



## **IUP Graduate Handbook**

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### **PhD Program**

Department of Criminology and Criminal Justice

Handbook Updated: *2021-2022*

Ph.D. Program  
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## Introduction

The Department of Criminology at IUP, established in 1966, had in its early years a law enforcement focus, due in part to the Law Enforcement Assistance Administration's higher education funding mandates. However, with time, further insight was gained about the total needs of the academic and practical fields of criminology and criminal justice, resulting in a stronger, more integrated, and broad-based program, encompassing all the primary areas of the discipline.

This expanded focus generated the establishment of a graduate program and a serious commitment to research. An emerging goal in the early seventies of a comprehensive criminology program of excellence culminated in the establishment, in 1986, of a Doctor of Philosophy degree in criminology. The first class of six doctoral students began studies in the fall of 1988 at IUP.

Associated with the shift to a research orientation was the establishment of a professional journal and center for research. The *Criminal Justice Policy Review*, housed in the Department of Criminology, released its inaugural edition in January of 1986. This journal is now published by Sage Publications, with Editorship remaining with the IUP Criminology Department.

That same year the Center for Research in Criminology (CRC) was developed and officially recognized as a unit within the Department of Criminology. The CRC operates as a clearinghouse for justice-related research in the department and throughout the University, and it serves to assist faculty and students in funding and implementing research projects.

Those involved in the delivery of this program recognize that the maintenance of excellence is an ongoing process. One of the vital elements in maintaining excellence is the thoughtful and candid input of students in the program and our graduates. These observations will allow the program to keep abreast of the fluid and ever-changing requirements of the discipline. Feel free to discuss any concerns you might have with the doctoral coordinator or other faculty members.

## IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

**To strengthen the university for academic success**, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

**To foster an environment for personal growth**, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

**To contribute to the future**, I will strive for the betterment of the community, myself, my university, the nation, and the world.

## Affirmative Action

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning the equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705- 1046 U.S.A. Also see:

[www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## Title IX Reporting Requirement

For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## Student Conduct and Student Rights

Policies from the Office of Student Conduct: <https://www.iup.edu/studentaffairs/student-policy-index-a-z/>

(*IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.*) Also see: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## Department of Criminology and Criminal Justice Ph.D. Program

IUP was the sixth institution in the United States to offer a doctorate in criminology and criminal justice. To date we have graduated over 150 students, most of whom work at four-year institutions. IUP has always employed a Preparing Future Faculty approach that combines an emphasis on both research and teaching/pedagogy to better prepare students for life in academia. In a testament to our Preparing Future Faculty approach, our graduates have been recognized for their teaching, receiving awards such as the 2016 ASC Division of Victimology Outstanding Teacher of the Year Award and the 2017 ASC Division of Critical Criminology and Social Justice Teacher of the Year Award.

Likewise, our graduates are impressive scholars. According to a 2014 article ("Publication Productivity of Criminologists" in the *Journal of Criminal Justice Education*), five of the top 25 most published scholars in our discipline are graduates of our program. In addition, our graduates have been recognized for their scholarship by our national organizations receiving, for example, the 2019 ASC Robert Jerin Victimology Book of the Year Award, the 2018 American Society of Criminology (ASC) Division on Women and Crime New Scholar Award, the 2018 ACJS Fellow Award, and the 2018 and 2020 ACJS Michael C. Braswell/Routledge Outstanding Dissertation Awards. Alumni have also served as President and/or executive positions for national, regional, and state organizations and have been awarded Fulbright Scholar Awards, with one beginning in 2020.

Our doctoral students have a long history of service to the university and community. Doctoral students established the "Reading for a Change" program at the Indiana County jail, raise money for programs like Big Hearts/Little Hands and ICCAP's Power Pack program. Likewise, our doctoral students run the IUP chapter of the PA Prison Society bringing in speakers and documentaries that enrich the entire IUP student body.

## Mission Statement and Program Objectives

Mission: Through comprehensive instruction on criminological theory, emerging criminal justice policies, and advanced research methodology, our doctoral

students will gain the knowledge and skills that enable them to conduct their own research to understand criminal behaviors, inform criminal justice administration, and educate the next generation of students

Program Objectives: Our central purpose is to prepare students for academic careers through a balanced and integrated approach to the study of research, theory, justice systems, and educational issues.

Informed opinion, including that of the Council of Graduate Schools of the Association of American Colleges and Universities and the Carnegie Foundation for the Advancement of Teaching, indicates that many Ph.D. programs are imbalanced, and they do not adequately prepare students for academic life as college and university professors. Many programs narrowly focus on training researchers. More broadly defined aspects of scholarship, especially the link between teaching and research, seldom get the attention they deserve.

Our program is designed to educate those who will become what the late Ernest L. Boyer of the Carnegie Foundation called the "new generation of scholars" or "teacher/scholars." Our objective is to provide solid instruction in all aspects of scholarship. We want to produce graduates who are well-suited for professional life – men and women who do not juggle research, teaching, and service commitments, but rather synthesize them into useful and productive careers.

