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Introduction

Since 1994, Loyola University has offered a Master of Arts (MA) Degree in Criminal Justice and Criminology (CJC). The goal of the MA program in CJC at Loyola is to provide students with the necessary substantive and ethical competencies to excel as leaders in the field of criminal justice as practitioners, policy analysts and researchers. Criminal justice practice is increasingly influenced by evidence-based programming and policies, and through the integration of theoretical, empirical, and practical knowledge, Loyola’s MA program in CJC effectively prepares students for successful careers in the field as well as more advanced programs of study. The CJC program embraces the Jesuit principles of justice and fairness, care and service to others, freedom of inquiry and the pursuit of truth, an appreciation for diverse perspectives and the diversity of human experience. This handbook describes the Department of CJC's Graduate Program curriculum, policies and requirements for graduation.

Source of Graduate Program Policies

General policies regarding graduate education at Loyola University Chicago are set by Loyola’s Graduate School. Students are required to familiarize themselves with all of the policies governing graduate studies at Loyola, and should pay particular attention to the description of Academic Integrity (http://www.luc.edu/gradschool/academics_policies.shtml) adopted by the Graduate School. Furthermore, students should consult their luc.edu email accounts on a regular basis for notifications from the Graduate School for updates and announcements.

Additionally, the Department of CJC determines policies specific to its own program. These policies do not conflict with the general policies of the Graduate School but are in addition to them. They are set forth in this handbook. Students are advised to check their luc.edu emails for messages from the CJC Department as well as the program’s Sakai site. Students will be held responsible for all information that appears in these venues. The CJC graduate program is administered by the Graduate Program Director (GPD), currently Dr. Maribeth Rezey (mrezey@luc.edu), and the Department Chairperson, currently Dr. Don Stemen (dstemen@luc.edu). Consult the https://www.luc.edu/criminaljustice/faculty.shtml for up-to-date information about the faculty member serving as GPD and Chairperson.

Maintaining Good Standing in the Program and with the Graduate School

In order to make continuous progress toward their degree and remain in good standing in the CJC graduate program, students must meet the following Graduate School requirements:

- Maintain a grade-point average (GPA) of 3.00 (B) or higher. If the GPA falls below 3.0, students are placed on academic probation and cannot register without the assistance and approval of the GPD. Students cannot graduate with less than a 3.0 GPA, and students who are placed on academic probation will be dismissed from the program by the Graduate School if they fail to bring up their overall GPA to at least a 3.0 during the next two consecutive terms in which they register.

- For both MA and BS/MA students, students must take graduate-level courses (400-level and above) for them to count as MA credits. Beginning Fall 2023, no 300-level courses
No more than two courses for which a student receives a final grade of C+ or C may count toward satisfying degree requirements, and no course for which a student receives a grade of C- or less counts towards the degree requirements. All grades, however, are used to calculate a student’s GPA.

Students must earn a B or better in CJC 403 (Program Evaluation and Research Methods) and CJC 404 (Applied Data Analysis and Interpretation) in order to graduate, and thus these classes must be repeated if a grade below a B is earned. All grades, however, are used to calculate a student’s GPA.

The MA degree must be completed within five years. A student unable to meet this deadline must submit a petition to the Department of CJC through the GPD for an extension. To petition for an extension, students must complete the Extension of Time form, available at http://www.luc.edu/gradschool/servicesandresources_forms.shtml

Continuous registration is required during the fall and spring semesters, but not the summer session. Students who fail to register for a course and do not receive an approved leave of absence from the Graduate School will be considered “in poor standing with the graduate school” and may be dismissed. The Leave of Absence form is accessible through the Graduate Student Progress System at https://gsps.luc.edu/

Students who complete their coursework and have only to take the comprehensive exam or write a thesis must register for CJC 605 (Master’s Study) in the Fall and/or Spring semesters.

