis/Dissertation Guidelines](#) (APA style). Prepare drafts for your chair and committee members (remember you can use services of the Writing Center – proof and style before you give any committee member a draft: do not waste their time with grammar and style issues). While some chairs require that students “defend” the first three chapters of their thesis/dissertation for their prospectus, others may accept less, while others may require more.
9. The prospectus defense is a meeting of your committee to formally approve your prospectus. The committee chair should submit the [Declaration of Defense](#) at least 7 days in advance along with a copy of the defense to the CJ Graduate Programs Office. The committee chair will direct this meeting. During the prospectus defense, you will be asked to present your proposal. This is followed by a discussion of your proposal. Generally, suggestions are made at that time to improve the design of the study. The committee will then meet in executive session to determine if you have successfully defended your prospectus. You will then be informed of their decision.
10. After a successful thesis/dissertation prospectus defense, students will incorporate the committee feedback and complete their thesis/dissertation. Once the student has finished their thesis/dissertation, the final defense meeting occurs. The thesis/dissertation chair should submit the [Declaration of Defense](#) at least 7 days in advance along with a copy of the defense to the CJ Graduate Programs Office. During the final defense, you will present a summary of your completed thesis/dissertation. The committee will evaluate your presentation using the Thesis/Dissertation Evaluation Rubric. After the presentation the committee will meet in executive session to determine if you have successfully defended your thesis/dissertation. You will then be informed of their decision.
11. Follow the [Thesis/Dissertation Timeline](#) located on the The Graduate School website to ensure you are meeting university requirements and deadlines.

[Thesis/dissertation templates](#) have been made available by The Graduate and Professional School office. These templates are designed to help students meet the formatting requirements for text, tables, figures and other features associated with the style of the thesis/dissertation document.

For more information, please visit the [Thesis and Dissertation](#) website.

Core Faculty

We have a diverse and experienced faculty. Faculty members, who teach in the M.A. and Ph.D. program, are listed below along with their research interests:

Dr. Andia M. Azimi axa205@shsu.edu

- Assistant Professor
- Victimology, Consequences of Victimization, Life-Course Criminology
- Dr. Azimi received her doctoral degree in Criminal Justice and Criminology from Georgia State University. Her key research interests include victimology, outcomes of victimization, and life-course criminology. Her current research focuses on the examination of various types and sources of social support, and how they influence the relationship between child maltreatment and negative outcomes, such as depression and delinquency, later in life.

Dr. Danielle Boisvert dxb014@shsu.edu

- Professor and Senior Associate Dean
- Biosocial Criminology, Behavioral Genetics, Life-Course/Developmental Criminology
- Dr. Boisvert received her doctoral degree in Criminal Justice from the University of Cincinnati. Her key research interests include life-course/developmental criminology, biosocial criminology, and behavioral genetics. Her current research focuses mainly on the examination of genetic and environmental influences on a variety of delinquent and criminal behaviors throughout the life course.

Dr. Wyatt Brown wbrown@shsu.edu

- Assistant Professor
- Institutional and community corrections, capital punishment, and criminological theory
- Dr. Brown received his doctoral degree in Criminology from the University of South Florida. Over the course of his career, he has worked on a range of projects focused on understanding the disparities that emerge in the criminal justice system, with a particular focus on corrections. His interests here are motivated by the expanded use of punishment and the inequalities that have emerged in the past decades.

Dr. Eric Connolly ejc025@shsu.edu

- Associate Professor and Director of Criminal Justice and Criminology Undergraduate Programs
- Antisocial Behavior, Biosocial Criminology, and Development/Life-Course Criminology
- Dr. Connolly received his doctoral degree in Criminology and Criminal Justice from Florida State University. His primary areas of interest include biosocial sources of risk and resilience for delinquency, developmental pathways to offending and violent victimization, and quantitative research methodology. His current research examines the influence of early life trauma (i.e., child maltreatment, head injury, and bullying victimization) on delinquent and mental health outcomes across the life course using family-based, quasi-experimental research designs.

Dr. Jay O. Coons derhund@shsu.edu

- Clinical Assistant Professor
- Policing, Police Leadership, Tactical Policing, Ethics, Corrections
- Dr. Jay Coons joined the Department of Criminal Justice and Criminology in 2018. He was a career practitioner having served with the Harris County Sheriff's Office in a variety of roles for over 36 years before retiring as a captain. Prior to joining the faculty full time, Dr. Coons served

as an adjunct instructor in SHSU's MS in Criminal Justice Leadership and Management program (2015-2018) and with the University of Houston/Downtown where he taught Statistics, Research Methods and several other courses (2004-2018). During his career, Dr. Coons was a founding member of the HCSO Bomb Squad, developed the HCSO SWAT Team, commanded two of the largest county jail facilities in the United States and retired as a patrol district commander. Dr. Coons graduated from the FBI National Academy (247th Session), the Bill Blackwood Leadership Command College (19th Session), the FBI Hazardous Devices School (B-1-86) and has served as an expert witness in a number of civil and criminal cases.

Dr. Miltonette Craig moc006@shsu.edu

- Assistant Professor
- Police-Community Relations; Race/Ethnicity and Crime; Courts and Sentencing; Prisoner Reentry
- Dr. Craig completed her Ph.D. at Florida State University and her J.D. at Georgia State University. Her primary research focus is on racial disparities in policing outcomes such as traffic stops and citizen complaints. In addition to her research, Dr. Craig teaches Criminal Law, Law and Society, and Alcohol, Drugs, and Crime.

Dr. Steven Cuvelier steve@shsu.edu

- Associate Professor
- Corrections, Computer Applications, Distance Learning, Research Methods/Statistics
- Dr. Cuvelier received his doctoral degree in Sociology from Ohio State University. He has been a consultant for local, state and federal projects in the study of the use of computer technology to aid in software development, computer simulations, population projects and policy evaluation.

Dr. Jared Dmello jrd094@shsu.edu

- Assistant Professor
- Terrorism, gangs, qualitative methods, international criminology, covert networks
- Dr. Dmello received his doctoral degree in Criminology & Criminal Justice (option in Terrorism Studies) from the University of Massachusetts Lowell. His current research interests focus primarily on collective action within the context of illicit networks, including both gangs and terrorism organizations. He studies the factors that cause individuals to engage in terrorist activity, extremist propaganda, the dynamics of conflict, and collective violence perpetrated by both extremist organizations and criminal street gangs.

Dr. Randy Garner rgarner@shsu.edu

- Professor and Associate Dean for Faculty Development
- Applied Social Psychology, Executive Leadership, Interpersonal Conflict, Management, Policing and Law Enforcement
- Dr. Garner received his doctoral degree in Psychology from the University of Houston. He is a Professor of Behavioral Sciences and former Associate Dean of the College of Criminal Justice. He has also served as founding Director of the Texas Regional Community Policing Institute (TRCPI) and as the Executive Director of the Law Enforcement Management Institute of Texas (LEMIT). Prior to coming to SHSU, Dr. Garner was the Associate Director of Behavioral Medicine at the University of Houston.

Dr. Jurg Gerber gerber@shsu.edu

- Professor

- Comparative/International Criminal Justice Issues, Criminology, Drug Use and Drug Control Policy, Environmental Crime, International Criminal Justice, White Collar/Corporate Crime
- Dr. Gerber received his doctoral degree in Sociology from Washington State University. He has been a member of the College's Faculty since 1990. Formerly the university's Director of International Programs (2001-05), he has held a number of other administrative positions. Gerber's specialty areas of expertise include criminology, white-collar crime, drug policy, and comparative criminology. He has co-edited two books on drug policy and has published on white collar crime, comparative criminology, and criminal justice education.

Dr. Elizabeth Hartsell enh033@shsu.edu

- Assistant Professor
- Courts, Problem-Solving and Alternative Courts, Program Evaluation, Treatment and Prevention Programming, Mental Health, Mixed Methods Research
- Dr. Hartsell received her doctoral degree from the University of Florida. Her skills include Interviewing actors of and people experiencing involvement in the criminal justice system; survey creation, administration, and analyses; administrative & original data collection, management, entry, and analyses; mixed methods research design; quantitative data analysis using Stata; qualitative observation data collection and analyses.

Dr. Jason Ingram jri004@shsu.edu

- Professor, Assistant Department Chair, and Graduate Program Director
- Police Culture, Use of Force, Supervision
- Dr. Ingram received his doctoral degree in Criminal Justice from Michigan State University. His primary research interest focuses on police culture. Specifically, his work examines how cultural attitudes are shaped by officers' work environments, and how culture influences police practices. Other research interests include police use of force, and the role of first line supervisors in agencies.

Dr. Laura Iesue lti002@shsu.edu

- Assistant Professor
- International/Comparative Criminology; Democratic Policing; Law and Society; Migration, Displacement, Refugee Studies; Conflict and Violence; Criminal Justice; Project Evaluation and Implementation
- Dr. Iesue received her Ph.D. from the University of Miami. Her specialization is in comparative criminology, race, ethnicity, and immigration studies. She incorporates criminological and sociological theories to research violence in communities and assess how individuals cope with violence. This line of research also includes evaluating global criminal justice policy responses that are aimed at reducing violence.

Dr. Bitna Kim bitna.kim@shsu.edu

- Professor
- Evidence-Based Crime Prevention Practice, Program, And Policy and Meta-Analysis; International And Comparative Criminology; Partnerships In Criminal Justice Systems: Police, Community Corrections, Mental Health Professionals, Researchers; Rape; Intimate Partner Homicide; Domestic Homicide/Violence; Prison Rape; Campus Carry Gun And School Violence; Social Inequality: Gender, Race, And Class.
- Dr. Bitna Kim received her Ph.D. in Criminal Justice from Sam Houston State University (SHSU). Her scholarship covers various criminological areas, including evidence-based program/policy

evaluations, multi-agency partnerships, and international/comparative criminology and criminal justice. She was named a *Beto Chair Resident Scholar* in 2016 by SHSU. She was a recipient of a *Minority Mentorship Grant Award* and the *Outstanding Mentor Award* from the Academy of Criminal Justice Sciences (ACJS). In 2017, she was officially approved as the national expert in the Crime & Justice Research Alliance (CJRA) and in 2022, she was appointed as one of eight CJRA board members. Dr. Bitna Kim was elected as the incoming 2nd vice president of ACJS – she is the first female Asian president of an international organization in criminal justice and criminology discipline.

Dr. Alexander Kinney abk017@shsu.edu

- Assistant Professor
- Criminal Justice Policy and Reform, Drugs and Crime, International Political Violence, Semi-Legal Industries and Markets, Narrative Analysis, Automated Text Analysis
- Dr. Kinney received his doctoral degree from the University of Arizona. He is a sociologist that utilizes mixed methods to study gray markets and the dynamics of politically motivated violence. Broadly, he works at the theoretical intersection of crime, law, and deviance, political sociology, and economic sociology. Specifically, he has two current research programs: 1. Studying how semi-legality is a professional asset and liability for commercial cannabis businesses in the United States, and 2. Utilizing innovative computational text analysis techniques to study the motivations for, and consequences of, terrorism, mass shootings, and human rights violations.

Dr. Stuti Kokkalera sxk078@shsu.edu

- Assistant Professor
- Decision-Making in the Criminal Justice System, Parole, Juvenile Offending, Juvenile Justice Policies, Mixed Research Methods
- Dr. Kokkalera received her doctoral degree in Criminology and Criminal Justice from Northeastern University. She also has a Master of Laws (LLM) from Georgetown University Law Center and a law degree from India. Her research examines different aspects of state discretionary release practices as they impact juveniles sentenced to life. She is also interested in cross-country comparative research on juvenile offending.

Dr. Wanda Leal wel004@shsu.edu

- Assistant Professor and Director of Academic Programs
- Substance Use and Abuse; Drug Policy; Sports and Crime; Life-Course Criminology; Criminological Theory
- Dr. Leal received her Ph.D. from Florida State University in Criminology & Criminal Justice. Her main areas of research include drug use and drug policies, sports and crime, life-course criminology, and criminological theory.

Dr. HeeJin Lee hxl040@shsu.edu

- Assistant Professor
- Developmental/Life-Course Criminology—Offender Identity And Desistance; Testing Criminological Theories; Cognitive/Perceptual Criminology—Including Use Of Virtual Reality Technology; Corrections—Offender Redemption And Reentry; Quantitative Research
- Dr. Lee received her Ph.D. degree from the University of Cincinnati. Her main interests include the impact of narrative identities on offender desistance, criminal decision-making, perceptual deterrence, criminology theory, and the relationship of generational membership to support for progressive correctional policies.

Dr. Peter Lehmann psl003@shsu.edu

- Assistant Professor
- Juvenile Justice and Delinquency, Social Threat and Social Control, Race, Ethnicity, and Punishment and School Safety and School Discipline.
- Dr. Lehmann received his doctoral degree in Criminology and Criminal Justice from Florida State University. His research interests include juvenile justice and delinquency, race, ethnicity and punishment, and public opinion on crime and criminal justice policy. His current research focuses on criminal sentencing disparities and the effects of various forms of social control on reoffending.

Dr. Dennis Longmire longmire@shsu.edu

- Professor
- Capital Punishment, Citizen/Public Attitudes Toward Crime and Justice, Crime Rates and Trends, Insanity/Competency to Stand Trial, Public Opinion on Crime, Substance Abuse/Substance Abuse Treatment
- Dr. Longmire received his doctoral degree in Criminology and Sociology from the University of Maryland. He joined the faculty of the College in 1984, and has served as Assistant Dean for Graduate Programs (1984-1986), Associate Dean for Academic Administration (1986-1993) and is currently a member of the Faculty Senate. His academic specialties include the death penalty, public perceptions of crime, criminality, and criminal justice, the classification of offenders and criminological theory.

Dr. Holly Miller hmill@shsu.edu

- Professor
- Clinical Psychology Assessment/Training, Cultural Diversity Assessment and Training, Law Enforcement Administration/Leadership, Malingered Mental Illness, Offender Risk Needs Assessment, Psychopathy, Sex Offenders and Treatment, Special Needs/Assessment of Offenders
- Dr. Miller received her doctoral degree in Clinical Psychology (Forensic Emphasis) from Florida State University. Her teaching, research, and consulting interests include psychological assessment, malingered mental illness, psychopathy; offender risk/need assessment, sexual offenders, law enforcement leadership assessment and human diversity training. Dr. Miller's current research focus examines offender risk and treatment need, human diversity training within criminal justice education/settings and sexual offenders.

Dr. Chelsey Narvey cxn042@shsu.edu

- Assistant Professor
- Corrections, Theory, Developmental Psychopathy
- Dr. Narvey received her doctoral degree in Criminology and Criminal Justice from the University of Texas at Dallas. Her research interests include telemedicine and the ways it can be used in correctional settings, as well as the role of empathy in life-course development.