In 1994, our faculty passed a resolution to broaden the emphasis of our Ph.D. program. The purpose of the proposal was to move away from the traditional model of a Ph.D. as exclusively a research degree, to a program that incorporates some of the ideas represented in the Preparing Future Faculty program promoted by the American Association of Colleges and Universities and supported by the Pew Foundation.

## Faculty and Staff

The IUP Criminology and Criminal Justice faculty, distinguished by its diversity, provides the student with a variety of resources. As in any academic program, some of the faculty may teach at the graduate level more than others. Nonetheless, every faculty member is essential to the quality and totality of the graduate students' learning experience.

A list indicating the university, degree, and areas of specialization for each faculty member will be distributed to students each year. Faculty can be reached by calling the Department of Criminology, Wilson Hall; Phone (724) 357-2720.



## Admission

- It is expected that most students entering the Ph.D. program in Criminology and Criminal Justice will have already completed a degree in either Criminology or a closely related discipline. However, in exceptional cases, a highly qualified applicant may enter the doctoral track with a baccalaureate degree. Such a student would obtain the MA degree in route to the Ph.D.
- Applicants must meet all School of Graduate Studies and Research admission requirements. The following criteria are reviewed:
  - All official transcripts
  - Three letters of recommendation
  - Statement of goals
  - Example of written work
  - GRE scores
  - Skill requirement
  - Personal interview (may be requested by department screening committee or by applicant)

In addition to the academic prerequisites and procedures for admission given above, international students must complete an international student preliminary application form and present evidence to IUP's SGSR of having financial resources sufficient to meet the cost of living in Indiana, Pennsylvania, the cost of travel to and from the student's native country, and the cost of graduate tuition and fees at IUP. Such evidence should be sent with the application packet directly to Graduate Admissions <http://www.iup.edu/admissions/graduate/>. IUP's SGSR gives notification to the university's foreign student advisor of international student admissions; the foreign student advisor mails general information about the university, issues certificates of eligibility such as I20s, IAP-66s, and related documents to admitted students. For more information for international students, please visit IUP's Office of International Education (OIE) website at <https://www.iup.edu/international/>

Graduate Admissions: [www.iup.edu/admissions/graduate/](http://www.iup.edu/admissions/graduate/)

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## Financial Assistance

The department strives to support as many doctoral students as possible by providing a

competitive monetary award toward all or part of the program of study. Financial support varies by the amount of award and the nature of associated work assignments. The five main categories are listed below.

### Graduate Assistantships

- By far, the most common type of doctoral student aid is the graduate assistantship (GA). GAs may be held for a maximum of two years but are awarded for no more than one academic year at a time (reapplication is required for each year). A student may be awarded full-tuition with a full-time, 20-hour work assignment, or partial tuition with a part-time, 10-hour work assignment. All students on assistantships receive a stipend. The decision to grant a GA is housed in the department.

The assistantship program provides aid for a faculty member and a learning experience for the student. Each GA is assigned to one or more professors. The precise nature of a student's work assignment will vary from one faculty member to another. Generally, the assignment involves a combination of activities within the parameters of the faculty member's teaching assignment and other academic projects. Some graduate students may remain with the same professor for their entire program of study. However, it is not unusual for students to work with a variety of professors.

NOTE: Students on assistantship are required by SGSR policy to maintain a 3.2 GPA. Students on assistantship who fall below a 3.2 in the program will not receive their assistantship in the following semester. Additionally, students who violate academic integrity could potentially lose their assistantship during the semester and will not receive an assistantship the following semester.

- <https://www.iup.edu/admissions/graduate/financialaid/graduate-assistantships-at-iup.html>

### Teaching Associates

- A small number of advanced doctoral students are accepted for Graduate Teaching Associate (TA) positions. Such an assignment requires the student to teach one or two undergraduate classes per semester, usually at the freshmen or sophomore levels. The TA pay is dictated by the Collective Bargaining Agreement of the Pennsylvania State System of Higher Education. Students serving as Teaching Associates must be enrolled for at least one graduate credit per semester of the teaching assignment. Generally, the TA position is reserved for third-year doctoral students.

Students can be removed from the classroom and their TA position if they are performing poorly in the classroom or for other integrity reasons.

### Fellowships

- A limited number of one-year University Fellowships are awarded each year to doctoral students. The fellowship generally carries a \$1,000 - \$5,000 award. The award is generally granted as a supplement to the GA position.

### Other Funding

- The Department of Criminology and Criminal Justice views the awarding of grants for faculty research projects as a potential source of funding for doctoral students through the employment opportunities that are created. Announcements regarding any such student funding possibilities will be made through the department's Center for Research in Criminology and/or the Doctoral Coordinator. Finally, doctoral students can independently explore dissertation funding possibilities made available by a variety of private foundations and government agencies.

### Merit Awards and Conference Travel Awards

- The GSR sponsors graduate student competition for small lump sum grants to augment student research projects (e.g., dissertation research). These awards of up to \$1,000 recognize innovative research throughout the university's student community. Detailed information is released by the GSR and will be passed onto doctoral students. Students can also view this information on the GSR website ([www.iup.edu/graduatestudies](http://www.iup.edu/graduatestudies)).