If an “I” grade in CJC 501 (Thesis Research) is given, students must register for CJC 595 (Thesis Supervision) the next semester. If an “I” grade in CJC 500 (Directed Research) or in CJC 502 (Practicum) is given, students must register for CJC 605 (Master’s Study) the next semester. CJC 595 and CJC 605 are zero-hour courses carrying a fee. Students are not permitted to register more than twice for either of these two courses.

Specific Requirements for BS/MA Students

The BS/MA program requires students to be full-time and to complete both degrees within five years (the time is counted from when first enrolled as a BS student at Loyola University).

Beginning Fall 2023, BS/MA students will take four graduate classes as seniors (two in each of their two senior semesters). They will be allowed to count up to four graduate courses towards their undergraduate degree requirements, either as electives within their CJC major or as general electives towards their overall baccalaureate degree.

Degree Requirements

The MA degree in CJC consists of 30 credit hours, which are fulfilled through four required courses (CJC 401, 402, 403, and 404) and six electives. Descriptions of these courses, as well as the semesters in which they are generally offered, are included at the end of this handbook. Electives can
be taken from the CJC curriculum, and can also include 3 credits for an internship (CJC 502) and 2 credits for thesis research (CJC 501, if approved). Finally, electives in other departments at Loyola can be taken with the approval of the GPD.

Table 1 provides an outline of the MA degree’s required courses, including the semesters during which the required courses are typically offered. In addition to the required coursework, all graduate students at Loyola must demonstrate cumulative proficiency in their area of study through either by completing a major research paper in CJC 408 or by completing a traditional MA thesis.

Table 1: Structure of the Curriculum

<table>
<thead>
<tr>
<th>5 Required Courses</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CJC 401: Policies and Politics (Fall Semester)</td>
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<td>CJC 402: Theories of Criminal Behavior (Fall Semester)</td>
<td>3</td>
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<td>CJC 403: Program Evaluation and Research Methods (Fall Semester)</td>
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<th>Elective Courses</th>
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<tr>
<td>Variable Topics Elective Courses – Maximum of 2 courses in each of these Areas (410-414) may be taken.</td>
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<tr>
<td>CJC 410: Advanced Topics in Criminology Prerequisite 402</td>
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<tr>
<td>CJC 411: Advanced Topics in Policing Prerequisite 401</td>
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<tr>
<td>CJC 412: Advanced Topics in Courts Prerequisite 401</td>
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<tr>
<td>CJC 413: Advanced Topics in Corrections Prerequisite 401</td>
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<td>CJC 414: General Special Topics</td>
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<th>Permanent Course Electives</th>
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<tr>
<td>CJC 405: Professional Ethics</td>
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<td>CJC 408: Applied Research in Criminal Justice and Criminology*</td>
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<td>CJC 415: Mental Health and the Criminal Justice System</td>
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<td>CJC 416: International Criminal Justice</td>
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<td>CJC 417: Forensic Science and the Criminal Justice System</td>
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<td>CJC 499: Independent Study</td>
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<td>CJC 501: Thesis Research*</td>
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<tr>
<td>CJC 502: Internship</td>
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<tr>
<td>CJC 595: Thesis Supervision</td>
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<td>CJC 695: Master’s Study</td>
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*Students must take 408 or 501 to satisfy the MA Cumulative Experience

Possible Concentrations

Students may obtain a graduate certificate in Women’s Studies and Gender Studies through using 4 of their 6 elective courses to take WSGS 401, WSGS 402, and two approved WSGS courses. Students can also obtain a certificate in Public Affairs and Management through using 4 of their 6 elective courses to take classes in the Master of Urban Affairs and Public Policy curriculum. Students can also obtain a certificate in Geographic Information Systems (GIS) through using 3 of
their 6 elective courses to take ENVS 480, ENVS 481, and ENVS 482. This might be of interest to students who aspire to careers as a crime analyst. Please keep in mind that, depending on the certificate, you may need to go through a formal Graduate School application process to the relevant department.