Dr. John Navarro jxn044@shsu.edu

- Assistant Professor
- Victimology, Corrections, Public Policy, Communities & Social Ecology, Methodologies, Spatial Analyses

- Dr. Navarro received his doctoral degree in Criminal Justice from the University of Louisville. His research focuses on identifying techniques for reducing and/or preventing emerging forms of victimization. His current research projects include the socioeconomic implications of registered sex offenders in communities and attitudes of rape myth among various subcultures of university students.

Dr. Willard Oliver woliver@shsu.edu

- Professor
- Historical Perspectives of Criminal Justice, Policing, Public Policy of Crime and Criminal Justice
- Dr. Oliver received his doctoral degree in Political Science from West Virginia University. His areas of expertise include policing (e.g., police stress, small-town and rural policing, community policing, and Homeland Security & policing), public policy of crime and criminal justice, and the history of criminal justice. Dr. Oliver's current research includes an analysis of the presidents' use of symbolic rhetoric in their crime speeches and their use (and misuse) of signing statements.

Dr. Erin Orrick eorrick@shsu.edu

- Associate Professor, Department Chair, and Research Director of the Correctional Management Institute of Texas (CMIT)
- Corrections, Prisoner Reentry and Recidivism, Criminal Careers, Criminal Justice Policy, Research Methods
- Dr. Orrick earned her doctoral degree in Criminology from the University of Texas at Dallas. Her research specializes in the field of corrections, including contemporary issues, prisoner reentry and recidivism, as well as, criminal careers and criminal justice policy.

Dr. Javier Ramos jxr248@shsu.edu

- Assistant Professor
- Immigration and crime, Communities and crime, Research and public policy
- Dr. Ramos received his doctoral degree in Criminology and Criminal Justice from Florida State University. His research interests include immigration and crime, communities and crime, prisoner reentry, and research and public policy.

Dr. Ryan Randa ryan.randa@shsu.edu

- Associate Professor
- Fear of Crime and Behavioral Adaptation, Environmental Criminology and Crime Prevention through Environmental Design
- Dr. Randa received his doctoral degree in Criminal Justice from the University of Cincinnati. He has been involved in a wide range of criminal justice and criminological research projects including juvenile and adult probation, inmate risk and needs assessment, student fear of victimization and crime prevention through environmental design and change. Dr. Randa's current research interests include fear of crime, adaptive behaviors, and opportunity-based theories of crime.

Dr. Jonathan C. Reid, jcr108@shsu.edu

- Assistant Professor
- Race/Ethnicity and Crime; Historical Context; Social Movements; Constitutional Law; Criminological Theory; Police Community Relations; Victimization; Socio-Political Inequalities

- Dr. Jonathan Reid received his doctoral degree in Criminology and Criminal Justice from Florida State University. His research focuses on institutional inequalities in the economic, social and political realms and how these racial inequalities impact criminal offending and outcomes.

Dr. Mitchel Roth icc_mpr@shsu.edu

- Professor
- Historical Perspectives of Criminal Justice, History of Crime and Crime Control, History of Policing and Corrections, History of Terrorism, Organized Crime, Pre-Teen Homicide
- Dr. Roth received his doctoral degree in History from the University of California, Santa Barbara. His areas of interest include terrorism, organized crime, comparative policing, history of criminal justice and related issues

Dr. Danielle Rudes dsr035@shsu.edu

- Professor
- Organizational change, community corrections (probation/parole), prisons, law & society, reentry, problem-solving courts, implementation studies, street-level bureaucrats, and qualitative methods
- Dr. Danielle Rudes received her Ph.D. from George Mason University. She is an expert qualitative researcher whose methods include ethnographic observation, interviews, and focus groups with nearly two decades of experience working with corrections agencies at the federal, state and local county levels including prisons, jails, probation/parole agencies and problem-solving courts. She is recognized for her work examining how social control organizations and their middle management and street-level workers understand, negotiate, and at times, resist change.

Dr. Elisa Toman etoman@shsu.edu

- Assistant Professor
- Theories of Punishment, Trends in Criminal Sentencing, Experiences with the Corrections System
- Dr. Toman received her doctoral degree in Criminology from the University of South Florida. Her research focuses on theories of punishment, trends in criminal sentencing and the implications of individuals' experiences with the corrections system.

Dr. Michael Vaughn mvaughn@shsu.edu

- Professor
- Constitutional Law, Correctional Law/Prison Law, Criminal Law, Criminal Procedure, Legal Liabilities of Criminal Justice Personnel, Prison Health Care, State Tort Law
- Dr. Vaughn received his doctoral degree in Criminal Justice from Sam Houston State University. Dr. Vaughn's research interests are primarily related to legal issues in criminal justice, specializing in the area of legal liabilities of criminal justice personnel. He has served as Book Review Editor of the *Journal of Criminal Justice Education* (1993-1996), Editor of *Police Forum* (1997-2001), Editor of the *Criminal Justice Review* (2001-2005), and Editor of the *International Criminal Justice Review* (2001-2005).

Dr. William (Bill) Wells william.wells@shsu.edu

- Professor, Research Director of the Law Enforcement Management Institute of Texas (LEMIT), Director for the Center for Intelligence and Crime Analysis
- Guns/Gun Policy, Policing and Law Enforcement, Research Methods/Statistics

- Dr. Wells received his doctoral degree in Criminal Justice from the University of Nebraska at Omaha. His research interests include police practices to prevent and reduce crime, police use of forensic evidence, criminal justice responses to gun crimes.

Dr. Cassandra Young, cmg125@shsu.edu

- Assistant Professor
- Black Feminist Thought/Black Feminisms and knowledges, police/community interaction with a gender lens, race and violence against women and girls, criminological theory, social justice, and anti-trafficking activism
- Dr. Young received her doctoral degree from the University of Colorado-Boulder. Her research examines the phenomenon of domestic human trafficking utilizing and intersectional criminological framework. Within this research, I focus on the experiences of Black individuals as both victims and perpetrators of trafficking and how their intersecting identities of race, class, gender, and sexuality may interact with trafficking experience and the criminal justice system.

Dr. Yan Zhang zhangyan@shsu.edu

- Professor
- Crime Mapping and Crime Analysis, Crime and Victimization, Policing Intervention Program Evaluation, Sentencing Policies and Outcomes, Social Ecological Contexts of Delinquency, Spatial Temporal Interaction of Crime
- Dr. Zhang received her doctoral degree in Criminal Justice from Michigan State University. She specializes in crime mapping and crime analysis, sentencing policies and outcomes, and quantitative research methods.

Dr. Jihong (Solomon) Zhao jzhao@shsu.edu

- Professor
- Community Policing, Contemporary Issues
- Dr. Zhao received his doctoral degree in Political Science from Washington State University. He taught previously at the University of Nebraska-Omaha, Washington State University, and Shanghai College of Police and served as Senior Research Analyst for the Bureau of Research, Ohio Department of Correction.

Registration

Once accepted to Sam Houston State University, students may register for classes during the scheduled registration periods. Registration schedules may be found in the Schedule of Classes at https://ssb.shsu.edu/BANPROD8/bwckschd.p_disp_dyn_sched.

The Office of the Registrar can facilitate the registration process for graduate students. The registration process involves students selecting courses from the online schedule and add/drop periods in order to create a schedule. Registration is done online through MySam. Registration how-to's are located at <http://www.shsu.edu/dept/registrar/students/registration/how-to.html>. For more information, please contact the Office of the Registrar at 936-294-1040 or at registrar@shsu.edu

Normal Load

The normal load for a full-time graduate student is nine to twelve hours per Fall or Spring semester and six hours in the Summer. Students enrolled in master's and doctoral degree programs should enroll in a minimum of nine graduate hours in the Fall and Spring semesters and six hours in the Summer to be considered a full-time graduate student.

Master's degree students desiring to enroll in more than twelve graduate hours in any one semester must obtain approval from the dean of the college in which they are enrolled. Doctoral students, desiring to enroll in more than nine graduate hours, must obtain approval from the dean of the college in which they are enrolled.

It is important to note that the University requirements for full-time status and requirements of various financial aid programs may differ. It is recommended that students consult with the [University Student Financial Aid Office](#) to determine how assistantships and fellowships may impact their financial aid.

Course Load for Graduate Assistants

Graduate students employed by the University at least half time as assistant instructors, research assistants or teaching assistants should enroll in a minimum of six graduate hours per semester to be considered a full-time graduate student. The maximum course enrollment load for graduate assistants on one-half time employment is nine hours per semester or three hours per summer session. Graduate assistants on less than a half-time assistantship may have their maximum course load authorization increased proportionately by the appropriate department/school chair. For more information on the employment of graduate assistants, refer to [Academic Policy Statement 890303](#)

Advising

Academic advising, mentoring and career advising, and placement services occur at two levels.

University-Level Student Support

The Student Advising and Mentoring Center (SAM Center) at Sam Houston State University offers academic counseling and enrichment services to graduate students.

The SAM Center is a resource dedicated to helping students adjust to academic life and services available including career testing, aid with time management and/or study skills.

The SAM Center is located on the first floor of The College of Humanities and Social Sciences Building (CHSS) in rooms 170 & 190.

Department-Level Student Support

Academic advising also takes place within the Criminal Justice and Criminology Department to ensure that students are making adequate progress in the program. The department houses a full-time Graduate Coordinator, who assists students with admissions, registration, course scheduling, thesis/portfolio/dissertation, scholarships, and assistantships.

The Director of CJC Graduate Programs also provides assistance to students on a regular basis to ensure that all students meet degree plan requirements, are aware of professional development opportunities (practice presentations, conferences, brown bags) and assistantship/fellowship availability. The Director of CJC Graduate Programs seeks to meet individually with each student at strategic points during the program to discuss student research interests, selection of electives, assistantships, teaching performance, thesis/dissertation progress, job applications, references, interview strategies, career goals, etc.

The Graduate Development and Assessment Committee (GDAC) is a committee formed by the Department of Criminal Justice & Criminology at Sam Houston State University within the College of Criminal Justice. GDAC's main charge is to assist MA and PhD graduate students in their professional development and to provide opportunities and resources for development.

The Criminal Justice and Criminology faculty may also provide informal advising and career advice on an ongoing basis.

Peer Mentoring

Peer mentoring in the Department of Criminal Justice and Criminology partners a senior graduate student and incoming graduate student in order to foster professional growth, and to provide guidance and assistance to the new student. Peer mentors-mentees are matched, whenever possible, on the basis of common research interests and backgrounds, as well as, overlapping faculty assignments.

Initially, the mentorship program should be used as a building block to make connections and develop relationships with other graduate students and faculty members. The philosophy behind mentoring is that it should be mutually beneficial. The mentee gains knowledge, support, and information, while the mentor develops professional skills that will be continuously relied upon in academic and professional careers.

Mentorship Objectives

- Increase knowledge of the Department of Criminal Justice and Criminology and the surrounding communities
- Facilitate a sense of community between mentee and Criminal Justice and Criminology Graduate Student Organization (GSO) and other graduate students
- Decrease feelings of isolation during the new student adjustment process
- Introduce supportive tools, teaching/studying skills, and available resources to help achieve a personal and professional balance

Strategies for Success

- Identify the mentee's needs, and help to address student concerns
- Define excellence, and what is expected of graduate students from a student's perspective
- Ask reflective, open-ended questions to guide the mentee toward a comparison of their current methods versus effective practices for graduate school success
- Guide the mentee toward setting a goal for improvement through open-ended questions regarding future plans and timelines
- Provide a low-risk, positive, and supportive environment
- Provide encouragement and support for the mentee's growth effort, and celebrate milestones attained. (Think of things that you wish someone would have celebrated your first year!)

Examples and Suggestions

- Discussing time management strategies
- Encouraging professional development through involvement in department events
- Offering insights on class/work support through shared personal experiences
- Attending social events together to increase feelings of acceptance and comfort

Ten Guidelines for Mentors & Mentees

MENTORS
1. Remember your 1 st year in grad school
2. Maintain confidences and build trust
3. Know your limitations
4. Keep your promises
5. Listen and ask questions
6. Reach out to newer students
7. Be open and honest with advice
8. Maintain professionalism
9. Commit to continuous learning
10. Be yourself!

MENTEES
1. Clarify your needs and expectations
2. Maintain confidences and build trust
3. Learn from your mistakes
4. Be receptive to feedback
5. Keep your promises
6. Bring more than just your problems
7. Appreciate your mentor's time
8. Maintain professionalism
9. Commit to continuous learning
10. Be yourself!

Suggested Mentorship Checklist

Peer mentoring helps new students in their transition to SHSU and graduate school with added support, insight regarding courses and workloads and facilitation of professional relationships and friendships that are necessary for success. As part of this commitment, there are a number of tasks, events, and conversations that could be covered throughout the course of the first semester.

Campus

- ☐ Library/Website Access Info
- ☐ Bookstore/Student Services
- ☐ Health Services
- ☐ Dining Locations
- ☐ Parking

Social

- ☐ Contact mentee over the summer
- ☐ Assist with housing/moving questions or needs
- ☐ Attend mentor luncheon with mentee
- ☐ Attend CJ GSO BBQ with mentee
- ☐ Introduce mentee to other graduate students with similar interests
- ☐ Introduce mentee to faculty members
- ☐ Attend CJ GSO events
- ☐ Discuss Huntsville (and surrounding areas) hotspots/ resources

CJ Building

- ☐ Tour of building
- ☐ Mailboxes
- ☐ Office spaces
- ☐ Rising Roll
- ☐ Introductions to Administrative Staff
- ☐ IT: IT@ SAM (936) 294-1950

Coursework/Assistantship

- ☐ Discuss first year courses
- ☐ Discuss strategies for effective time management
- ☐ Discuss the meaning of an assistantship compared with personal research projects

Relationship Building

- ☐ Check in with them the first week of school
- ☐ Periodically meet/ check in with your mentee regarding courses, research interests, and continued questions
- ☐ **HAVE FUN!**

Information Sources:

Melanson, Mark Dr.: Mentors & Mentees. Rules for Success

Sweeny, Barry: The International Mentoring Association (mentoringassociation.org)

Academic Expectations

Grading System

Four grades are given in graduate courses at the University:

Grade	Denotation
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A	Academic Excellence
B	Acceptable Performance
C	Passing, but Insufficient Performance
F	Failure

The mark "IP" denotes "in progress" and is given in thesis/dissertation and other courses, which cannot be completed within one semester.

The mark "CR" denotes "credit."

The mark of "W" denotes "withdrew" and is given for resignations.

The mark "X" denotes "incomplete." If the student meets the prescribed requirements of the course before the end of the next long academic semester (fall or spring; the summer term is not considered a long semester for X grade submissions) after the "X" is given, the student will receive the grade earned; otherwise, the mark "X" will automatically be changed to an "F."