The GSR funds doctoral student travel so they may participate in professional conferences. The funding is competitive, and students must apply to the GSR for consideration. For the best opportunity to obtain such funding, requests should be filed early in the academic year. The current funding limits are \$750 per fiscal year with a maximum of two conferences per academic year. The amount and number are determined by the GSR, carry certain stipulations, and are therefore subject to change. Travel requests must be processed through the Criminology Doctoral Office. Failure to adhere to this process could result in the denial of future travel funding.

- Office of Financial Aid: [www.iup.edu/financialaid/](http://www.iup.edu/financialaid/)

## Academic Advisement

The doctoral coordinator for the Department of Criminology and Criminal Justice is assigned as your academic advisor. The role of your academic advisor is to provide guidance through the completion of the program. This includes providing suggestions for course schedules, timelines, completion of program requirements, and providing information and interpretation of university policies, School of Graduate Studies and Research policies, and departmental policies.

In addition, the doctoral coordinator will conduct yearly assessments. In many areas of academia, we are reviewed. Whether these reviews come from assessments of our research or teaching, the review process is vital to the health of the academy. In line with this, each year during the Spring semester, First, Second, and possibly, third-year students will be required to meet with the Graduate Committee and/or Coordinator to discuss their progress in the program. Students in their fourth year of study (or later) may also be asked to meet with the committee and should be prepared to do so if asked.

The doctoral coordinator will contact students concerning specific dates and times for these meetings. Students should be prepared to discuss the following things at the meeting: coursework (e.g., what coursework has been completed, what coursework remains, what electives the student plans to take), work on research (e.g., with other students, faculty, independent, presentations at conferences, publications), progress towards dissertation appropriate to the year in the program (e.g., ideas of topics, selection of committee members/chair, the amount written, timeline), and any questions/problem areas for discussion.

Prior to the meeting, the Graduate Committee will collect information from faculty who have served as professors, dissertation committee members, and/or assistantship supervisors to the student. These meetings are intended to provide constructive feedback for students in order that the student may progress efficiently and effectively through the doctoral program. Problem areas will be addressed with a focus on correcting the issue at hand.

## Campus Resources & Student Support

The School of Graduate Studies and Research: [www.iup.edu/graduatestudies/](http://www.iup.edu/graduatestudies/)  
Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)  
Office of Student Billing: [Student Billing - IUP](#)  
Office of the Registrar: [www.iup.edu/registrar/](http://www.iup.edu/registrar/)  
Disability Support Services: [www.iup.edu/disabilitysupport/](http://www.iup.edu/disabilitysupport/)  
Office of Social Equity: [www.iup.edu/social-equity/](http://www.iup.edu/social-equity/)

IUP Campus Library: [www.iup.edu/library/](http://www.iup.edu/library/)

MyIUP: [www.iup.edu/myiup/](http://www.iup.edu/myiup/)

IT Support Center: [www.iup.edu/itsupportcenter/](http://www.iup.edu/itsupportcenter/)

Veterans and Service Members: [www.iup.edu/veterans/resource-center/](http://www.iup.edu/veterans/resource-center/)

IUP Writing Center: [www.iup.edu/writingcenter/](http://www.iup.edu/writingcenter/)

IUP Career and Professional Development Center: [www.iup.edu/career/](http://www.iup.edu/career/)

IUP Parking Services and Visitor Center: [www.iup.edu/parking/](http://www.iup.edu/parking/)

University Police: [www.iup.edu/police/](http://www.iup.edu/police/) | 724-357-2141

Crisis Intervention 24/7 Hotline: 1-877-333-2470

Student Registration: [www.iup.edu/registrar/students/registration/](http://www.iup.edu/registrar/students/registration/)

## IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use it for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit <https://www.iup.edu/itsupportcenter/> to learn more about setting up this account. For more information regarding University Policy on email communications, view the

Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related to University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit [www.iup.edu/graduatestudies/gsa](http://www.iup.edu/graduatestudies/gsa) for more information.

## Criminology Graduate Student Organization

IUP has an active Criminology Graduate Student Organization (CGSO). Students benefit from the association through its social events and various activities aimed at informing students of issues and changes of interest to a doctoral student. Finally, and probably more importantly, the association serves as a forum for discussion of program issues and concerns between students and the faculty.

The CGSO functions under the direction of elected officers. There are two to four

meetings for the year and any other "as needed" meetings when required. Social events are generally informal get-togethers planned and carried out by the membership. A CGSO representative serves on the university-wide (GSA) board. The members of the GSA board elect from its membership two students to serve on the university senate as voting members, with all the incumbent responsibilities, e.g. senate committee assignments. Board members may also be asked to serve on ad hoc committees at the request of IUP's president or deans.

### Conference Participation

Doctoral students are encouraged to attend professional/academic conferences during their graduate career. Of course, completing their program requirements should always be a priority. Conference participation should augment, not interfere with, doctoral education.

In past years a growing number of graduate students have pooled resources to travel to national conferences in order to present papers. Although funds are limited, the department and the GSR make every effort to at least partially fund students who have papers accepted for presentation at conferences.

Annually most of the faculty attend the national conferences of the American Society of Criminology and the Academy of Criminal Justice Sciences. Doctoral students are also encouraged to participate in regional and state criminal justice association activities. Attendance and participation at professional meetings can provide an important part of the socialization in the discipline.