**Demonstrating Cumulative Proficiency Through CJC 408 or MA Thesis**

In order to demonstrate cumulative proficiency, students are required to either pass CJC 408 or complete a thesis. By default, all students are placed in the non-thesis option unless they select and are approved for the thesis option (described on page 7). **Students who began the program prior to Fall 2022 still have the option of taking the MA Comprehensive Exam.**

**CJC 408: Applied Research in Criminal Justice & Criminology**

Students may choose the option of taking CJC 408 (2 credits). This course is a student-initiated research course, supervised by an instructor. It is administered in the same way as an Independent Study course. Students must select a full-time faculty member that they would like to have serve as their primary instructor. Students must contact that professor, submit an idea that they are interested in and an action plan, and get the professors approval to enroll in the course. From there, students will need to identify a client criminal justice organization or stakeholder group and conduct useful research on an issue of interest to that organization or group, producing a theoretically-driven, policy-oriented research paper suitable for delivery to the organization or group. Applied research with clear policy implications that extends the scholarly fields of victimization, criminal behavior, or decision-making in the criminal justice system also is acceptable. This course encourages advanced students to approach the multifaceted problem of research as a set of interrelated issues ranging from tasks of concept formation and theory construction through research design and data collection to the assessment and analysis of the generated data.

Students will work independently on their research project and receive guidance and mentoring from their faculty member. The faculty will supervise students’ efforts, answer students’ questions, provide feedback on earlier drafts, provide methodological and analytical tutorials, and train students in how to effectively disseminate research findings. Students may work directly with agencies to address their questions with evidence-based policy analyses or may work on applied research projects that extend prior research in criminology or criminal justice.

**Course Objectives**

Through this course, students will 1) demonstrate an understanding of the various components of a research proposal and apply this understanding to a topic in criminal justice; 2) access data relevant to research purpose efficiently from a diverse set of information sources; 3) evaluate information sources critically and incorporate selected information into papers and projects; 4) utilize information sources ethically and effectively document and communicate acquired information; conduct novel quantitative and/or qualitative research on chosen topic, including data analysis; and 5) prepare an academic-style manuscript and/or agency technical report based on the completed research, including but not limited to: a statement of the problem, theoretical framework, hypotheses, methodology, data analysis plan, study findings, theoretical and policy implications, study strengths and weaknesses, and directions for future research.
Grading

The student’s paper will be graded by two full-time faculty members. The faculty director of the student’s paper (i.e., instructor of record) will provide guidance and constructive feedback to the student’s drafts, and the second reader will read the student’s paper after the faculty director is satisfied it is ready for feedback. The second reader will provide comments and an assessment. Students and their faculty director will seek second readers based on their willingness and expertise. Official assessment outcomes include: pass with distinction, pass, and fail (see Grading Rubric in Appendix). Through the faculty members’ review process over the course of the semester, initial drafts of the paper may be assigned traditional peer-review scores (e.g., accept, revise and resubmit – minor revisions, revise and resubmit – major revisions, and reject). Throughout the semester, students may need to submit multiple drafts pending the recommended revisions of previous drafts. Students who receive an official failing grade on the paper will fail the course and will need to sign up for the course again. Students will have only one chance after a failure to write an acceptable paper. Graders will evaluate students’ papers based on their mastery of theory and research methods; implications for theory, policy, and practice, overall writing ability; and integration of these components into a well-crafted manuscript or technical report. A presentation of the paper/results to faculty or at a professional conference is desirable, though not required.

Completion of a Thesis

Students who have aspirations to pursue research in their career, or pursue a Ph.D. degree, should consider the thesis track. Optimally, students should complete CJC 403 during the fall semester of their first year in the graduate program (for BS/MA students this would be their senior year). In order to be approved for the thesis option, students must receive permission from the Department of CJC’s Graduate Committee. To be approved to complete a thesis, the following requirements must be met:

- Completion of CJC 403 (Program Evaluation and Research Methods) with an A- or better (no exceptions will be made);
- Submission of a class paper to demonstrate writing skills that are acceptable to the Department of CJC’s Graduate Committee; and,
- Submission of a thesis approval form that provides a brief description of the proposed research question, the proposed methodology, and a detailed timeline.