The mark of "Q" is assigned to courses dropped from the thirteenth class day, for a Fall or Spring semester, or from the fifth class day, for a summer session, through the last class day but prior to any final exams being taken or course completion specified in the [Academic Calendar](#). Courses with the mark of "Q" will not be counted as courses attempted and will not be included in determining grade point averages. No schedule changes may be made after the deadlines specified in the [Academic Calendar](#). A course dropped after the stated deadline is entered on the student's permanent record with a grade of "F."

Academic Honesty

The University expects students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experience both in and out of the classroom. Accusations of academic dishonesty, proceedings and subsequent disciplinary actions are addressed in The Texas State University System, Board of Regents policy on Academic Honesty, [Chapter VI, Subsection 5.3, "Academic Honesty"](#) and in the University's Academic Policy Statement [810213, "Procedures in Cases of Academic Dishonesty."](#)

The Graduate Faculty expect students to conduct academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the program and/or University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion, the abuse of resource materials and misrepresentation of credentials or accomplishments. If you have any questions/concerns about academic dishonesty, contact your Program Director.

Scholastic Expectations

A minimum grade point average of 3.0 (on a 4.0 scale) is required in all graduate course work. All grades earned in courses listed for graduate credit on the student's official Degree Plan will be utilized in computing the grade point average. A grade earned at another institution may not be used to remove a grade deficiency earned at SHSU. Semester hours of credit earned at another institution shall be recorded as received but not utilized in computing the student's SHSU overall grade point average. Only those transferred courses from accredited institutions in which a grade of A or B was earned, and which are accepted toward an official degree program, may be applied toward a degree (see Transferred Credit).

Academic Probation and Suspension

A minimum grade point average of 3.0 is required in all graduate course work. All grades earned at SHSU (A, B, C, F) in courses listed for graduate credit on the student's official Degree Plan will be included in computing the grade point average. The marks of Q, W, CR, NC, IP, and X are not counted as hours attempted in computing the SHSU grade point average.

A graduate student who falls below a 3.0 SHSU grade point average at the close of any semester or summer semester during which one or more semester hours are attempted will be placed on probation. Two summer sessions are equivalent to one long semester. If an enrolled student on probation fails to achieve a minimum of a 3.0 SHSU grade point average at the close of the next semester following the start of the probation, the student will be terminated from graduate studies.

A graduate student who earns a grade of F in any graduate course at SHSU will be terminated from graduate studies.

A student who earns a grade of C in any course at SHSU (repeated or distinct course) within the academic program may have their graduate status reviewed by a committee of the department or college graduate faculty. The committee will recommend an appropriate remediation for the student.

A student who fails to meet any approved program-specific standards for academic performance, including professionalism standards, in consonance with section 7.04 of [Academic Policy Statement 910312](#) may be dismissed from the program and not permitted to register for courses in the program.

Any appeal for a review of the termination of graduate status should be directed in writing through the graduate advisor of the program, then to the chair of the department, then to the academic dean of the college, and finally to the Provost and Vice President for Academic Affairs.

If a student wishes to pursue a different program after being terminated from the original program, the student must complete the admissions process and be accepted into the new program. A student must be in Academic Good Standing in order to change to a new program **or** receive a release from the academic program, academic dean of the college, and Dean of The Graduate School. Once accepted to the new program, the previous program must release the termination block in the Registrar's Office before the student can register in the new program.

Scholarships and Assistantships

All students, who apply to the M.A. and Ph.D. Criminal Justice and Criminology Graduate Programs, are automatically considered for Financial Assistantships. The department offers an array of scholarships, fellowships, teaching assistantships, research assistantships, and teaching instructorships to assist graduate students in pursuing their degrees. The awards are made on the basis of academic merit as evidenced by a student's score on the Graduate Record Examination, grade point average during both undergraduate and graduate level coursework, and the nature of courses completed at all academic levels.

Funding is awarded on a competitive basis. Funding in subsequent semesters is contingent upon sufficient academic progress and quality of student work on their assistantship.

University Employment Policy

Per Academic Policy 890303: Employment of Graduate Assistants (section 2.03):

Graduate students on an assistantship may not hold other salaried positions from the University. An exception to this rule may be made with the written approval of the appropriate academic dean. A graduate student on an assistantship may not be employed more than a combined total of a 0.70 full-time equivalent (FTE) from all sources of funding.

Dr. Larry Hoover Summer Research Fellowship

The Larry Hoover Summer Research Fellowship provides summer funding to support selected SHSU-CJC graduate students in using existing data to answer research questions and publishing peer-reviewed journal articles. The fellowship is named in honor of Dr. Larry T. Hoover, Distinguished Professor Emeritus at SHSU, who played a leading role in establishing this summer funding program in 2009. For nearly 45 years on the SHSU-CJC faculty, Dr. Hoover led an exemplary career as a prolific scholar, a beloved mentor, and a resolute champion of research-community partnerships.

Applications for the Department of Criminal Justice and Criminology Summer Research Fellowship can be found at <http://www.shsu.edu/academics/criminal-justice/resources/grad-fellowship.pdf>.

A Criminal Justice and Criminology Ph.D. or M.A. student and a full-time Criminal Justice and Criminology faculty member will collaborate during the summer on this project. Upon completion, a co-authored manuscript will be submitted for peer-review to a scholarly journal by October 1 of each year. Additionally, a letter/email of receipt from the journal documenting the manuscript has been submitted, and is under peer-review, will be presented to the Director of Criminal Justice and Criminology Graduate Programs. Additional authors may be involved in the project; however, multiple students will not receive funding for the same paper. Summer enrollment is not required. Students awarded fellowships may not receive funding from other departmental sources. As per University Policy, students may not be paid for more than 20 hours (50%) during the summer months. An award of up to \$6,000 for Ph.D. students and up to \$3,000 for M.A. students is anticipated, but contingent upon funding availability. Preference will be given to 1st and 2nd year Ph.D. students. Applications are typically due the first Friday of the Spring semester.

To apply, submit the following:

- The proposal should include a title page with abstract, brief literature review, complete methods section (including a description of existing data to be analyzed, variable list and hypotheses) and research design. Include a list of several illustrative sources in APA citation format. The proposal should be double-spaced, Times New Roman, 12-point font with one-inch margins. Research proposals should be no more than eight pages (does not include title page & references).
- A tentative timeline that outlines when each component of your project will be completed (e.g., literature review, data analysis, results/discussion, submission to journal).
- An updated curriculum vitae
- Fellowship applications, not following these guidelines, will not be considered. Fellowship applications will be reviewed by the Graduate Standards and Admissions Committee and ranked on contribution and merit.

Financial Aid

The Student Financial Aid Office at Sam Houston State University is available to assist students in achieving educational goals, even when their personal or family finances are limited. While the student and/or their immediate family are primarily responsible for financing an education, the University recognizes its role in making a maximum effort to acquire additional funds for qualified students through a variety of aid programs. Specific financial aid programs, the University administers, are listed below.

Grants

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Texas Public Educational Grant (TPEG)
- Toward **EX**cellence, **A**ccess and **S**uccess Grant (TEXAS grant)
- Teacher Education Assistance for College and Higher Education Grant (TEACH)
- Bearkat Grant

Employment

- Federal College Work-Study Program
- Texas College Work-Study Program

Loans

- College Access Loan
- Parent Loan for Undergraduate Students (PLUS)
- Federal Direct Student Loan (Unsubsidized)
- Federal Direct PLUS Loan for Graduate Students

Information on programs, eligibility requirements, student budgets, deadlines, and the method of aid processing is available online at www.shsu.edu/fao. Links to the Free Application for Federal Student Aid (FAFSA) and all forms necessary to complete the application process are available at www.shsu.edu/fao.

Semester Loans

- Emergency Tuition and Fees Loan
- Short-term Loan for Books

Applications for Semester Loans may be completed on-line through the Sam Menu. Semester Loan instructions are available by going to the Financial Aid web page, www.shsu.edu/fao, and clicking on "Semester Loans."

Scholarships

The Scholarship Team in the Financial Aid & Scholarships Office coordinates and administers Sam Houston State University scholarship programs for all student classification levels. SHSU utilizes a streamlined application, Scholarships4Kats. This application dramatically simplifies the process for students by importing key information from their student data record and allowing them to be automatically considered for all relevant scholarships. Using a competitive process, awards are based on either merit or financial need. Some awards are competitively selected on the basis of both merit and financial need.

- Academic Scholarships

- Departmental Scholarships
- Designated Scholarships
- Elliott T. Bowers Honors Scholarship
- Legislative Scholarships
- Transfer Scholarships

To apply for academic scholarships, the scholarship application Scholarship4Kats is available at (<http://www.shsu.edu/dept/financial-aid/scholarships/>). The application period begins **early September** for each upcoming academic year. Scholarship application priority deadline is November 1st. Students must be admitted to SHSU, and have an active computer services account.

Students may contact their departments for additional scholarship opportunities.

To review a more comprehensive list, please visit www.shsu.edu/fao, and click on “Scholarships.”

Resignations/Withdrawals

Students who receive Title IV financial aid and withdraw or drop all courses during the semester must be aware of the impact on their financial aid. Federal Title IV aid includes Pell Grant, Supplemental Educational Opportunity Grant, and Subsidized/Unsubsidized Stafford Loans. It is recommended that students visit with their Financial Aid Counselor prior to withdrawing or dropping courses.

Title IV aid recipients must be continuously enrolled for at least 60% of the semester for which aid is disbursed to retain all of the financial assistance issued for that semester. After the 60% point, students are considered to have earned 100% of the Title IV funds disbursed. Any student who resigns prior to completing 60% of a semester must repay any unearned portion of their federal financial aid.

The amount of the repayment depends on the number of days attended during the semester, the type and amount of financial aid received and the total amount of institutional charges.

Earned federal financial aid is prorated according to the percentage of the semester completed. The earned aid is determined by the amount of total aid received minus the amount of unearned aid.

Unearned aid is allocated and/or returned in the following order:

- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Perkins Loan
- Direct PLUS Loan (Graduate Student)
- Direct PLUS Loan (Parent)
- Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- TEACH Grant
- Other State Aid
- Scholarships will be returned at the discretion of the individual donors/departments.

Different requirements apply to maintain Satisfactory Academic Progress (SAP).

Minimum requirements for graduate students are:

- A minimum SHSU grade point average (GPA) of 3.0.
- 67% completion rate of all attempted graduate hours.
- Completion of program within 150% of the degree requirements.

- Deficiencies in GPA and/or hours may be made up during the summer enrollment at SHSU. Students are not eligible for financial aid while resolving deficiencies.

The complete SAP Policy is available online at <https://www.shsu.edu/dotAsset/7fcb7fa7-2422-4bd1-a9ee-83dc2dfb246e.pdf>.

Veteran's Benefits Assistance

For information relating to Veteran's Benefits Assistance, visit with the VA representative in the Veteran's Resource Center, located in the Estill Building, Room 104. Assistance is available for those seeking to use the following:

- | | |
|---|--------------------------------------|
| • Montgomery GI Bill (MGIB) | • Chapter 35 - Dependent |
| • Chapter 30 - Veteran status | • Chapter 1606 - Reservist |
| • Chapter 31 - Veteran Readiness and Employment | • Chapter 1607 - Activated Reservist |
| • Chapter 33 - Post 9/11 GI Bill | • Hazelwood Act |

American Opportunity Tax Credit and Lifetime Learning Tax Credit

Taxpayers may be eligible to claim the American Opportunity Tax Credit against their federal income taxes. Depending on the family and student financial situation, the credit that may be claimed varies. It may be as much as \$2,500 (100% of first \$2,000 and 25% of second \$2,000 of qualified tuition and related expenses such as tuition, fees, and course materials).

In addition, the Lifetime Learning Credit may be available for up to \$2,000 per family for qualified tuition and related expenses. Congress has established that the Lifetime Learning Tax Credit begins for payments made after July 1, 1998.

These tax credits may reduce the amount of federal income tax one is required to pay.

Professional Organizations

Graduate students are encouraged to pursue memberships in professional organizations.

The Department of Criminal Justice and Criminology does not reimburse students for membership dues. It is the student's responsibility to pay for all costs associated with membership dues or subscriptions.

Southwestern Association of Criminal Justice (SWACJ)

Southwestern Association of Criminal Justice, representing Arkansas, Arizona, Colorado, New Mexico, Oklahoma, and Texas, is organized exclusively for educational and scientific purposes.

The objectives of the Association are:

- To provide communication among individual members, among other organizations and associations of higher education and among components and agencies of the criminal justice system;
- To promote a high standard of education in the administration of justice;
- To encourage progress in criminal justice planning and research.

Each year, SWACJ sponsors an annual meeting providing a rewarding forum for a productive exchange of ideas on the latest development in criminal justice education, research and policy.

For more information, visit www.swacj.org.

American Society of Criminology (ASC)

The American Society of Criminology is an international organization whose members pursue scholarly, scientific, and professional knowledge concerning the measurement, etiology, consequences, prevention, control and treatment of crime and delinquency.

The Society's objectives are to encourage the exchange, in a multidisciplinary setting, of those engaged in research, teaching and practice so as to foster criminological scholarship, and to serve as a forum for the dissemination of criminological knowledge. ASC members include students, practitioners, and academicians from the many fields of criminal justice and criminology.

The Society recognizes superior academic and professional achievement and grants a number of awards to both Society members and non-members on an annual basis.

For information, visit www.asc41.com.

Academy of Criminal Justice Sciences (ACJS)

The Academy of Criminal Justice Sciences (ACJS) is an international association established in 1963 to foster professional and scholarly activities in the field of criminal justice. ACJS promotes criminal justice education, research, and policy analysis within the discipline of criminal justice for both educators and practitioners.

Providing a forum for disseminating ideas related to issues in research, policy, education, and practice within the field, ACJS attributes its success in creating this dynamic professional association to the composition of its membership. As change expands the existing boundaries of the criminal justice field, ACJS is comprised of members from a variety of diversified backgrounds including:

- Scholars who are international in scope and multidisciplinary in orientation,
- Professionals from all sectors of the criminal justice system, and
- Students seeking to explore the criminal justice field as future scholars or practitioners.

Through the vital interchange of ideas among these groups, ACJS members develop and share knowledge about critical issues regarding crime and criminal and social justice. ACJS is comprised of an amalgam of scholars (international in scope and multidisciplinary in orientation), professionals (from all segments of the justice system) and students.

For more information, visit <https://www.acjs.org/page/AboutACJS>

Graduate Student Travel

Eligibility

To be considered, the student must be a degree-seeking graduate student in good standing currently enrolled at SHSU. Furthermore, the graduate student must be traveling to an event sponsored by a professional organization to present papers, posters, research, etc.

Graduate students will be eligible for out of state travel funds with a maximum of \$1,200, in state travel funds with a maximum of \$600, and/or research funds with a maximum of \$1,200.