### Workspace/Computer Access

In some cases, students may arrange through their assistantship faculty supervisor use of their office space and/or computer. Such agreements are strictly between faculty and assistant. On the ground floor of Wilson Hall, we also have a graduate student computer lab. The lab will be utilized for classes and for individual work. A sign-up sheet for the lab will be posted, if necessary. It is imperative that students maintain an appropriate noise level when using the ground floor lab. Faculty have offices in the immediate vicinity of the lab. Students who do not adhere to this policy will forfeit their right to use the lab. The university also maintains several computer labs and students should familiarize themselves with their locations and hours. Doctoral students also have first preference in the assignment of a personal library carrel on a semester-by-semester basis. Applications are available by contacting the Circulation Desk at the university library.

## Programs and Degrees

### Doctoral Programs

The doctoral program in criminology requires a minimum of 54 hours of credit beyond the degree. Excluding a dissertation requirement of 12 credit hours, a student must complete a minimum of 42 credit hours of coursework.

The overall curriculum represents a blend of elective and required core courses. The elective courses will be primarily criminology courses, but there may be some courses selected from related disciplines outside the department to allow for the pursuit of interests or special skills. Students are encouraged to enroll in electives in pedagogy and educational issues. Students must consult with the Doctoral Coordinator about electives outside of the department. Table 1 presents the total 54-hour curriculum:

TABLE 1: Ph.D. Curriculum in Criminology

		Credits
A.	Core Courses (required)	
	CRIM 810 Advanced Theoretical Criminology	3
	CRIM 817 Advanced Qualitative Methods	3
	CRIM 818 Quantitative Strategies for Analysis in Criminology	3
	CRIM 820 Advanced Quantitative Methods	3
	CRIM 830 Ethical & Philosophical Issues in Criminology	3
	CRIM 840 Advanced Criminal Justice Policy	3
	CRIM 851 Doctoral Colloquium in Criminology	3
B.	Advanced Applied Research (required)	
	CRIM 901 Advanced Applied Research I	3
	CRIM 902 Advanced Applied Research II	3
	CRIM 903 Advanced Applied Research III	3
C.	Criminology Electives (minimum of two courses)	6
D.	Other Electives (criminology or related disciplines)	6
E.	Dissertation (required)	12
	<b>Total</b>	<b>54</b>

### Core Courses

Seven core courses provide a review of the fundamental subject areas in the discipline and assist the student in preparing for the qualifying examination.

#### Advanced Applied Research Courses:

There are three required Advanced Applied Research courses (CRIM 901; CRIM 902; CRIM 903). These courses are designed to provide maximum flexibility for both faculty and students. It is intended that the Advanced Applied Research courses will be scheduled immediately following either Advanced Qualitative Methods (CRIM 817) or Advanced Quantitative Methods (CRIM 820).

Advanced Applied Research courses are structured to allow the student to build upon the previous research methods courses. Students will first complete CRIM 901 in the Spring semester. This course is designed to provide an advanced orientation to research design for all students. Following the completion of this course, students should take 902 and 903 in their second year of study. Students should note that each time an Advanced Applied Research course is offered, it will carry all both 802/803 course numbers. This allows students maximum opportunity and flexibility in scheduling.

The development of criminology within the broader framework of social science has been increasingly associated with the various processes of data collection and analysis. IUP's criminology doctoral program is structured so that the student develops both qualitative and quantitative research capabilities. Students entering the Ph.D. program should be prepared to build upon a previously acquired understanding of the basics of the scientific method of research provided at the level.

Electives:

New doctoral-level courses will be added to the department's course offerings on a regular basis. Thus, students are given ample opportunity to select doctoral courses from within the department that will meet their individual needs. This is achieved by creating courses to address recent changes or new non-traditional views within the field of criminology. Elective courses are expected to supplement the subjects taught in the core courses or complement them by providing a more in-depth focus on particular subject areas.

A student is required to complete a minimum of four elective courses. At least two of these courses must be criminology courses – sample criminology electives are presented in Table 2. It should be noted that the School of Graduate Studies and Research (GSR) requirements indicate that no more than 6 total hours of doctoral credit may come from special courses (e.g., workshops, special topics, independent study).

TABLE 2: Sample Ph.D. Electives in Criminology

	Credits
CRIM 845: Comparative Justice Systems	3
CRIM 847: Victimology: Theory, Research, & Policy Issues	3



CRIM 848: Criminal Violence: Theory, Research, & Policy Issues	3
CRIM 881: Special Topics	3
CRIM 904: Advanced Applied Teaching Techniques	3

The other two elective courses, i.e., "other electives," can be criminology courses or courses from other graduate programs at IUP. The latter must be approved in advance by the doctoral coordinator. It is also possible for Ph.D. students to take select courses as electives in criminology.

### Transfer Credit

Students are permitted to transfer graduate credit from another university or another IUP graduate program in lieu of doctoral-level courses at IUP. Any such credit transfer must be approved both by the Dean of the School of Graduate Studies and Research and the Coordinator of the Criminology Ph.D. program. The transfer courses must be shown, to the satisfaction of both parties, to represent comparable work. Transfer credit is limited to a maximum of six credits from another university and twelve credits from IUP, with a grade of "B" or better, and completed within the past five years.