Before submitting a thesis approval form, students are strongly encouraged to discuss their interest in completing a thesis with the GPD and members of the Department of CJC faculty. Faculty will provide students with some guidance and assistance in refining and thinking through their proposed thesis. Faculty direction at this stage of the process is intended to help ensure that the proposed research is feasible, realistic given the students’ commitments and available time, and is sufficiently substantive in scope to warrant thesis research.

Once these requirements have been met, the Department of CJC’s Graduate Committee will convene and consider the request within three weeks of the submission of materials. If not approved for the thesis track, students will be required to pass the comprehensive exam. If approved, the student will sign a written statement that he or she wishes to switch to the thesis track, and will acknowledge that
they cannot switch back if the thesis becomes too difficult, or takes longer than they anticipated.

If the Department of CJC’s Graduate Committee approves a student for the thesis track, the student must then formally identify a thesis committee chairperson and, in consultation with the thesis chairperson, two additional committee members (readers) to serve on the thesis committee. The thesis chairperson and at least one of the additional committee members must be from the Department of CJC. Once the thesis committee members have been selected, the Thesis Committee Recommendation Form must be completed by the student in the Graduate Student Progress System (https://gsps.luc.edu). Students will also sign up for CJC 501, thesis research, for two credit hours during the semester they expect to complete their thesis, which will count as an elective toward their 30 hour degree program. Students writing a thesis are also required to complete the Responsible Conduct in Research and Scholarship (RCRS) workshop offered by the Graduate School (this is a non-credit, free course for Loyola graduate students). See http://www.luc.edu/ors/RCRHome.shtml for a description and schedule of the RCRS workshop.

_Expectations about Student and Faculty Member Roles for a Thesis_

Thesis research requires a close, supportive, and respectful working relationship between the student and the thesis chairperson. However, the thesis is ultimately the student’s project. Thus, the student is expected to develop the research question(s), design the research, and perform the required analyses. The thesis chairperson and committee will provide guidance and mentoring in the process, as the thesis is a process of learning as well as demonstrating sufficient skills. The thesis chairperson will also provide students with clear expectations regarding how quickly feedback will be given on drafts and availability for face-to-face meetings. Students should expect to rewrite sections of their thesis several times after receiving feedback from their chairperson, and, even after the chairperson’s approval, students may be requested to rewrite certain parts of their thesis at the request of their thesis committee.

_Expectations about Completion of the Formal Thesis Proposal_

Although students are required to submit a thesis approval form that provides a _brief_ description of the proposed research question, methodology, and a detailed timeline and dates of milestones, it is required that before thesis research can begin, that a more detailed, formal thesis proposal be submitted and approved by the thesis committee. In terms of the development and approval of the formal thesis proposal, the following expectations and steps are to be followed:

- Students will work with their thesis chairperson to complete an acceptable draft of their thesis proposal. The thesis proposal draft will consist of a detailed literature review, research questions or hypotheses, research design, analysis plan, and a discussion of the strengths and limitations of the proposed research.
- Students are encouraged to consult with committee members, but the thesis chairperson is primarily responsible for guiding the student’s thesis research, and all issues should be discussed with the thesis chairperson.
- The formal thesis proposal must be approved by the chairperson of the committee before it is sent to committee members. Committee members are only required to read a draft of the proposal once it has been reviewed by the thesis chairperson. Committee members will have _two weeks_ to read the thesis proposal.
Committee members and the chairperson will discuss any necessary changes to the proposed research. When the committee is in agreement about the required changes, the student will be informed of the necessary changes by their thesis chair. Students may petition their committee to reconsider a change, which will be discussed by all committee members. When the committee is satisfied with the thesis proposal, each member will sign the Thesis Proposal Form. The student will submit this form for signature to the GPD who will submit the signed form, with an abstract, in the Graduate Student Progress System (https://gsps.luc.edu). An email will be sent to the student once officially approved.