Deadlines

The Graduate Student Travel Funds Request Form is due to The Graduate School two weeks prior to a domestic conference and four weeks prior for any international travel.

Forms and Procedures

Students must complete the [Graduate Student Travel Funds Request Form](#) located on The Graduate School's website. In addition to the travel request form, students must submit the following items:

- Statement for the purpose of travel, and how it relates to your degree program (no more than 250 words)
- Resume and/or Curriculum Vitae
- Optional: Letters of Recommendation/Support

The travel funds request form should be submitted to Aarianna Longino for the Department Chair/Assistant Chair and Dean's approval and signature. Ms. Longino will forward the application to The Graduate School for their review and final approval.

Travel Expense and Reimbursement

A travel expense report, [Travel Reimbursement Form](#), is to be submitted after your travel. Please submit your expense report within a week after your travel.

Travel Expense Report Tips and Information:

1. Please note starting FY 2018 (August 1st), meals will no longer be part of the travel reimbursement for The Graduate School.
2. The items that may be reimbursed are: itemized hotel bills or lodging bills, car rental, registration fee, airfare with ticket number, baggage fees, taxi and shuttle, parking, and tolls. Fuel is only allowed with a rental car. Mileage is reimbursable when driving a personal vehicle. All other items are not reimbursed.
3. Registration fees (for conferences) are reimbursed through a travel expense report. Memberships fees are not.
4. You may submit the travel expense report in person or via e-mail.
5. Please do not staple anything, if you decide to tape over the receipt on the paper be careful of the ink fading. Please try not to tape over the information.
6. Please know that after The Graduate School submits your travel expense report to the Travel Office. Once the Travel Office reviews it, the reimbursement timing is usually in 2-3 weeks.
7. Your reimbursement is either direct deposit, or a check will be mailed to your current mailing address that is on banner.

If you have any questions when preparing your travel expense report after your return trip, please contact Yolanda Jamison at ynj003@shsu.edu or at 936-294-2359.

Department Practice Presentations

Students presenting at either ASC or ACJS must participate (with faculty sponsor present) during the assigned practice presentation dates each fall and spring semester.

- Students may be requested to revise and re-present based on faculty feedback.

Graduate Student Research Funds

The Graduate School provides funding for students to conduct a supervised research project. To be considered, the student must be a degree-seeking graduate student in good standing currently enrolled at SHSU working on a thesis, dissertation, or capstone. In addition to the application form, the student must also submit the supporting documentation listed below:

- Statement for the purpose of research and how it relates to your degree program (no more than 250 words)
- Resume and/or Curriculum Vitae
- Optional: Letters of Recommendation/Support

Qualifying expenses: Funds can be used to support a research project through the purchase of necessary equipment, software, or datasets needed to complete said project.

Award: Maximum award is \$1,200 per academic year. **Awardees may receive up to \$1,200 in graduate student funding per academic year; it can be a combination of travel or research funds.**

Students may complete the request for graduate student research funds at [Graduate Student Research Funds](#).

Library

Newton Gresham Library faculty and staff envision a library that supports and enhances the development of critically thinking, educated and informed lifelong learners. The Library is integral to the University's learning and research mission and endeavors to create physical and virtual environments that promote discovery of new knowledge and the transfer of existing knowledge. The Library fulfills this mission by providing organized access to a diverse array of quality print, electronic, and other resources and by continuously improving the effectiveness of its bibliographic, instructional, and reference services.

Regular Semester Hours (Fall/Spring)

	Main Library	Special Collections	Music Listening Room	Interlibrary Services
Sun	2:00 pm - 10:00 pm	Closed	2:00 pm - 10:00 pm	Closed
Mon	7:30 am - 10:00 pm	8:00 am - 5:00 pm	8:30 am - 10:00 pm	8:00 am - 5:00 pm
Tue	7:30 am - 10:00 pm	8:00 am - 5:00 pm	8:30 am - 10:00 pm	8:00 am - 5:00 pm
Wed	7:30 am - 10:00 pm	8:00 am - 5:00 pm	8:30 am - 10:00 pm	8:00 am - 5:00 pm
Thu	7:30 am - 10:00 pm	8:00 am - 5:00 pm	8:30 am - 10:00 pm	8:00 am - 5:00 pm
Fri	7:30 am - 6:00 pm	8:00 am - 5:00 pm	8:30 am - 6:00 pm	8:00 am - 5:00 pm
Sat	10:00 am - 2:00 pm	Closed	10:00 am - 2:00 pm	Closed

Library assistance can be acquired via several methods:

- CHAT LIVE: <http://library.shsu.edu/askalibrarian/>
- Text: Just text your question to (936)-229-3764 (Standard messaging rates apply)
- Email: Contact the Reference Desk at lib_ref@shsu.edu
- Call: (936)-294-1614

Reference Desk

The Library Reference Desk is staffed during all Library hours. Librarians will assist you in finding sources of information, articles, books, and other documents. In addition, Librarians can demonstrate how to search the Library catalog and databases, and help you design research strategies. Each of the Librarians provides general reference assistance, but also specializes in specific subject areas. For questions, contact the Library Reference Desk at (936) 294-1599 or 1-866-NGL-INFO (toll-free).

Individual Consultations

Individual Consultations can provide personal research assistance to SHSU graduate students. Individual Consultations with a Reference Librarian can be scheduled in advance with the individual Librarian or scheduled through the Reference Desk for a subject specialist Librarian. Call the Reference Desk at (936) 294-1599 or 1-866-NGL-INFO (toll-free), and a subject specialist will return your call.

Reference Collection

Over 28,000 books including encyclopedias, handbooks, almanacs, dictionaries, and guides make up the Reference Collection. These materials are an excellent starting point for research and contain background information for many subjects. Reference materials do not circulate, but you may make copies for your own use in the Copy Center located on the first floor of the Library.

Inter-Library Services

Newton Gresham Library's Interlibrary Services allows users to request materials from other libraries through [Interlibrary Loan](#).

If the Interlibrary Services office is closed when you come to pick up a book, you can ask for assistance in Copy Services, which is part of the Interlibrary Services department. Copy Services is located in Room 141, just opposite from the Interlibrary Services office. Read more about the [available Copy Room services and pricing](#).

****All patrons picking up items in Interlibrary Services will be required to show University ID (Bemarkat OneCard).**

Newton Gresham Library patrons can use the [ILLiad](#) website to request items from other libraries. If you have never used [ILLiad](#) before, please click on the "[First Time Users](#)" link on the website and fill out the form.

Before you request materials, please check our [Library catalog](#) to see if the resource you are looking for is available here in print, online or on Reserve. Please note that the following types of resources are usually *not* available through Interlibrary Loan:

- Course-related textbooks
- Reference books
- Recently published or acquired books
- Very old or rare books
- Bound volumes of periodicals

Frequently Asked Questions about Interlibrary Services

How much does it cost?

If the Newton Gresham Library does not own a book or journal article you need, Interlibrary Services will make every attempt to provide that item through another source, usually another library. Most of the time there is no charge for an interlibrary loan. However, there is a place in the [ILLiad](#) request form for you to choose a fee limit, including free, in the event that the lending source does charge a fee.

What is the procedure for requesting books or articles via Interlibrary Loan?

Through [ILLiad](#), the Interlibrary Loan system used by Newton Gresham Library, place a request for each item that you need. If help is needed, Library personnel at Reference can assist in locating the information needed to complete a request and/or determining if the material may already be available in or accessed through the Library.

How long does it take, and how will I know when the materials arrive?

Please allow 1-3 weeks for the materials to arrive. Normally, requests received from Newton Gresham Library patrons are processed within 24 hours of receipt. The time it takes for an item to arrive depends on the lending library, so it is wise to plan ahead and allow sufficient time when considering an Interlibrary Loan request. Interlibrary Services staff will send you an e-mail notification when a request has arrived.

How can I renew a book obtained via Interlibrary Loan?

Since the lending library sets the due date, books received through Interlibrary Loan cannot be renewed without the consent of the lending library. If you need an extension, use your [ILLiad](#) account to request a renewal at least 48 hours before the due date. Generally, the longest renewal time granted is for 2 weeks.

Writing Center

The Sam Houston Writing Center serves the students, staff, and faculty of SHSU. Their goal is to help people become better writers, and to develop more confidence in their writing abilities. Writing Center tutors provide one-on-one and small group writing instruction. They help writers on assignments ranging from English composition essays to science lab reports, résumés, scholarship, and job application letters, even M.A. theses and Ph.D. dissertations. They help students learn prewriting, revising, and editing skills by working with them on the writing tasks they bring in.

Hours:

Sam Houston State University

Mon.-Thur. 9:00 a.m. - 9:00 p.m.

Fri. 9:00 a.m. - 3:00 p.m.

Sun. 2:00 p.m. - 9:00 p.m.

Farrington 111

Skype

Mon.-Thur. 8:00 a.m. - 7:00 p.m.

Fri. 8:00 a.m. - 3:00 p.m.

Sun. 2:00 p.m. - 7:00 p.m.

The Writing Center can also be contacted via phone at (936)-294-3680 or email at wctr@shsu.edu.

The Graduate and Professional School

The Graduate and Professional School provides a full-time academic support coach to assist students with thesis/initiation sheets, dissertation boot camp, one-on-one writing consultations and other writing support events. A writing lab is also available to assist students in their development as writers.

Students may contact The Graduate School at (936) 294-2464 or at lxq004@shsu.edu for more information.

Graduate Writing Lab

The Graduate Writing Lab is a space that provides resources for research, exam review, presentation or project prep and general community. The lab is available to all current SHSU graduate students, regardless of program or research project, Monday through Friday from 9:30 AM to 4:30 PM. The lab is equipped with two computer stations and can accommodate up to four students for group sessions. Basic supplies and printing are available, with advanced amenities such as statistical data software, a large whiteboard, résumé and cover letter materials and more. Students may bring their own supplies if they choose. Appointments are not necessary at this time but may be required in the future. The Graduate

Writing Lab is located in the Arleigh B. Templeton Building – Room 106. Questions can be addressed to thegraduateschool@shsu.edu or 936-294-2408.

Counseling Center

The SHSU Counseling Center provides individual, couples, and group therapy to students who are currently enrolled. Their mission is to provide service within the university environment that contributes to the academic success, personal growth, and positive social contribution of Sam Houston State University students. They embrace a student-oriented philosophy that is respectful of diversity and is committed to the development of the student as a whole person.

Up to 12 individual sessions per academic year are allowed per individual client, and up to 12 couples counseling sessions per academic year are allowed per couple. There are no limits on group therapy sessions.

If you would like to learn more about counseling at the Counseling Center, call or stop by to make an appointment to talk with a counselor. Counseling services are available during normal business hours throughout the year (including breaks between semesters) except on University designated holidays. The Counseling Center is located next to Old Main Market. The telephone number is (936) 294-1720. More information about the counseling center is available online at www.shsu.edu/dept/counseling.

Services for Students with Disabilities

The mission of the Services for Students with Disabilities (SSD) is to promote full and equal access on the part of students with disabilities to educational and extracurricular programs and activities at SHSU.

SSD affords students with disabilities the opportunity to reach their full potential by:

- Providing academic adjustments and auxiliary aids and services
- Promoting independence and self-advocacy
- Making referrals to support services on campus and in the community

SSD seeks to foster a supportive and inclusive environment for students with disabilities by:

- Building and maintaining partnerships with faculty and staff
- Promoting disability awareness on campus
- Providing consultation services and outreach programming on student disability issues for the SHSU community

Procedures to Request Services

Step 1: The student contacts the Services for Students with Disabilities (SSD) at the SHSU Counseling Center to schedule a disability intake appointment. SSD recommends that new students schedule their intake appointments at least two (2) months prior to the start of their first semester at SHSU. Untimely requests may result in delays in the receipt of services, if approved. Students needing accommodations or auxiliary aids and services, such as sign language interpreting, for the purpose of the intake appointment should notify SSD of their need for such arrangements at least two (2) weeks prior to the intake appointment.

Step 2: The student submits documentation of their impairment to SSD in advance of the intake appointment. The documentation must be consistent with the [SSD General Documentation Guidelines](#). The SSD Director will review the documentation submitted by the student in order to determine their eligibility for services. SSD reserves the right to request additional and/or updated documentation of the student's impairment, in the event that the documentation initially submitted is deemed insufficient and/or out of date. The student will assume the cost of any additional evaluations that may be required for the purpose of documentation. SSD may require up to one (1) month to review documentation, once received. Students may fax or mail documentation to SSD, or present documentation in person to SSD support staff at the Counseling Center.

Step 3: The student meets with the SSD Director for the intake appointment at the Counseling Center. In the course of this appointment, the student completes a Confidential Intake Form and reviews and signs the Rights and Responsibilities Regarding Students with Disabilities. The student discusses accommodation requests with the Coordinator. In the event that the student is approved for services, the Coordinator develops an accommodation plan in consultation with the student. The plan indicates the specific classroom accommodations and related services to which the student is entitled. In some cases, the intake process may entail follow-up appointment(s) to allow for the review of additional documentation and/or further consideration of the student's requests.

Step 4: If approved for accommodations, the student notifies SSD support staff of their need for Classroom Accommodation Request Forms (CARF's) prior to each semester for which accommodations are sought. The CARF's indicate the specific accommodations to which the student is entitled in their academic courses. The student is responsible for obtaining their CARF's at the Counseling Center.

Step 5: The student schedules an appointment with each of their course instructors to present the CARF and discuss the arrangements for accommodations. The student obtains each instructor's signature on the pertinent CARF. Both student and instructor detach their respective copies of the CARF, and the student then returns the original to SSD. Instructors are afforded up to ten (10) working days upon receipt of the CARF to facilitate the necessary arrangements for the student's accommodations.

Step 6: The student completes an updated Confidential Intake Form at the start of each academic year. Students with impairments of a dynamic nature may be required to submit documentation updates.

Contact Services for Students with Disabilities:

Hours:	Monday through Friday, 8am - 5pm (excluding university holidays)
Telephone:	(936) 294-3512
Email:	disability@shsu.edu

Institutional Review Board (IRB)

In conjunction with the federally mandated Institutional Review Board (IRB), the Protection of Human Subjects Committee (PHSC) works to assure the protection of human research participants, and to ensure SHSU's compliance with the laws and regulations governing human subject research. Any human subject research conducted by SHSU faculty, staff or students must be reviewed and approved prior to being initiated. Also, any other party wishing to conduct research using SHSU employees or students as subjects must secure authorization prior to recruiting participants.

The IRB review schedule for regular and expedited applications, Continuing Review/Amendment requests and requests for exemptions follows the academic semester schedule. In most cases, review of applications **starts the first week of each semester** and **ends on the last day of classes**. Applications can be submitted at any time during the semester and will be reviewed in the order received. However, do not submit an application that may trigger a full-board review during the last month of a semester, and expect to receive prompt review/approval.