### Extended Credit

Students should note that, after they have completed all their course work and registered for their 12 dissertation hours, they are required to register for one hour of Extended Credit each fall and spring semester, until their dissertation is completed. Students are expected to register for this credit on their own. If students do not register, the college dean's office will register the student for the course. This creates a tremendous amount of work for several people.

### Curriculum Fluctuation

When adjustments must be made in the curriculum, the student is protected by always having the option to follow either the curriculum guidelines reflected in the Graduate Catalog at the time of matriculation or the newly adopted guidelines. The student should be prepared for some shifting in the sequence of how the various courses are offered as well as some fluctuations in the content of some core courses. There is no guarantee that the same professor will teach the same course year after year. A change of professor can have a decided effect on the content of an elective course. To prevent disappointment, when the inclusion of specific content is of importance to a student, the student should check with the professor assigned to teach the elective course before enrolling. Also, a new course, often initially offered as a "Special Topics" course, will periodically appear in the course schedule.

These courses can provide opportunities for students to enrich their knowledge base or gain insight into current criminological issues and innovative perspectives.

### Independent Study Courses

As noted in the Graduate Catalog, a doctoral student is limited to a total of six credits of independent study (and/or other special courses). It is expected that doctoral students would petition to enroll in an independent study only when regular electives are either unavailable or inappropriate to a student's area of specialization. Taking an independent study approach generally would not occur until after a student's first year of doctoral study. Interested students should consult the doctoral coordinator about the procedure for requesting an independent study.

### Course Descriptions

Course descriptions can be found in the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## Evaluation of Students

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

### Qualifier Examination

Upon completion of 18 credits of coursework, students must sit for and pass qualifying exams. Full-time students who begin in the Fall semester must take the qualifying exam the next August; those who begin in January must take the qualifying exam the next January. Failure to sit for the exams at the required time will result in students not being permitted to enroll in classes until the student sits for the exam. If the student fails the exam (or any part of the exam), he or she must retake and pass the exam the next time it is offered. Students may enroll in courses for the semester following an attempt at the exam. The purpose of the qualifying exam is to ensure that students are ready for independent work on their dissertation. The qualifiers are offered twice a year (before the beginning of classes in August and January). There are four possible outcomes on the qualifying exam: High Pass, Pass, Conditional Fail, and Fail. A conditional fail will allow students to remediate and potentially obtain a pass for the exam. A doctoral student can only receive a conditional fail on his/her first attempt of each qualifying exam. A doctoral student who receives a conditional fail on any portion of the

qualifier will have one week from the date he/she was notified of the conditional fail to set up a meeting with the respective qualifier committee. The committee will determine what the student must do in order to remediate. The student will have no more than four (4) weeks from that meeting date to complete the remediation requirements. If the committee feels the student has successfully remediated, the student will be given a pass. If the committee does not feel the student has successfully remediated, they will receive a fail.

The qualifying examination is a written exam comprised of three subject areas: (1) Criminological Theory; (2) Research Methods, and (3) Criminal Justice Policy. A student has only two attempts to pass all three areas of the qualifying examination but needs only to retake any area(s) failed. Students failing the examination a second time will not be allowed to remain in the doctoral program and will be immediately dismissed. Those students failing a second time who had assistantships will lose their assistantship as they will be dismissed from the University.

A sub-committee of three doctoral teaching faculty members will be organized for each subject area. Each sub-committee is responsible for generating and grading questions specific to the subject area. Each sub-committee will transmit its questions to the doctoral coordinator who will organize a three-day examination (one day for each subject area). The completed examination will be photocopied and anonymously returned to each sub-committee for grading. The sub-committee evaluates the exams based on foundational knowledge and synthesis capabilities. After assessments are compiled from each sub-committee, faculty and students will be notified by the doctoral coordinator of the results of the qualifying examination. Once students have received notification of their results, they can contact and arrange a meeting with the sub-committee for feedback. General feedback on the examination will be provided in written form during the meeting with the sub-committee if requested by the student.

Students are required to complete the exams (in a specified location) on computers. It should be noted that the student is fully responsible for the information provided to the proctor at the completion of each subject area.

Previous test questions for each section are provided in the back of this handbook.

For more information regarding the School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

### Program Level Examination Appeals

Appeals for Program Level Exams such as candidacy, comprehensive, or qualifying examinations, are made to the dean of the School of Graduate Studies and Research (SGSR)

based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations, and not simply on the outcome of the examination. Procedural violations would be cases in which the program/department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the dean of the SGSR within 30 days of receipt of the outcome of the examination. Upon receipt of the written appeal to the dean of the SGSR, the dean will conduct an investigation of the allegation, review the documentation and render a final decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

### Reexamination Policy

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

## Degree Completion

### Area of Specialization

The body of knowledge associated with criminology is wide-ranging. As is the case in most academic disciplines, and especially at the doctoral level, one must specialize. The IUP program

formalizes this process by requiring the doctoral student in criminology to declare at least one area of specialization.