If data collection involves human participants, students must follow all of the requirements established by Loyola’s Institutional Review Board (IRB) for the Protection of Human Subjects. Students cannot submit an IRB application until their thesis proposal is officially approved.

Expectations about Thesis Research

Once the formal thesis proposal has been approved, students will then work towards the completion of the thesis, keeping in mind the following points regarding the process.

- Students are responsible for knowing and meeting all graduate school deadlines published in the Graduate School’s Academic Policies handbook (available at http://www.luc.edu/gradschool/academics_policies.shtml).
- Any proposed major deviations from the proposed research will be communicated in writing for approval to the thesis chairperson and committee members. The thesis chairperson will communicate the committee’s decision to the student.
- The thesis chairperson will make individual arrangements with students about the expected amount of time it will take to review a thesis draft, how subsequent revisions will be made, and the expected dates for completion of sections.
- Students should be aware that delays in submitting drafts to their chairperson may delay graduation dates. Thus, students should make the completion of their thesis a priority to ensure graduation on their expected date.
- Once the thesis chairperson approves a final draft of the thesis research, it is then ready for committee review. Committee members will have two weeks to read and provide comments. Students, thus, should manage their time and priorities to allow committee members adequate time to review and provide constructive feedback.
- Committee members will provide feedback to both the student and chairperson, and it is the chairperson’s responsibility to guide the student in making necessary changes. Committee members will receive a revised draft that highlights the changes made in response to their feedback so that they may decide whether to approve the thesis. Since the revision process may take a couple of weeks, students should plan their timeline accordingly.
- Students who do exceptionally well on their thesis, based on a unanimous vote of the thesis committee, will have the word “distinction” added to their transcript (see Appendix I, page 15, for the Thesis Grading Rubric).
- Once a student has received feedback on the final draft of the thesis from the thesis committee, and made the recommended changes, he or she will be given an opportunity to make a formal presentation of the thesis. Given the significance of this accomplishment, students are encouraged to present their completed research to faculty and interested students.
in the Department of CJC. The student presentation would generally be expected to last approximately 20 minutes.

**Extra-Curricular Activities**

*The Graduate Student Criminal Justice and Criminology Organization*

Students are encouraged to join the CJC Graduate Student Organization as officers and members. This is an official university student organization that represents the Department’s graduate students and sponsors academic, volunteer and social activities.

*Alpha Phi Sigma, The National Criminal Justice Honor Society*

Membership is open to CJC Graduate Students with a GPA of 3.4 or better. Applications to join this society may be obtained from the CJC Alpha Phi Sigma faculty coordinator, currently Dr. Chris Donner (cdonner@luc.edu). The Bylaws state “Graduate students shall be enrolled in a graduate program in criminal justice or related field; have completed four courses; have a minimum GPA of 3.4 on a 4.0 scale or rank in the upper 25% of their class.” Applications can be found at this website: www.alphaphisigma.org

**Symposia and Seminars**

Various symposia and seminars, featuring leading professionals in the field, are sponsored by the Department and/or University. Students are urged to attend these important events as well as related symposia held off campus. Loyola University’s Graduate School also hosts a graduate student research conference each spring where graduate students from all departments are invited to submit a proposal to present their research in either poster form or as part of a panel of speakers. Announcements about important events held at Loyola University or elsewhere are sent out via email and posted on the Department of CJC’s web site calendar (http://www.luc.edu/criminaljustice/).