The time required for review and approval of an average IRB application (an application that is carefully prepared in accordance with the [required instructions](#) and submitted by an applicant who has completed the [required CITI training](#) in the protection of human subjects) is **approximately 2-3 weeks but may take longer**. Those who have not followed instructions, have not used the correct templates, or have not completed the required training will experience delays because they will be required to correct those errors and omissions. **For applications that are submitted between semesters, there is no guarantee they will be processed and reviewed in the usual 2-3-week time frame.**

Applications for research, involving children or prisoners as participants, are reviewed by the full committee, which typically meets every two to three weeks during Fall and Spring semesters and once per Summer session during the summer.

Please note that in all cases, it is in your best interest to submit applications *as far in advance as possible*. If your graduation is dependent on research that requires an IRB approval during the current session, ideally your application should be submitted at the beginning of the semester, and no later than one month prior to the start date of your research.

The [SHSU IRB Application Walkthrough](#) is available to applicants 24 hours a day, seven days a week, and you may access it from any computer.

If you are unsure whether you need to submit your research to IRB or whether your study meets the criteria for human subjects research, you can complete the [IRB Determination Request Form](#). If your study does not require IRB review, then you will receive an email explaining the decision.

For questions, issues, concerns regarding the protection of human subjects, contact irb@shsu.edu or 936-294-3621

Collaborative Institutional Training Initiative (CITI)

All research projects need to be approved by SHSU's IRB. Your faculty mentors can (and will) help you with the IRB application process when the time comes, but be aware that before an IRB application can be submitted, you **have to** complete the ethics training in [Collaborative Institutional Training Initiative \(CITI\)](#).

The CITI training is completely web-based and self-paced. It consists of a number of course modules followed by short multiple-choice quizzes. Modules do not have to be completed in one sitting. Applicants register themselves, can access their records at any time, request new passwords and print out their own completion report.

Course curriculum for SHSU students is Social and Behavioral Research Students and takes about 3-4 hours to complete. Since you will be new to CITI, you will need to register (registration is free) for a learner account. The [New Learner Account Registration](#) will walk you through the registration process.

All graduate students should complete the CITI training in their first year of the program. Please note that your certificate of completion does not expire for 5 years.

Media, Press and Publications

Any media coverage or interviews with the media must be approved by your supervising professor and the Chair of the Department of Criminal Justice and Criminology. Interviews should not be conducted without your supervising professor or an official SHSU representative being present, without express permission from the Chair of the Department of Criminal Justice and Criminology.

All publications, abstracts for scientific meetings, poster presentations, platform presentations and the like must be approved by your supervising professor. If you are being reimbursed, or if you are receiving a travel stipend from the College of Criminal Justice, conference papers and proceedings must also be approved by the Director of CJC Graduate Programs and the Chair of the Department of Criminal Justice and Criminology.

Papers or abstracts for journal articles or conference proceedings must not be submitted without approval from the faculty advisor supervising the research. Grant or scholarship submissions are also subject to review by the supervising faculty advisor and the Associate Dean for Research and Program Development.

Professional Development

Professional development is an important component to graduate student life. It is **expected** that graduate students will attend all organized professional development events hosted by the Department of Criminal Justice & Criminology. This includes, but not limited to, all Beto lectures, Brown Bag events, ASC and ACJS practice presentations, job talks by potential faculty members, workshops, etc. These events will be announced to students via email throughout the academic year.

Beto Lecture Series

The Beto Chair was established in 1979 as an endowed chair in honor of Dr. George J. Beto. It has enriched the College of Criminal Justice, and since 1981, has made possible a lecture series by top scholars from the field of criminology and criminal justice. The presence of a distinguished person, who has gained national eminence in criminal justice, brings new vitality to learning experiences of students and faculty alike.

Videos of past Beto lectures are available online: <http://www.betochair.com/media/index.php>

Graduate Student Organization (GSO)

Mission Statement

The mission of the GSO is to bring together graduate students in the Department of Criminal Justice and Criminology; to facilitate and encourage research and theory development related to criminal justice; to encourage appropriate and effective teaching techniques and practices for criminal justice courses; and to serve as a resource network in order to encourage interaction among various entities within the Department of Criminal Justice and Criminology.

Sub-Committees include:

- Service
- Teaching and Research Development
- Social Networking
- Fundraising

For more information, like us on Facebook: www.facebook.com/groups/shsucjgso

Institutes

Bill Blackwood Law Enforcement Management Institute of Texas ([LEMIT](#))

The largest and most sophisticated statewide preparation program for police management in the United States, LEMIT provides training to develop the administrative, analytical, and executive skills of current and future Texas law enforcement officials at no cost to either the participant or their agency. LEMIT also houses Incident Command Simulation Training (INCOSIT), a state-of-the-art facility that offers specialized crisis management training to stakeholders from various administrative entities at tribal, local, state, and national levels.

Center for Intelligence and Crime Analysis ([CICA](#))

The Center for Intelligence and Crime Analysis (CICA)'s mission is to assist public safety agencies and critical infrastructure organizations to increase their analytical capabilities through professional development, education, and research. The public and private sectors operate in an environment fraught with threats and opportunities. The interconnected nature of American society increases the severity of manmade and natural threats facing public and private organizations. Building organizational resiliency and improving performance is predicated on an understanding of external and internal risk factors. CICA's goal is to enhance public safety through expanded and improved data analytics.

Correctional Management Institute of Texas ([CMIT](#))

Delivering professional development training programs to personnel in juvenile and adult institutional and community corrections agencies, CMIT has trained over 85,000 corrections professionals in topics ranging from juvenile detention and sex offender management to leadership ethics and crisis negotiation. CMIT also provides technical assistance to criminal justice agencies and serves as a host to a number of conferences, training initiatives and meetings of agencies and professional organizations.

Crime Victims' Institute ([CVI](#))

Created in 1995 to study the impact of crime on victims and their relatives and on society as a whole. CVI also evaluates the effectiveness of criminal justice policy and juvenile justice policy in preventing the victimization of society by criminal acts and helps develop policies to assist the criminal justice system and the juvenile justice system in preventing the criminal victimization of society.

Institute for Legal Studies in Criminal Justice ([ILSCJ](#))

Sponsored by the SHSU College of Criminal Justice, ILSCJ aims to increase faculty mentorship on legal research and publication, identify and discuss pedagogical issues in the teaching of law in criminal justice programs, and to bridge the gap between academia and the field of criminal justice on issues related to law. ILSCJ also serves as an umbrella unit for coordinating the legal research and publications of faculty and students, as well as for exploring additional opportunities for legally oriented collaborative research.

Police Research Center ([PRC](#))

Created in 1993 as a part of the College of Criminal Justice, the PRC undertakes many research endeavors. One of the largest is the [Criminal Research, Information Management, and Evaluation System \(CRIMES\)](#), a state-of-the-art police information management system.

Useful SHSU Websites

Sam Houston Home Page: www.shsu.edu/

College of Criminal Justice: www.shsu.edu/academics/criminal-justice/

Academic Calendar: www.shsu.edu/~reg www/academic_calendar/

Bearkat OneCard: www.shsu.edu/onecard/

Career Services: www.shsu.edu/dept/career-services/

Cashier/Bursar Office: [Cashier's Office \(shsu.edu\)](http://Cashier's%20Office%20(shsu.edu))

IT@SAM: www.shsu.edu/~ucs www/

Dean of Students Policies: www.shsu.edu/dept/dean-of-students/

Financial Aid and Scholarships: www.shsu.edu/~fao www/

Graduate Catalog: www.shsu.edu/home/catalog.html

Legal and Mediation Services: www.shsu.edu/dept/student-affairs/legal/

Lowman Student Center: www.shsu.edu/dept/lowman-student-center/

Registrar's Office: www.shsu.edu/dept/registrar/index.html

Student Activities: www.shsu.edu/dept/student-activities/

Student Affairs: <https://www.shsu.edu/dept/student-affairs>

Frequently Asked Questions

When do I apply for graduation?

The Application for Degree is required in order to have a degree posted to your academic transcript, and for you to participate in the commencement ceremony. The application and the application fee should be submitted in the term you plan to graduate. The application must be on file with the Office of the Registrar at least one week prior to the commencement ceremony for that term in order to have a degree posted to your academic transcript.

- Students seeking their master's or doctorate degree will pay a fee of \$50.00.

The deadline to apply for graduation is the 12th class day of each term for Spring and Fall and the 4th class day for summer (please see the [Academic Calendar](#)).

Students submitting Applications for Degree after the set deadline date will be subject to pay the late fee (\$80 effective Fall 2021).

Please note that applying after the published Application for Degree deadline dates might hinder your name from appearing in the commencement program. It is best to apply by the published deadline dates. The commencement program is sent to press approximately six weeks prior to the commencement ceremony.

Students, who do not meet degree requirements in the term for which their application is filed, will be required to re-apply for the next available graduation date, and will be required to pay another application fee. For more information, please visit the Registrar's website at www.shsu.edu/dept/registrar/graduation/apply-to-graduate/index.html.

Information concerning regalia for graduation is listed at <http://www.shsu.edu/dept/registrar/graduation/commencement/graduation-regalia.html>

How long do I have to complete the program?

M.A. and Ph.D. students are required to complete graduate work within a six- and eight-year period, respectively, measured from the date of initial enrollment for graduate credit in a particular degree program. Any extension of the six- or eight-year deadline must be approved in writing by the Dean of the College.

Do I have to be continuously enrolled?

([Refer to Academic Policy 930129](#))

A graduate student at Sam Houston State University writing a thesis or dissertation must enroll in the appropriate thesis or dissertation courses. Master's students are required to take at least six hours of thesis courses. Doctoral students are required to take at least twelve hours of dissertation courses. Once a student enrolls in a thesis or dissertation course, the student must continuously enroll in such a course every Fall, Spring (**and Summer, if graduating**) until the signed thesis/dissertation route sheet is received by the Registrar's Office.

A student who is unable to work on the thesis or dissertation for a period of time may present, to the appropriate academic dean, a written request for a leave of absence of up to one year. The dean's approval of such a request must be in writing. A student granted a leave of absence may not be enrolled in any coursework during this period. A student, on a leave of absence, will lose access to University services, and must submit an Application for Re-admission to re-enter the program.

Can I request a leave of absence?

A student who is unable to work on their thesis or dissertation for a period of time may present, to the appropriate academic, dean a written request for a leave of absence of up to one year. The dean's approval, of such a request, must also be in writing. An approved request must be submitted to the Office of the Registrar through the Dean of Graduate Studies. Additional requests for leaves of absence may be approved, but they must be resubmitted after the previous leave has lapsed.

A student is required to complete graduate work within the stated timeline (i.e., 6 years for M.A. students and 8 years for Ph.D. students). The period of time a student is on an approved leave of absence will not be counted as time accumulated towards that deadline for completion of the degree.

Any extension of deadline must be approved in writing by the Dean of the College. A student on a leave of absence will be considered an active student for purposes of official records but will lose access to University services.

How do I appeal a grade?

Grade appeals follow the procedures outlined in [Academic Policy 900823](#).

How do I get a student identification card?

The Bearkat OneCard is the official ID of Sam Houston State University. All SHSU students, faculty, and staff are required to have a Bearkat OneCard. For more information on how to obtain, and activate your card, please contact the [Bearkat OneCard Office](#) at 936-294-CARD (2273).

Where do I park?

Individuals operating a motor vehicle on University property are required to register the vehicle with the University Police Department. Parking permits can be purchased during the registration process or by visiting the [SHSU Parking Management Office](#), located at 2424 Sam Houston Avenue in the Sam South Complex.

All parking permits are sold on an annual basis and expire August 15 regardless of the date purchased.

What do I do if I need to see a health care provider?

The SHSU Student Health Center provides health services and health education to all enrolled students. The Health Center strives to provide quality care in a timely manner and at significant economic savings.

The Health Center is located at 1528 Ave. J (corner of Avenue J and Bearkat Blvd). Designated parking is located on the King Hall side of the Health Center. Patients can also park on the adjacent streets.

Fall and Spring Semesters

8:00 a.m. - 6:00 p.m. (Monday - Thursday) & 8:00 a.m. - 5:00 p.m. (Friday)

All Other Times that the University is Open

8:00 a.m. - 5:00 p.m. (Monday - Friday)

LABORATORY

8:00 a.m. - 5:00 p.m. (Monday - Friday)

PHARMACY

8:30 a.m. - 5:30 p.m. (Monday - Thursday) & 8:00 a.m. - 5:00 p.m. (Friday)

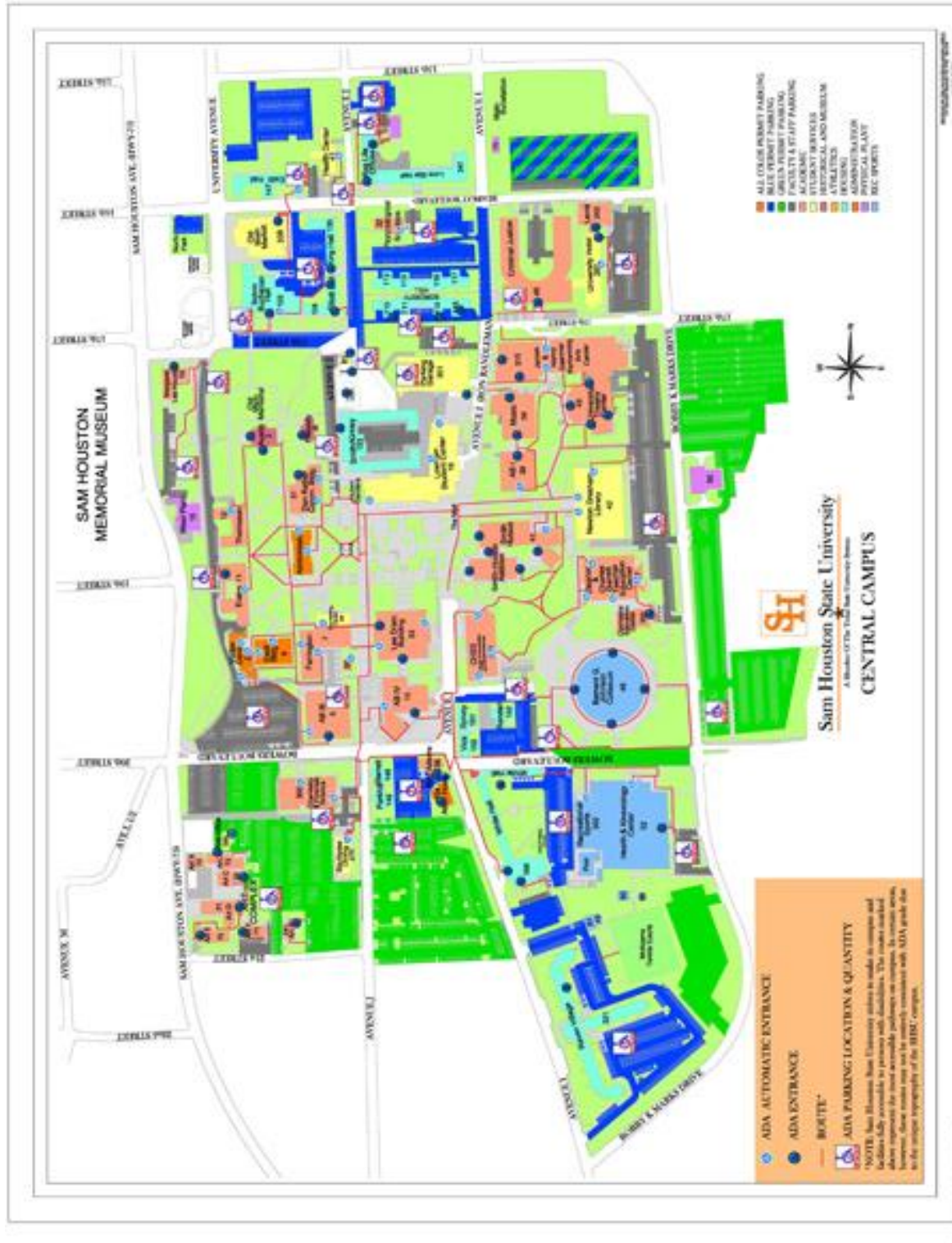
For more information on healthcare services, please visit <https://www.shsu.edu/dept/student-health-center/>

Can I get graduate student insurance?