A student may have been drawn to further graduate study because of a desire to advance one's knowledge within a specialty area. If this is the case, the selection of a sub-discipline from within the larger field of criminology will be easily accomplished. Otherwise, a student may require two or three semesters of coursework before being able to identify a particular area of interest.

Formal course work is not a requirement for acquiring the designation of having expertise in a particular area of specialization. However, it would be quite appropriate for a student to incorporate an "independent study" course work toward the development of expertise in their specialty area. A comprehensive review, completed upon the student's request by the Doctoral Coordinator and/or Dissertation Chairperson, will be used to determine if a student has acquired sufficient proficiency in the given area.

Although the department does not maintain a definitive roster of specializations from which a student must choose, any area of specialization should logically be associated with one or more faculty who themselves have the same or closely allied areas of specialization. Early in their program, doctoral students should discuss the selection of specialty areas with faculty of their choice and with the doctoral coordinator. It is probable, though not mandatory, that the focus of the doctoral dissertation would coincide with a student's choice of an area of specialization.

It is the responsibility of the student (and most likely his/her dissertation chair) to provide documentation, using the proper form, upon completion of the specialty requirement.  
Comprehensive Area of Specialization Competence Review:

At the student's request, and usually after completion of all course work, the student will be reviewed for competence in a criminology sub-specialty. The review will be graded on a pass-fail basis. The doctoral coordinator will organize a comprehensive review. However, in those cases where the student has secured a dissertation committee, the doctoral coordinator may request that the committee chair organize the review.

### Skill Requirement

As noted earlier, the Ph.D. degree has been characterized historically as a research-oriented degree. Centuries ago, it was necessary for the serious scholar to possess a reading knowledge of several foreign languages. Such a capability was essential for the scholar to review the research findings of colleagues in many regions of the world. Accordingly, the early Doctor of Philosophy degree was distinguished by requiring students to demonstrate knowledge of at least two languages outside that of their native tongue. With the emergence of English translations for most of the major scholarly journals, the foreign language requirement in university programs has become unnecessary to conduct most research.

IUP's Department of Criminology, in making an adjustment with the times, encourages students to develop another research skill in lieu of the traditional language requisite. IUP's Department of Criminology permits the student to choose from the following four options as a means of meeting the language skill requirement.

1. Foreign language option: Competency can be demonstrated by completing graduate-level coursework from an accredited program geared toward comprehension and translation of written works in a foreign language approved by the department's Ph.D. committee. Also, the student may demonstrate competency by passing the GFLAT, or by satisfying another testing service approved by the Ph.D. Committee of the Department of Criminology.
2. Computer language option: Competency will be determined by either passing a graduate-level computer language course from an accredited program or by passing an appropriate examination administered by the Department of Criminology.
3. Statistics options: This option may be fulfilled by passing doctoral-level statistics coursework beyond the regular course requirements for the Ph.D. in criminology. Unless an exception is made by the Graduate Committee and the Dean of the School of Graduate Studies and Research, the course must be taken outside the Department of Criminology. Generally speaking, coursework completed prior to enrollment in the department would not fulfill the skill requirement. Exceptions can be considered in those instances where a student holds several graduate degrees, has completed appropriate doctoral coursework elsewhere, or who has accumulated an appropriate level/amount of statistics coursework in an earlier graduate program. In other words, students should not petition to "double-dip" (use an identical course for degree requirements for two degrees, an earlier M.A. degree, and our own Ph.D. degree). It should be noted that "coursework beyond the regular requirements for the Ph.D. in criminology," refers to course content. The content of the course in question must exceed or substantially add to, the content covered in the required criminology courses, as determined by the appropriate faculty in the Department of Criminology. Furthermore, a student may declare competency in statistics without additional coursework by passing an examination approved by the Ph.D. Committee of the Department of Criminology.
4. Other options: Students may opt to fulfill the skill requirement in other ways by petitioning to substitute foreign language, statistics, or computer capabilities with appropriate but alternate research skills. Such other skills should be fulfilled by approved graduate coursework taken outside the Department of Criminology (unless exceptions are made by the Ph.D. Committee of the Department of Criminology). This other option opens the door for a rather wide variety of research interests tailored to specific students. Consequently, in addition to coursework, the student may be required to further demonstrate competency by completing a research paper which incorporates the alternate skill to the satisfaction of the Ph.D. Committee. The requirement of completing a research paper may be substituted by a demonstration (to the satisfaction of the dissertation committee) that the alternate research skill is

distinctly incorporated in the student's dissertation. The Department of Criminology understands that this policy must also adhere to, and cannot circumvent, any policies of the School of Graduate Studies and Research at IUP.

The student (and most likely his/her dissertation chair) is responsible for providing documentation, using the proper form, upon satisfaction of this requirement.

For more information, view the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <https://www.iup.edu/graduatestudies/resources-for-current-students/forms/>

## Thesis and/or Dissertation Completion

### Dissertation Defense Department Process

The defense of a dissertation is open (faculty and students welcome).

### Dissertation Committee

The selection of a dissertation committee involves the single most significant step a student will take. The dissertation committee can aid the student in choosing courses and selecting an area of specialization, as well as fulfilling its most important role in guiding the student through the dissertation process. As soon as a student begins even preliminary deliberation concerning a specialization area or dissertation topic, discussion with selected faculty of the student's choosing is in order.