**Professional Conferences**

There are a number of professional conferences held around the country each year. Students who wish to present papers at these conferences may at times have part of their expenses reimbursed by the Graduate School. The Midwest Criminal Justice Association holds its annual conference in Chicago in September each year; this conference is a good forum for students to present their research, to listen to the latest research on a variety of topics, and to network with other graduate students from area universities. Students are urged to submit an abstract, which, depending upon contribution of the work and intellectual ideas, may be co-authored with a faculty member.
Course Descriptions

CJC 401 – Politics and Policies in the Criminal Justice System (Offered in Fall Semester)

This course examines the interactional processes within and among the criminal justice system's components and their relationships to other social, political, public and private institutions. Current issues and examples are used to discuss and analyze the public policy making process, the role that politics play in justice policy and practice, and the ultimate impact public policy can have on crime and justice system operations.

CJC 402 – Theories of Criminal Behavior (Offered in Spring Semester)

This is a comparative review of dominant contemporary theories and research on the causes of crime and delinquency, including theories based on biological, psychological, and social factors. The course also examines social system theories, social disorganization and strain theories, and ecological characteristics of population distribution across geographic areas. It emphasizes the competing theories that seek to explain the causes of crime, the current status of research on these theories, and differences in their implications for crime control.

CJC 403 – Program Evaluation and Research Methods (Offered in Fall Semester)

This course provides students with the substantive knowledge to be critical consumers of research studies and program evaluations. Students learn how to critique the internal, construct, and external validity of program evaluations and data collection efforts that seek to understand criminal behavior or the operation of the criminal justice system. The course provides an in-depth discussion of quasi-experimental and experimental designs, types of program evaluations, and strategies to address impediments to, and stakeholders’ concerns about, field research and evaluations.

CJC 404 - Applied Data Analysis and Interpretation (Offered in Spring Semester)

Students learn the skills and knowledge necessary to be critical consumers of statistical information, which is often present in everyday criminal justice practice. Students learn how to generate and interpret statistical output using SPSS-PC, and learn which statistical tools are appropriate for specific measures and research questions. Students learn how to appropriately and accurately write statistical information and create tables for research papers and practical reports.

CJC 405 – Professional Ethics

The course defines the ethical responsibilities and explores the ethical dilemmas faced by police, court personnel, and corrections officials. Moral theories are presented, and students learn how ethical judgments are formed. Students critically analyze their own and others’ beliefs. They learn how to think constructively about ethical dilemmas, and how to articulate the inherent ethical issues in the field of criminal justice.
CJC 408 – Applied Research in Criminal Justice and Criminology (Offered in Fall and Spring Semester) (Prerequisites 401, 402, 403, and 404)

This is a student-initiated research course, supervised by the instructor. Students will identify a client criminal justice organization or stakeholder group and conduct useful research on an issue of interest to that organization or group, producing a policy-oriented white paper suitable for delivery to the organization or group. This course encourages advanced students to approach the multifaceted problem of research as a set of interrelated issues ranging from tasks of concept formation and theory construction through research design and data collection to the assessment and analysis of the generated data.

CJC 410 - Advanced Topics in Criminology (Semesters Offered Vary) (Prerequisite 402)

Variable topics on theories or contemporary issues concerning criminal and victim behavior. Examples of topics include: Drugs and Violence; Gender and Crime; Intimate Partner Violence; Sexual Violence; Human Trafficking; Environmental Crime; Victimology; International Criminology; Advanced Criminology; and Race, Ethnicity and Crime.

CJC 411 - Advanced Topics in Policing (Semesters Offered Vary) (Prerequisite 401)

Variable topics on contemporary issues in policing. Examples of topics include: Community Policing, Intelligence-Led Policing, Police Problem Solving, Evidence-Based Policing, Police Use of Force, and Police Decision-Making.

CJC 412 - Advanced Topics in Courts (Semesters Offered Vary) (Prerequisite 401)

Variable topics on contemporary issues in courts. Examples of topics include: International Criminal Law and Anti-Terrorism Enforcement, The American Jury; Death Penalty; International Criminal Law; Public Views of Justice; Media, Culture, and Criminal Law; and Legal Rights of Children.

CJC 413 - Advanced Topics in Corrections (Semesters Offered Vary) (Prerequisite 401)

Variable topics on contemporary issues in corrections. Examples of topics include: Principles of Punishment, Sentencing Policy, Community-Based Corrections, Risk Assessment, Re-Entry, What Works in Corrections, Mass Incarceration, and Juvenile Corrections.