For more information on graduate student insurance, please visit:
<https://www.shsu.edu/dept/hr/benefits/insurance.html> .

Most major insurance carriers are accepted. For more information or to make an appointment, call 936-207-8472.

Can I see a map of the campus?



Printable pdf campus map – <https://www.shsu.edu/about/map/>

Where do I get my mail and supplies?

Graduate student mailboxes are assigned to each student at the time of enrollment. Mailboxes are located in Room C-201. Students also have access to the faculty workroom (C-204) and receive two free reams of paper each semester. Visit A-202 if further assistance is required.

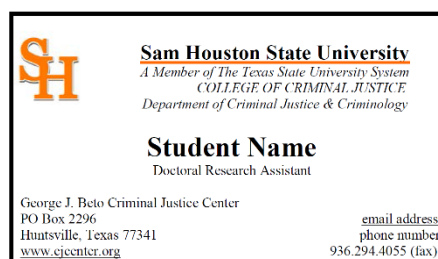
Where do I get a key to my office?

Graduate students are typically assigned office space in the CJ Building. Please pick up your office keys from the College of Criminal Justice Conference Center Coordinator.

Can I get an SHSU business card?

Graduate students are encouraged to purchase business cards at their own expense (250 cost \$14.00 and 500 cost \$18.00). If interested, email Lori Proctor (lkp001@shsu.edu), with the Sam Houston Press, the following information regarding your business card:

1. Name
2. Title – (Doctoral Teaching Fellow, Doctoral Research Assistant, Graduate Research Assistant, etc.)
3. Email address
4. Phone Number (please note that your office number may change)
5. Quantity ordered



Are computers available for graduate students?

Each graduate assistant office has computer workstations. The Graduate Student Lounge is located in the basement of Criminal Justice Building and is open to graduate students enrolled in the Criminal Justice M.A. or Ph.D. program. The lounge has a computer workstation and a printer. Students are also welcome to use the Computer lab on the first floor (A111) when it is not being used for classes or trainings.

Program Contact Information

Dr. Phillip Lyons (A-254) icc_pml@shsu.edu

Dean of the College of Criminal Justice

Dr. Danielle Boisvert (A-255) dx014@shsu.edu

Senior Associate Dean of the College of Criminal Justice

Dr. Erin Orrick (A-204) eaorrick@shsu.edu

Chair, Department of Criminal Justice and Criminology

Dr. Jason Ingram (A-208) jri004@shsu.edu

Assistant Chair & Director of CJC Graduate Programs

- Graduate Schedule and Classes
- Assistantship and Scholarships
- Dissertation/Thesis/Portfolio Questions
- General Questions/Concerns

Dr. Wanda Leal (A-210) wel004@shsu.edu

Director of CJC Academic Programs

- Coordinate with CJ GSO
- Graduate student recruitment, retention, and onboarding
- Graduate program assessments
- General questions/concerns

Aarianna Longino (A-212) abl033@shsu.edu

Graduate Program Coordinator

- Scholarships and assistantships
- Registration
- Admissions
- Advisement
- CJ Orientation
- Ph.D. preview weekend
- CPOS (Curriculum Plan of Study)

Angelia Toliver arg012@shsu.edu

Administrative Associate (A-202)

- Practice presentations
- Summer research fellowships
- Ph.D. preview weekend
- Publications database
- Ph.D. annual reviews
- Make appointments with Department Chair, Dr. Orrick
- Doctoral teaching fellowship questions

Information Technology Services

IT@ SAM: (936)-294-1950

Building Coordinator/Conference Center Support

Sabrina Rowley: (936) 294-1701

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Appendix C

Annual Review Report

[insert your name]

[insert academic year]

Due: First week of spring classes

****Submit a copy of your CV along with this report****

[Student name] is currently in the [1st or 2nd] year in the master's program OR [1st, 2nd, 3rd] year in the doctoral program. His/Her main research interest is [fill in the blank]. His/her current GPA is [fill in the blank; can request from the Graduate Program Coordinator]. He/she has formed his/her thesis committee [include committee information], defended his/her thesis prospectus on [date; if applicable], plans to hold his/her final thesis defense on [date; if applicable]. He/she had his/her initial expectations meeting on [date; if applicable], defended his/her portfolio on [date; if applicable], formed his/her dissertation committee on [date; if applicable], defended his/her dissertation prospectus on [date; if applicable]. [Student name] is being mentored by [faculty name(s)]. [Student's name] main career goal is to enroll in a Ph.D. program OR [insert other career goal] OR be faculty at a [undergraduate only, M.A. granting, or Ph.D. granting] institution OR [insert other career goal].

Research

- Has [insert number] peer-reviewed publications
 - [insert journal names]
- Has [insert number] peer-reviewed articles under review
- Has [insert number] papers in progress
- Has [insert number] non peer-reviewed publications (e.g., technical reports, book chapters, etc.)
- Presented at [ASC, ACJS, other conference] in [insert semester & year]
- Work on the following grant [enter details] with [enter faculty names]
- Was awarded a summer fellowship in [add year(s)] with [insert faculty name]
 - This work is [about to start, in progress, under review, published/accepted for publication]
- [list any other relevant research experience in this academic year]

Teaching (2nd and 3rd year PhD students)

- IDEA score for [list class] from [insert semester & year]:
 - Summary: [enter score]
 - Progress on relevant objectives: [enter score]
 - Rating of Summative Questions: [enter score]
- Faculty teaching observation score (can request from Graduate Program Director):
 - Average for Delivery: [enter score]/10
 - Average for Preparation: [enter score]/10

- Total score: [enter score]/10.
- [list workshops/trainings attended/completed in academic year]
- Conducted a guest lecture in [insert course/faculty name, semester/year, & observation scores if applicable]

Service

- Attended [insert number] portfolio defenses (list student names)
- Attended [insert number] dissertation prospectus defenses (list student names)
- Attended [insert number] dissertation final defenses (list student names)
- Attended [insert number] Beto lecturers and [insert number] colloquium/lunch with Beto lecturer
- Attended [insert number] job talks and [insert number] meetings with job candidates
- Attended [insert number] Brown Bags hosted by CJ GSO
- Attended [insert number] CJ GSO meetings
- Participated in the PhD preview weekend [list meetings, meals, driver, etc.]
- Was a peer mentor for [enter student name if applicable]
- Reviewed [insert number] manuscripts for journals (list journal names)
- Is a member of [ASC/ACJS/other professional organization]
 - Is a member of [list the divisions/sections of these organizations]
- [list any other department, university, professional service]

Research Goals from Last Year (2nd and 3rd year PhD students only – N/A for AY 23-24)

- [copy and paste research goals from last year; You should provide an update by simply adding the words ACCOMPLISHED, IN PROGRESS, or NOT ACCOMPLISHED after each bullet point]

Goals for Upcoming Academic Year

- [List research goals for the upcoming year]
- [List teaching goals for upcoming year]
- [List service goals for upcoming year]

Appendix D: Current M.A. Student Poll

Overall Program Satisfaction

	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Very Satisfied	Total
How satisfied are you with your overall experience in this master's program?	0% 0	0% 0	0% 0	44% 4	56% 5	100% 9
How satisfied are you with the performance of the current Graduate Director?	0% 0	0% 0	0% 0	22% 2	78% 7	100% 9

Curriculum

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
Required courses are available in a manner that allows students to complete their education on time.	0% 0	0% 0	22% 2	78% 7	0% 0	100% 9
Courses offered are reasonably rigorous.	0% 0	0% 0	33% 3	67% 6	0% 0	100% 9
There are enough elective courses that interest me.	22% 2	33% 3	45% 4	0% 0	0% 0	100% 9
My coursework has laid a good foundation for doing independent research.	0% 0	33% 3	11% 1	56% 5	0% 0	100% 9
I understand the requirements to complete this degree program.	0% 0	0% 0	11% 1	89% 8	0% 0	100% 9

Research/Publication

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
Ample opportunities exist to work with faculty members on research projects.	0% 0	0% 0	22% 2	78% 7	0% 0	100% 9
Faculty members encourage students to publish in journals and similar outlets.	0% 0	0% 0	0% 0	100% 9	0% 0	100% 9
Faculty members mentor students on publication opportunities.	0% 0	0% 0	22% 2	78% 7	0% 0	100% 9
On-going faculty member research endeavors at SHSU provide students opportunities for thesis topics/material.	0% 0	0% 0	22% 2	78% 7	0% 0	100% 9
On-going institutional research and development endeavors at SHSU provide students opportunities for thesis topics/material.	0% 0	11% 1	11% 1	78% 7	0% 0	100% 9

Funding Package

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
The funding package provided to me is adequate.	0% 0	0% 0	33% 3	67% 6	0% 0	100% 9
The funding package is comparable to offers from other universities.	0% 0	0% 0	11% 1	67% 6	22% 2	100% 9
The funding package is distributed fairly among students.	0% 0	0% 0	0% 0	89% 8	11% 1	100% 9
Additional scholarship opportunities available to me are adequate.	0% 0	0% 0	33% 3	67% 6	0% 0	100% 9

Academic Conferences

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
I am strongly encouraged to attend and present at regional and/or national academic conferences (SWACJ, ASC, ACJS, etc.)	0% 0	0% 0	0% 0	89% 8	11% 1	100% 9
I am strongly encouraged to attend academic conferences to network with others in the field and make possible contacts for job opportunities.	0% 0	0% 0	11% 1	78% 7	11% 1	100% 9
I have been made aware of what academic conferences have to offer.	0% 0	0% 0	33% 3	67% 6	0% 0	100% 9
Adequate funding resources are available to travel to academic conferences.	0% 0	0% 0	56% 5	33% 3	11% 1	100% 9
I am satisfied with the reimbursement process for travel expenses incurred while attending academic conferences.	0% 0	11% 1	22% 2	56% 5	11% 1	100% 9

Thesis Process

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
The thesis process was easy to understand.	0% 0	0% 0	67% 6	11% 1	22% 2	100% 9
The location of the thesis forms was easily accessible, and the forms were clear.	0% 0	0% 0	33% 3	45% 4	22% 2	100% 9
Faculty members are willing to serve on a thesis committee.	0% 0	0% 0	11% 1	67% 6	22% 2	100% 9
The expectations for my thesis prospectus are clear.	0% 0	0% 0	11% 1	67% 6	22% 2	100% 9
The expectations for my thesis final defense are clear.	0% 0	0% 0	22% 2	56% 5	22% 2	100% 9

College of Criminal Justice Resources

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
I am satisfied with my office.	0% 0	0% 0	33% 3	67% 6	0% 0	100% 9

Graduate student offices are well equipped.	0% 0	0% 0	22% 2	78% 7	0% 0	100% 9
I am satisfied with the common spaces available in the CJ building.	0% 0	0% 0	44% 4	56% 5	0% 0	100% 9

Professional Development Opportunities

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
Professional Development opportunities (Beto Lectures, Grant Writing, Brown Bags) that have been offered are of interest to me.	0% 0	11% 1	22% 2	67% 6	0% 0	100% 9
I would like to see more Professional Development Workshops/Trainings offered.	0% 0	0% 0	44% 4	56% 5	0% 0	100% 9
Professional Development Workshops are offered at a time that is convenient for me.	0% 0	0% 0	33% 3	67% 6	0% 0	100% 9

Qualitative Feedback

I would like to see more Professional Development Workshops that deal with:

- Furthering academia and research focused workshops
- Academic CV, Conference Preparation, Thesis Preparation
- Brown bags
- A workshop on how to reach out to professors you've never met yet would like to work with them and how to navigate meeting new faculty. While it might be a tad difficult with everyone's scheduling, maybe have a time where all faculty are all in one place where the grad students could then introduce themselves and begin that process. I know we have those coffee social events at the beginning of the school year, but that doesn't seem to attract many faculty.
- Thesis/ Portfolio/ Dissertation workshops that help emphasize creating a schedule/ time management schedule, a brown bag where students can hear more about different PhD programs and what schools look for.
- I think Networking brown bags would be beneficial to Master's students regardless of whether we continue on to PhD programs or work straight after the Master's.
- I would like to see what alternative jobs to academia would look like so I can compare and contrast.

Strengths of the master's program (practices we should keep doing):

- Funding packages, research opportunities
- I think that giving students the opportunity to work with professors is very valuable.
- Practical theories
- The Brown bags are quite informative and useful.
- Student mentorship has been the largest perk. They push to both attend conferences, as well as work on projects with assigned faculty members makes this feel less like school work and more like an actual job training/apprenticeship. Also, the stipend for master's students truly

helps with the guaranteed funding, rather than potential competitive funding on a semester-to-semester.

- I enjoy having an active Graduate student organization that checks in on students, and I appreciate the efforts of the new graduate director. I also like that there is a new Microsoft teams that allows students to access materials in one location. Also, I appreciate the open communication, and readily available faculty to help answer any questions about the program in general.
- I really like how the Program Director and team get to know the grad students and genuinely care about our needs and concerns for the program. I think just continuing to have that open and honest relationship with the grad students is important and is a large part of why I'm enjoying the program and want to continue here at Sam.
- I think students should be pushed to attend conferences and encourage students to collab with faculty.