The research specializations of the faculty represent diverse areas and the student should not have difficulty selecting a committee. Prior to the establishment of a dissertation committee, the doctoral coordinator will serve as the official advisor to the doctoral student.

The dissertation committee is to be comprised of four members. Three members are to be selected from the criminology faculty approved to teach at the doctoral level, with the fourth member often (but not always) representing a department outside of criminology. Such a committee member would likely, though not necessarily, be from a related social science discipline. One of the members, selected or agreed upon by the student, from the department of criminology will serve as chair of the dissertation committee. In general, a student will decide upon a committee chair and subsequently work with that individual in selecting the remaining committee members.

## Dissertation

The long road to the conferring of a Doctor of Philosophy degree culminates for the student in the writing of a doctoral dissertation. The IUP Graduate Catalog offers the following description, "A dissertation . . . must demonstrate the candidate's mastery of his/her research and reflect the results of an original investigation in the principal field of study. The goal should be to make a definite original contribution to knowledge."

Technically, the student will not officially begin work on the dissertation until they have passed the qualifying examination. However, the timeframe and work schedule of each student may create a variety of differences in the actual approach. A student may enter the doctoral program already dedicated to examining a specific criminological issue. Another student may take a year or so before deciding upon a suitable topic. Once a student has identified a possible research topic, its suitability should be discussed with the appropriate faculty. It is not unusual for students to consider multiple research proposals before deciding upon the final and mutually agreeable doctoral dissertation topic. Ideally, a student should begin thinking about his/her dissertation and exploring various topics no later than the second semester of coursework.

## Evaluation Outcome for Dissertation and/or Thesis

*Thesis/Dissertation Defense Department Process or Protocol about how the dissertation and/or thesis are evaluated and possible results and what they mean for the student. For example, pass, pass with revisions, revise and resubmit, fail.*

**For students admitted after Fall 2017** – Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

**For students admitted prior to Fall 2017** – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information, view the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## Topic Approval

Once a student has successfully defended their research proposal, the student should submit a Research Topic Approval Form (RTAF) to the doctoral coordinator. The doctoral coordinator will



forward the RTAF to the GSR. This form officially indicates to the GSR that work on the dissertation has begun and has been approved by the committee. Any changes to the project (e.g., title, committee members) require that a new form be submitted. The RTAF is intimately linked to when a student is able to officially graduate from the program. The graduate school has set firm deadlines for the submission of this form. Students should consult the GSR webpage for specific information on the deadlines

<https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/deadlines.html>)

### Dissertation Proposal

The dissertation topic and the research to be carried out must be approved by the dissertation committee and the SGSR. Approval is gained by successfully presenting and defending the research proposal (which is typically the first three chapters of the dissertation), most often referred to as a "prospectus defense." The defense is held before the members of the dissertation committee and the faculty of the Criminology Department. Students are invited as well. Our department stipulates that an electronic copy of the dissertation must be sent out to each of the Criminology faculty and a hard copy of the dissertation must be made available in the Criminology mailroom. The materials must be made available two weeks before the defense. All students should consult the IUP publication entitled Thesis/Dissertation Manual, available on the SGSR webpage, for details regarding university-wide policies for proposals and dissertations.

### Institutional Review Board (IRB)

Once the prospectus defense has been successfully completed, the student must submit her/his dissertation project to the university's Institutional Review Board (IRB) for approval. No data collection may occur without IRB approval. IRB protocols will be submitted, routed, and approved through IRB Manager. Information can be found at

<https://www.iup.edu/irb/irbmanager/>

### Final Defense of the Dissertation

Upon acceptance of the completed dissertation by the chair of the dissertation committee, copies must be provided for review to all committee members and, according to the university policy, to the doctoral coordinator and the college dean. Our department stipulates that an electronic copy of the dissertation must be sent out to each of the Criminology faculty and a hard copy of the dissertation must be made available in the Criminology mailroom. The materials must be made available two weeks before the defense. The chair of the dissertation committee will organize and oversee the final defense at a time suitable to all participants. The doctoral coordinator, the department chair, and the college dean, along with the criminology

faculty, will be specifically invited to attend the dissertation defense. Additionally, a general announcement and invitation will be made to the IUP community. The dissertation must be approved in writing by each member of the dissertation committee.

Effective fall 2017 for students admitted and students admitted after -- Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

Ongoing Dissertation and Thesis students admitted "prior" to fall 2017 – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information, view the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

Access forms processed through the School of Graduate Studies and Research, click on <https://www.iup.edu/graduatestudies/resources-for-current-students/forms/>

## University Policies and Procedures

**University policy is the baseline policy.** Programs may have a policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact [Program Coordinator] or the School of Graduate Studies and Research.