CJC 414 - General Special Topics (Prerequisite 401) (Semesters Offered Vary)

Special topic course titles will vary, and will cover issues that do not fit within the four advanced topics areas of criminology, policing, courts, and corrections. Topics may include: Crime Mapping; Social Psychology and the Criminal Justice System; Prejudice, and Hate and the Justice System.
CJC 415 - Mental Health and the Criminal Justice System (Semesters Offered Vary)

This course explores the relationship of mental illness to crime and violence, as well as the policies and programs concerning the treatment of individuals with mental illness in the criminal justice system. The course focuses on the nature, prevalence and consequences of mental disorder among criminal offenders, the mediating effect of substance use on the relationship between mental illness and violence, the assessment of violence risk in mental health and criminal justice systems, the evolving concept of legal competence, and the institutional and community-based treatments of the mentally ill offender.

CJC 416 - International Criminal Justice (Semesters Offered Vary)

This course is an introduction to the nature and scope of international and transnational crime, the emerging legal framework for its prevention and control, and its impact on the U.S. criminal justice system. Emphasis will be placed on international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements, and on the bilateral, regional and international structures created for crime prevention, punishment and control.

CJC 417 – Forensic Science and the Criminal Justice System (Semesters Offered Vary)

This course introduces the basic principles and applications of the biological, chemical, physical, medical and behavioral sciences currently practiced and the limitations of the modern crime laboratory. The course then explores uses of forensic science and the applicability to the criminal justice system. Current issues, examples, and presentations are integrated into course material.

CJC 501 - Thesis Research

This course is designed specifically for students with a special interest in research or who intend to work toward a doctorate. A thesis committee, comprised of two or three faculty members, will work with the student in the development and completion of the research project.

CJC 502 - Practicum

The field practicum enables the student to apply their knowledge (conceptual, theoretical, and methodological) in a practical setting. Placements are typically made with police, prosecution, judicial, probation, corrections and research agencies in and around Chicago. Students are supervised by the practicum coordinator and an agency administrator. Students are expected to work a minimum of 200 hours and write a log of activities as well as a descriptive paper. Because the paper is the major scholarly component of the practicum, it must be analytical in content and correct in all technical details. Questions about the field practicum should be directed to the CJ Internship Coordinator.

CJC 595 - Thesis Supervision

This is a non-credit course. Students who are working on approved master’s thesis research (after having been registered for CJC 501) and are not registered for any course are required to register for thesis supervision.
CJC 605 - Master’s Study

Prerequisite: Completion of the graduate core courses. This course is a non-credit means of permitting students, not registered for regular courses, to be formally enrolled at Loyola while preparing for the written comprehensive examination.

For more information, please contact our Graduate Program Director or Administrative Assistant.

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Appendix I

CJC 408 and Thesis Grading Rubric

<table>
<thead>
<tr>
<th>Sections</th>
<th>Scale score:</th>
<th>Grading Scale</th>
<th>Points</th>
<th>Final Score</th>
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<tr>
<td></td>
<td>Poor 0</td>
<td>Less Than Satisfactory .5</td>
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<td></td>
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<tr>
<td></td>
<td>Satisfactory 1</td>
<td>Excellent 1.5</td>
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Multiply the weight and the scale’s score to find the final score (e.g., 1.5 * 20 = 30)

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<tr>
<th>Theory</th>
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<tr>
<td>Research Methods</td>
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<tr>
<td>Data Analysis</td>
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<tr>
<td>Policy Implications</td>
<td>10</td>
</tr>
<tr>
<td>Writing</td>
<td>15</td>
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<tr>
<td>Integration</td>
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<table>
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<tr>
<th>Fail</th>
<th>Pass</th>
<th>With Distinction</th>
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<tbody>
<tr>
<td>Score</td>
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