Weaknesses of the master's program (areas needing improvement):

- Very small selection of electives that have more often than not been topics that do not fit with my interests whatsoever.
- It would be great to have some more elective options.
- The statistics course was the hardest course to learn. The teaching methods could have better due to using Pearson for a whole semester. It felt that Pearson taught the class rather than the professor. My expectations were also that this class on using the software and knowing which best regression lines to use for our thesis. However, we did not learn these items in the first class of statistics. I wish that we could learn more about the usage of the software instead of overing on how to compute mean and probability.
- The electives offered per year is a night and day difference from what the online resources say are offered. There only appears to be one, maybe two options at most, per semester, rather than a range of courses. I fully understand the need to have a minimum number of students in each class in order for it to be allowed to happen, but it would be nice for the grad students to give input on what they would like to have in the semester prior to the class beginning.
- I would say that the Statistics courses are difficult here and it needs some growth within the years. As a second year M.A. student it is difficult playing catch up when trying to publish papers and work on our thesis. Learning statistical software should be taught within the first year. I also, believe that some of the required courses are outdated and that there is a lack of effort in course planning and teaching. It can be frustrating having outdated courses that have a 10 year old syllabus where we learn about CJ events that are not relevant today.
- I think some of the core classes need to be updated to where the materials on the syllabus aren't 20+ years old. I think another area that could use improvement is having stats professors that can teach a concept in different ways (because we all learn differently) and not get frustrated at the students. Right now that's my biggest concern about staying here further is the lack of support from stats and not being treated like I'm incompetent.
- Maintaining poorly reviewed faculty members as the designated lecturer for specific courses.

Specific suggestions to strengthen the program overall:

- More guidance provided to first year students
- I think the program is strong, I also do not feel that I have been here long enough to know where it needs strengthening.
- The statistics course would have a different structure or have a different professor teach this course.
- I know students have numerous opinions over a wide range of topics that come up throughout the year. Maybe once per semester, the Graduate Director or the Director for Academic Programs could set up a time to individually meet with each master's student for a half hour and go over any list of things or just listen to what the student's thoughts are. I love what Dr. Ingram has started with his Grad Director talks over Zoom, but with this I feel like some students may be reluctant to ask questions in a big group setting.
- One recommendation that I have is for graduate students to express concerns about their assigned faculty mentors. I do not think it is fair that the graduate student is based on their sole performance throughout the summer without hearing from their point of view. It would be nice to have an evaluation form for graduate students to evaluate their mentors as well to ensure that the faculty pairing is for the best. I also would like there to be opportunities for tutoring within the program, maybe past PhD or M.A. students could apply or sign up to be a tutor for part/ or more hours in their funding package to assist struggling students. Especially in statistics, it would be beneficial to have another graduate student's perspective along with the faculty teaching the course. It may be easier for students to understand the material and ask questions they may not ask in lecture. Another suggestion I have is to have a formal student and faculty meet and greet at the beginning of the school year where faculty could wear name tags and sit in designated areas around the room based on their teaching and research interests. This would make it easier for students to place a face to a name and it would allow students to come up to faculty and discuss mentoring/ research opportunities. Because, I know in the past the coffee socials have been awkward because faculty tend to congregate with each other, and students do not know if they are grad students or faculty members.

Policies or practices that should be changed or terminated:

- Faculty assignments for students should allow the students to have a say in who they're assigned to beyond telling the Director that they will not work with the faculty.
- Not so far
- None
- I would like the statistics course to be taught differently by using the software program or be taught by another professor due to the teaching methods not being effective.
- It seems like this program is held to a high standard and under the guidance of Dr. Ingram and Dr. Leal, I feel like it will only get better.
- I would like to see there be more electives available for students to have a say in/ opinion about. Maybe create a form and gauge graduate students interests in past/ present and potential elective courses. Then once there are some potential courses students may be interested in, then ask faculty who have not taught a graduate course yet/ would like the opportunity to do so.

- N/A
- I know this is a part of the graduate school and not the College of Criminal Justice, but it would be nice to get meals paid for at conferences.

Appendix E: Thesis Step by Step Guide

This guide provides the procedures students must follow to complete their master's thesis. There are two separate (but related) processes necessary to complete a thesis: 1) the Department of Criminal Justice & Criminology process, and 2) the Graduate and Professional School process. All department thesis forms can be found here: <https://www.shsu.edu/academics/criminal-justice/services/forms.html>. All Graduate and Professional School forms can be found here: <https://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>.

Department Process

Step 1. Forming a Thesis Committee

- Students should begin forming their thesis committee after completing their first year of coursework.
- Before approaching a faculty member about their thesis, students should spend time thinking about their research interests and the topic they would like to cover for their thesis. Students should try to develop their idea as much as possible before speaking to a faculty member about their thesis.
- Once the student has developed a research topic for their thesis, they should first identify a faculty member that has expertise in this area of research and talk to them about whether they would be willing to serve as chair of their thesis committee. The student and faculty will work together to develop the student's research questions and secure data for the thesis.
- After securing a thesis chair and developing the thesis topic, the student and thesis chair should discuss other potential faculty members to serve on the thesis committee. Once these faculty members have been identified, the student should ask them if they are willing to serve on their thesis committee.
- Once the thesis committee has been established the student will complete the "Thesis Committee Form." This form will require a description of the student's thesis topic, as well as signatures from the thesis committee and Graduate Program Director. Once completed, this form should be sent to the Graduate Program Coordinator. This form needs to be completed prior to the prospectus defense.
- All theses must receive Institutional Review Board (IRB) approval before the project is started. As such, students must submit an IRB application for their thesis even if it is a non-human subjects study. To submit an IRB application, you must complete the SHSU CITI training.

Step 2. Thesis Prospectus

- In the Fall of their second year, MA students will register for CRIJ 6398 – Thesis Practicum (3 credit hours). This is not a formal class, and these credits represent the student's thesis prospectus. As such, during this semester students will begin formally working on their thesis. A student cannot defend their prospectus until they register for CRIJ 6398.
- The goal is for students to complete their thesis prospectus and defend their thesis prospectus in the Fall of their second year. If necessary, students can defend their thesis prospectus in the Spring of their second year.
- Although the content of a student's thesis prospectus may vary based on their chair's recommendation, it must: 1) explain the purpose of the project and what the student hopes to

develop in their research, 2) outline the proposed procedure and method(s) of investigation, 3) indicate the relationship of study to relevant research and findings of scholars in the student's area of concentration, and 4) provide a commentary on source materials and/or facilities available for the successful completion of the research. Generally, a thesis prospectus consists of the first three chapters of a student's thesis. These first three chapters often include the following sections: Introduction, Literature Review, and Methods.

- Once the student has completed their thesis prospectus document, they will send it to their thesis chair for their review. If the thesis chair believes that the student's prospectus is complete and ready to defend, the student will send their thesis prospectus to their committee for their review and schedule a prospectus defense date.
- Before the prospectus defense, the thesis chair must complete the "Declaration of Thesis/Dissertation Defense Form." Once completed, this form must be submitted to the Graduate Program Coordinator. This form should be submitted one week prior to the prospectus defense date.
- During the prospectus defense the student will give a presentation that summarizes their thesis prospectus document. There is no required format for the prospectus defense, however, it is recommended that students present a PowerPoint presentation. After the student's presentation, the thesis committee will ask questions and provide feedback about the student's prospectus. Anyone in attendance outside of the committee can also ask questions and provide feedback.
- After the student has successfully defended their prospectus, the thesis committee will sign the "Thesis Prospectus Approval Form." Once completed, this form must be submitted to the Graduate Program Coordinator with a copy of the student's thesis prospectus document.
- Students will incorporate changes or recommendations from the thesis committee to their prospectus document after the prospectus defense.
- Note that after the "Thesis Prospectus Approval Form" is submitted, any changes made to the topic or proposed method of investigation for the thesis must be approved in writing by the thesis committee and submitted for approval to the Graduate Program Director.

Step 3. Final Thesis Defense

- In the Spring of their second year, MA students will register for CRIJ 6099 – Thesis. This is not a formal class, and these credits represent the student's work on their thesis. As such, during this semester students will work towards finishing their thesis.
- The goal is for students to complete their thesis and defend their thesis in the Spring of their second year. If necessary, students can defend their thesis in the Summer of their second year. Students must register for at least 1 credit hour if they plan on defending their thesis in the Summer.
- The student's final thesis will include their revised prospectus (which incorporates the recommendations of the thesis committee from the prospectus defense) as well as the final chapters of the thesis. Generally, a complete thesis consists of the following chapters: Introduction, Literature Review, Methods, Results, and Discussion.
- Once the student has completed their thesis document, they will send it to their thesis chair for their review. If the thesis chair believes that the student's thesis is complete and ready to defend, the student will send their thesis to their committee for their review and schedule a final thesis defense date. Ideally, students should give their thesis committee about 2 weeks

to review their thesis. Keep in mind that in order to graduate in a certain semester, the final thesis defense must occur by the Graduate and Professional School deadline.

- Before the final thesis defense, the thesis chair must complete the “Declaration of Thesis/Dissertation Defense Form.” Once completed, this form must be submitted to the Graduate Program Coordinator. This form should be submitted one week prior to the final thesis defense date.
- During the final thesis defense the student will give a presentation that summarizes their complete thesis. There is no required format for the final thesis defense, however, it is recommended that students present a PowerPoint presentation. After the student’s presentation, the thesis committee will ask questions and provide feedback about the student’s thesis. Anyone in attendance outside of the committee can also ask questions and provide feedback.
- The thesis chair and/or thesis committee must complete the “Thesis Evaluation Rubric” during/after the student’s final thesis defense presentation. Once completed, the thesis chair will submit the final rubric to the Graduate Program Coordinator.
- After the student has successfully defended their thesis, the thesis committee will sign the “Report of Thesis Examination Form.” Once completed, this form must be submitted to the Graduate Program Coordinator with a copy of the student’s complete thesis document.
- Students will incorporate changes or recommendations from the thesis committee to their thesis document after the final thesis defense.

Graduate and Professional School Process

Each of the below steps has an established deadline. It is the student’s responsibility to keep track of the deadlines and submit all required documents by the deadline. The Graduate and Professional School deadlines can be found here: <https://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html#f35f38a9-6160-421f-b002-e609ee43f868>. It is recommended that the student discuss these deadlines with their thesis chair prior to the semester they plan on defending their thesis.

Step 1. Initiation Sheet

- After the student has registered for CRIJ 6398 – Thesis Practicum and formed their thesis committee, they must submit the “Initiation Sheet” to the Graduate and Professional School. This form will require the student’s information, the names of the thesis committee, and a brief description of the thesis topic.

Step 2. Apply for Graduation

- Students must apply for graduation in the semester that they plan to graduate. Graduation registration opens on the first day of the semester and must be completed by the university deadline. The deadlines for graduation registration can be found here: <https://www.shsu.edu/dept/registrar/graduation/apply-to-graduate/application-for-degree.html>
- The following website provides instructions on how to apply for graduation: <https://www.shsu.edu/dept/registrar/graduation/apply-to-graduate/how-to-apply.html>

Step 3. First Draft Review

- In the semester that the student plans on graduating (generally the spring or summer of their second year) they must submit a first draft of their thesis to the Thesis/Dissertation Specialist at Graduate and Professional School by the first draft review deadline. The first draft should be emailed to tgsthesis@shsu.edu.
- The student's first draft must include all required sections (title page, approval page, table of contents, references, CV, etc.) and the first three chapters of the thesis. Students must also include their name, SAM ID, and chosen style guide (i.e., MLA, APA, Chicago, etc.) when submitting their first draft.
- There are many specific formatting requirements outlined by the Graduate and Professional School. It is the student's responsibility to ensure that their thesis document meets all the specific formatting requirements. The Graduate and Professional School provides a template that is pre-set to meet many of the formatting requirements. Students must use the approved university template for their thesis, and as such, the first draft must be submitted using this template.
- After students submit their first draft for review, they will receive an email with a draft review checklist that provides all corrections that the student needs to make to their thesis document so that it meets the formatting requirements.

Step 4. Public Defense Announcement

- After the student has scheduled their final thesis defense, a public defense announcement must be submitted to the Graduate and Professional School.
- The Graduate and Professional School provide a template for the public defense announcement. The public defense announcement must be completed and emailed to the Graduate and Professional School at least two weeks prior to the final thesis defense. The public defense announcement should be emailed to thegraduateschool@shsu.edu.

Step 5. Route Sheet

- After successfully defending their thesis, the student must submit the Graduate and Professional School "Dissertation/Thesis Route Sheet." Students will fill out the necessary information in the "Dissertation/Thesis Route Sheet" and then submit it.
- Once the student submits the "Dissertation/Thesis Route Sheet" it will go through a chain of approvals (committee chair, dean of college, thesis/dissertation specialist, and dean of graduate studies). The student will receive an email each time a member in the approval chain approves the document.

Step 6. Final Draft Review

- After the student successfully defends their thesis, they must submit their final thesis draft to the Thesis/Dissertation Specialist at Graduate and Professional School by the second draft review deadline. The final draft should be emailed to tgsthesis@shsu.edu.
- The final draft must be completed in its entirety and incorporate 1) the formatting corrections identified by the first draft review, and 2) the thesis committees' recommendations.
- This is the final submission of the student's thesis document, so once this document is approved no more changes can be made. As such, students must ensure that they have thoroughly proofread their final thesis document before submitting it.

Step 7. Vireo and Embargo Submission

- After the final thesis document has been approved, the Thesis/Dissertation Specialist will email the student a final PDF version of their approved thesis document. The student must upload their approved PDF file to Vireo (<https://shsu-etd.tdl.org/>) and fill in all required sections correctly by the Vireo submission deadline.
- If the student was granted a one- or two-year embargo, they must fill in all sections that apply.
- Students who are approved for a permanent embargo do not submit their final document through Vireo. Instead, these students should follow the “Permanent Embargo Instructions” to submit their documentation to the Newton Gresham Library.

OPTIONAL

Embargo Request

- Students may request a one-year, two-year, or permanent embargo on their thesis. An Embargo allows a thesis/dissertation to be withheld from being published digitally via SHSU’s institutional repository either temporarily or permanently providing students an opportunity to have their research published in an academic journal, as a novel, or to acquire a patent.
- If a student wants an embargo, they must submit the “Embargo Request Form” by the embargo deadline. The embargo request must be approved by the Dean of The Graduate School. The “Embargo Request Form” should be emailed to thegraduateschool@shsu.edu.

Appendix F

Average IDEA Scores (on a 5-Point Scale) for M.A. Courses During Time Period Under Review								
Semester	Course Number	Course Name	Enrollment (Responses)	A. Summary Score	B. Progress on Relevant Objectives	C. Ratings of Summative Questions	D. Excellent Teacher	E. Excellent Course
				<i>Raw/Adjusted Scores</i>				
Fall 2017	CRIJ 5332	Perspectives in Criminology	7 (5)	4.7/4.7	4.6/4.6	4.8/4.8	5.0/5.0	4.6/4.6
	CRIJ 5392	Survey of Research Methods	6 (5)	4.9/4.9	4.8/4.8	4.9/4.9	4.8/4.8	5.0/5.0
	CRIJ 5393	Legal Aspects of the CJS	5 (4)	4.6/5.0	4.8/5.0	4.4/4.8	4.8/5.0	4.0/4.5
	CRIJ 6372	Seminar in Crim & Corrections	4 (3)	4.6/4.6	4.9/4.9	4.2/4.2	3.7/3.7	4.7/4.7
	CRIJ 6394	Special Topics in CJ: Statistical Analysis 2	4 (4)	4.8/4.8	4.7/4.7	4.9/4.9	5.0/5.0	4.8/4.8
Spring 2018	CRIJ 6385	Stats for CJ Research	7 (6)	4.9/5.0	4.9/4.9	4.8/5.0	4.8/5.0	4.8/5.0
	CRIJ 6394	Police in Society	10 (9)	4.8/5.0	4.7/5.0	4.9/5.0	5.0/5.0	4.8/5.0
Fall 2018	CRIJ 5332	Perspectives in Criminology	13 (10)	4.8/4.8	4.7/4.7	4.9/4.9	4.9/4.9	4.9/4.9
	CRIJ 5392	Survey of Research Methods	13 (10)	4.4/4.4	4.4/4.4	4.4/4.4	4.5/4.5	4.2/4.2
	CRIJ 5393	Legal Aspects of the CJS	6 (5)	4.7/4.8	4.8/4.8	4.6/4.7	5.0/5.0	4.2/4.3
	CRIJ 6394 (Sec 1)	Special Topics in CJ: Stats II	4 (4)	5.0/5.0	5.0/5.0	5.0/5.0	5.0/5.0	5.0/5.0
	CRIJ 6394 (Sec 2)	Special Topics in CJ: Global Organized Crime & Terrorism	12 (9)	4.8/4.8	4.6/4.6	4.9/4.9	4.9/4.9	4.9/4.9
Spring 2019	CRIJ 5330	Critical Analysis of Justice Administration	11 (8)	4.5/4.5	4.3/4.3	4.7/4.7	4.8/4.8	4.5/4.6
	CRIJ 6385	Statistics for CJ Research	11 (8)	4.4/4.5	4.2/4.3	4.6/4.7	4.6/4.7	4.5/4.7

	CRIJ 6394	Special Topics in CJ: Consequences of Incarceration	13 (11)	4.6/4.6	4.5/4.5	4.7/4.7	4.7/4.7	4.6/4.6
	CRIJ 5332	Perspectives in Criminology	7 (5)	4.4/4.4	3.9/3.9	4.9/4.9	5.0/5.0	4.8/4.8
	CRIJ 5392	Survey of Research Methods	6 (5)	4.1/4.1	4.0/4.0	4.2/4.2	4.2/4.2	4.2/4.2
Fall 2019	CRIJ 5393	Legal Aspects of the CJS	11 (7)	4.3/4.3	4.3/4.3	4.3/4.3	4.3/4.3	4.3/4.4
	CRIJ 6372	Seminar in Crim & Corrections	6 (4)	4.7/4.7	4.4/4.4	5.0/5.0	5.0/5.0	5.0/5.0
	CRIJ 6386	Stats for CJ Research II	12 (8)	4.0/4.3	4.0/4.2	4.0/4.3	3.9/4.1	4.0/4.5
Spring 2020				<i>Evaluations Suspended Due to COVID-19</i>				
	CRIJ 5332	Perspectives in Criminology	6 (6)	4.8/4.8	4.7/4.7	4.8/4.8	4.8/4.8	4.7/4.7
	CRIJ 5392	Survey of Research Methods	6 (5)	4.2/4.2	4.2/4.2	4.2/4.2	4.4/4.4	4.0/4.0
Fall 2020	CRIJ 5393	Legal Aspects of the CJS	5 (3)	3.0/3.0	2.9/2.9	3.0/3.0	3.0/3.0	3.0/3.0
	CRIJ 6339	Police in Society	6 (5)	4.0/4.0	4.1/4.1	3.8/3.8	3.8/3.8	3.8/3.8
	CRIJ 6386	Stats for CJ Research II	5 (3)	3.3/3.4	3.3/3.3	3.3/3.5	3.3/3.4	3.3/3.5
	CRIJ 5330	Critical Analysis of Justice Administration	6 (5)	4.3/4.3	4.6/4.6	3.9/3.9	4.0/4.0	3.8/3.8
Spring 2021	CRIJ 5363	The Juvenile Offender	9 (7)	4.4/4.4	4.3/4.3	4.4/4.4	4.7/4.7	4.1/4.1
	CRIJ 6385	Stats for CJ Research	6 (5)	4.7/4.8	4.9/5.0	4.5/4.5	4.6/4.6	4.4/4.4
	CRIJ 5332	Perspectives in Criminology	4 (4)	4.6/4.6	4.2/4.2	4.9/4.9	5.0/5.0	4.7/4.7
	CRIJ 5392	Survey of Research Methods	5 (4)	4.4/4.5	4.5/4.6	4.3/4.4	4.3/4.3	4.3/4.5
Fall 2021	CRIJ 5393	Legal Aspects of the CJS	7 (5)	4.0/4.0	3.8/3.8	4.2/4.2	4.4/4.4	4.4/4.4
	CRIJ 6386	Stats for CJ Research II	7 (6)	4.5/5.0	4.2/4.5	4.7/5.0	4.8/5.0	4.5/5.0

Spring 2022	CRIJ 5330	Critical Analysis of Justice Administration	4 (3)	4.3/3.8	4.0/4.0	4.5/4.6	5.0/5.0	4.0/4.0
	CRIJ 6360	Seminar in Deviant Behavior	4 (3)	4.4/3.9	3.8/3.8	5.0/5.0	5.0/5.0	5.0/5.0
	CRIJ 6385	Stats for CJ Research	4 (3)	5.0/4.9	5.0/5.0	5.0/5.0	5.0/5.0	5.0/5.0
	CRIJ 6394	Special Topics in CJ: Race & Justice	12 (11)	4.7/5.0	4.5/4.5	4.9/4.9	4.9/4.9	4.9/4.9
Fall 2022	CRIJ 5332	Perspectives in Criminology	8 (5)	4.9/5.0	4.9/5.0	4.8/5.0	4.8/4.9	4.8/5.0
	CRIJ 5392	Survey of Research Methods	8 (4)	4.9/5.0	4.9/5.0	4.9/5.0	5.0/5.0	4.8/5.0
	CRIJ 5393	Legal Aspects of the CJS	3 (3)	4.1/4.2	3.4/3.4	4.7/4.9	4.7/4.8	4.7/5.0
	CRIJ 6368	Seminar in Drugs, Society, & Policy Issues	8 (8)	4.9/4.9	4.8/4.8	4.9/4.9	4.9/4.9	4.9/4.9
	CRIJ 6386	Stats for CJ Research II	3 (3)	3.5/3.7	3.6/3.7	3.3/3.7	3.3/3.7	3.3/3.7
Spring 2023	CRIJ 5330	Critical Analysis of Justice Administration	8 (5)	4.1/4.1	4.2/4.2	3.9/3.9	4.0/4.0	3.8/3.8
	CRIJ 6339	Police in Society	4 (3)	4.8/4.8	4.9/4.9	4.7/4.7	4.7/4.7	4.7/4.7
	CRIJ 6385	Stats for CJ Research	8 (8)	2.9/3.0	2.9/3.0	2.8/2.9	2.9/3.1	2.6/2.7
	CRIJ 6394	Special Topics in CJ: Gangs & Violent Extremist Groups	8 (4)	3.5/3.5	3.7/3.8	3.2/3.2	3.5/3.5	2.8/2.8
Summer 2023	CRIJ 6394	Special Topics in CJ: Academic Writing	8 (5)	4.6/4.6	4.3/4.3	4.8/4.8	5.0/5.0	4.6/4.6

Notes: Summary score is the average of B & C. Ratings of Summative Questions is the average of D & E. The adjusted scores account for students' self-reported motivation and work habits.

Appendix G: Faculty CVs

See attached document

Appendix H: Teaching Load for All Current Faculty

	AY 2018-2019		AY 2019-2020		AY 2020-2021		AY 2021-2022		AY 2022-2023	
	<i>Fall 2018</i>	<i>Spring 2019</i>	<i>Fall 2019</i>	<i>Spring 2020</i>	<i>Fall 2020</i>	<i>Spring 2021</i>	<i>Fall 2021</i>	<i>Spring 2022</i>	<i>Fall 2022</i>	<i>Spring 2023</i>
Azimi, A.	2365 4365*	2365 4365 4365	3350* 6334	3350* 4365	2365* 2365	2365* 4365	2365 2365 4365	2365 3340 4365	2365 3340 4365	2365 3340 4365
Brown, W.					2362 2362 6360	2362 2362 5330	2362 4377 6360	2362 2362 6333	2361 3378 4377	2362 6333 6333
Connolly, E.	2362 5392	2362* 2362	7371^	4376 6385	7770^	7371^	2362 7371^	2362 7387^	2362 2362 5392	7387^
	.25 Admin		.25 Admin		.25 Admin					.25 Admin
Craig, M.							2364* 4385	2364* 2364	2364 7338^	2364 2364 6387
Dmello, J.								4377 4377 .25 Grant	4377 4377 .25 Grant	6394 .50 Grant
Garner, R.	6335 6335 6335	6363 6363 6363	6335 6335 6335	6363 6363 6363	6335 .50 Admin	6363 6363 6363	6335 .50 Admin	6363 6363 6363	6335 .50 Admin	6363 6363 6363
Gerber, J.	5332 7360^	2361 2362 6334	3378 3378 5332	6334	5332 7360^	2362 3378 6334	5332	3362 6334 6360	5332	3362 3362 6334
Gonzalez, C.							3340* 4387	3340 3340 4360	3340 3340 4387	3340 3340 4377
Hartsell, E.									2361 2361 2394	2361 2361 2394
Iesue, L.									3361 3361 6334	3361 3361 6334
Ingram, J.	2367 7334^	2367* 4384	2367* 2367	2367*	7334^	6385	4384 6386	6385 .25 Grant	7334^	.25 Rel .25 Grant
			.25 Admin		.25 Admin		.25 Admin		.25 Admin	

Kim, B.								6394 7442^	3378 7389^
Kinney, A.								4377 4382 4382	4377 4382 4382
Kokkalera, S.				3396* 3396	3396* 4377	2364 3396*	3396* 4377	2364* 3396	2364* 3396
Leal, W.								4362 4362 6368	4362 7371^
Lee, H.								2362 3378 6386	2362 2365 6385
Lehmann, P.			2362* 4377	2361 2362*	2361 7371^	2361 2362*	2362 7442^ 2361 2361 2362	2361 2362*	2361 2362*
Longmire, D.	5330 5330 5330	6361 6361 6392	5330 5330 5330	6361 6361 6392	5330 5330 5330	6361 6361 6392	5330 5330 5330	6361 6361 6392	5330 6361 6392
Miller, H.			3368	7371^	3368	3368	3368	3368	3368
					3368	4336	7371^	3368	3368
					4336			4336	4336
			.50 Admin		.50 Admin				
Narvey, C.				2362* 2365	2362* 2365	2362* 2365	2362 2365*	2362 2365 2365	2362 2362*
Navarro, J.				2361* 5392	2361* 3378	2361* 5392	2361 2362 3378	2361* 3378	2361 2361 3378
Oliver, W.	2367* 6365	2367* 6365	2367* 6365	6365 7371^	6365 7371^	2367* 6365	2367* 6365	4360 4384 6365	4360 6339 6365
Orrick, E.	7442^ .25 Res Dir	7389^	7336^ .25 Res Dir	7387^	2365 .25 Admin & .25 Res Dir	4367 .25 Admin & .25 Res Dir	6372 .25 Admin & .25 Res Dir	.25 Rel 3378 .25 Admin & .25 Res Dir	.75 Admin
Ramos, J.				4385* 4385	3378 4385*	4385* 4385	4385 6394 7371^	4385 4385 4385	4385 4385 4385
Randa, R.	2362	2361*	5392	3378	7337^	3378	7337^	2361	7337^ 3340

	7337^	3378	7337^	7371^	.25 Grant	7339^	.25 Rel	2361 2361		3362
									.25 Res Dir	
Reid, J.								2362 2362 3378	2362 2362 3363	2362 3363 4385
Roth, M.	3339* 6394	3339 6360 6360	4377* 6360	4377 4382 6360	3363 4368 6360	6360	3339 3363 6360	4368 4377 6360	3339 3363 6360	3339 3363 6360
Rudes, D.									7371^	2365 2365
									.25 Grant	
Toman, E.	2362 2362 2365	2365 2365 5372	2362 2362 2365	5372 7333^	2362 2362 5372	5372 7336^	2362 2362 5372	5372 7371^	2365 2361 2361	5372 7336^
Vaughn, M.	2364* 5393	2364* 5393	5393 7340^	2364* 5330	5393 7340^	2364 5330	5393 7340^	5330 7375^	5393 7340^	4332 4332 5330
Zhang, Y.	3378 7371^	3378 3378 6385	6386 7442^	7389^	6386 7442^	7389^	7371^ .25 Rel	7389^ .25 Grant	.75 Grant	7371^
Zhao, J.	2361* 2361	2361* 2367	2361 2361*	2367 2361 2362	2361 2367*	2367 2367	2361 2367*	2367 2367 2367	2361 2367*	2367* 2367

Notes: * = Large section (100+ students); ^ = Ph.D. course

Appendix I
Department of Criminal Justice and Criminology
Thesis/Dissertation Rubric

Chair:

Date:

Student's Name:

Paper Title:

Evaluation: (Please circle the rating that best represents your assessment of the research paper)

	Insignificant				Critically Significant
Choice of Problem	1	2	3	4	5
	Non-existent				Well Grounded
Theoretical Framework	1	2	3	4	5
	Inappropriate				Highly Appropriate
Mode of Inquiry	1	2	3	4	5
	Unsystematic				Highly Disciplined
Execution of Study	1	2	3	4	5
	Not Grounded				Well Grounded
Interpretation of Results	1	2	3	4	5
	Basic Methods				Highly Sophisticated
Analysis	1	2	3	4	5
	Unclear				Clear
Written Presentation	1	2	3	4	5
	Routine				Highly Original
Originality of Idea and/or Approach	1	2	3	4	5
	Routine				Highly Significant
Contribution to the Field	1	2	3	4	5

Overall Score: _____

Summary Comments (on back if necessary)