### Academic Calendar

View the IUP Academic Calendar: [www.iup.edu/news-events/calendar/academic/](http://www.iup.edu/news-events/calendar/academic/)

**The Following University and SGSR policies can be found at [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)**

Academic Good Standing

Academic Integrity

Bereavement-Related Class Absences

Continuous Graduate Registration for Dissertation and Thesis

Grade Appeal Policy

Graduate Fresh Start Policy

Graduate Residency Requirement

Leave of Absence Policy

Time Limitations

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation

Transfer of Credits Policy

## Research

*Check the following websites:*

[www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

[www.iup.edu/research/](http://www.iup.edu/research/)

## Appendices

Included here are copies of the forms that the department uses to signify the completion of program steps.

1. Student Tracking Sheet
2. Qualifying Exam Certification
3. Skill Requirement Verification
4. Dissertation Proposal Defense Verification
5. Specialization Verification
6. Independent Study Requirements
7. Qualifying Exam Reading
8. Signature Page

**STUDENT TRACKING SHEET**

<u>Course Requirements Completed</u>	<u>Semester</u>	<u>Grade</u>
<b>A. Core Courses</b> <span style="float: right;"><b>21 hours (7 courses)</b></span>		
810 Theoretical Criminology.....	_____	_____
817 Qualitative Methods .....	_____	_____
818 Quantitative Methods.....	_____	_____
820 Advanced Quantitative Methods.....	_____	_____
830 Ethical / Philosophical Issues .....	_____	_____
840 Advanced CJ Policy.....	_____	_____
851 Doctoral Colloquium .....	_____	_____
<b>B. Criminology Electives</b> <span style="float: right;"><b>6 hours (2 courses)</b></span>		
_____	_____	_____
_____	_____	_____
<b>C. Other Electives</b> <span style="float: right;"><b>6 hours (2 courses)</b></span>		
_____	_____	_____
_____	_____	_____
<b>D. Advanced Applied Research</b> <span style="float: right;"><b>9 hours (3 courses)</b></span>		
901 Advanced Applied Research I.....	_____	_____
902 Advanced Applied Research II.....	_____	_____
903 Advanced Applied research III .....	_____	_____
<b>E. Dissertation</b> <span style="float: right;"><b>12 hours</b></span>		
995 Dissertation	_____	_____
995 Extended Credits	_____	_____

**Total** **54 hours**

Other Requirements

Qualifying Exam \_\_\_\_\_ Specialty Requirement \_\_\_\_\_ Skill Requirement \_\_\_\_\_

Transfer Paperwork Complete Change of Grade Form Complete\_\_\_\_\_

Committee \_\_\_\_\_, Chair

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

Topic \_\_\_\_\_

Topic Approval Form \_\_\_\_\_

Proposal Defense \_\_\_\_\_

IRB Approval \_\_\_\_\_

Final Defense \_\_\_\_\_

## QUALIFYING EXAMINATION VERIFICATION

This certifies that \_\_\_\_\_

(Banner #: @ \_\_\_\_\_ )

has successfully completed the Qualifier Examination in Criminology.

DATE:

\_\_\_\_\_

Doctoral Coordinator

### SKILL REQUIREMENT VERIFICATION

*This certifies that* \_\_\_\_\_ (Banner #: @ \_\_\_\_\_ )

has successfully met his/her skill requirement, by following option \_\_\_\_\_.

Specific Skill \_\_\_\_\_

Method of Ascertaining Proficiency \_\_\_\_\_

Signature of Organizer \_\_\_\_\_

\_\_\_\_\_  
Dissertation Committee Chair

(if dissertation incorporation option)

OR

\_\_\_\_\_, Doctoral Coordinator (all others)

Received by Doctoral Coordinator \_\_\_\_\_

Date \_\_\_\_\_

**DISSERTATION PROPOSAL DEFENSE VERIFICATION**

Date \_\_\_\_\_

On this date, (name) \_\_\_\_\_

successfully defended her/his dissertation proposal, entitled,

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

\_\_\_\_\_ Dissertation Chair

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

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

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

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

Received by Doctoral Coordinator \_\_\_\_\_

Date \_\_\_\_\_



**SPECIALIZATION VERIFICATION**

This certifies that \_\_\_\_\_

(Banner #: @ \_\_\_\_\_ )

has successfully passed the specialty requirement in Criminology.

Title of Specialty:

Style of Examination for Specialty:

Date:

Signature, Organizer of Examination

Dissertation Committee Chair \_\_\_\_\_

OR

Doctoral Coordinator \_\_\_\_\_

Received by Doctoral Coordinator \_\_\_\_\_

Date \_\_\_\_\_

## INDEPENDENT STUDY REQUIREMENTS

- I. A minimum of three weeks prior to the beginning of the semester that a student is interested in taking an independent study she/he must complete an eligibility form and return it to the department secretary.
- II. If eligible, a student will be able to discuss the independent study opportunities with faculty.
- III. A student pursuing an independent study must provide written information that includes the following
  - A. Statement of Purpose
    1. Two hundred word statement of the project.
      - a. a detailed description of the project.
      - b. an explanation of why the student wants to do the project and why this is the best method for studying the subject matter.
      - c. A list of questions the student is going to attempt to answer during the course of the independent study.
      - d. An explanation of what the student expects to gain from the project.
  - B. Preliminary Bibliography
    1. A list of a minimum of ten articles, monographs, and other literature sources relevant to the subject that the student will read and critique as part of his/her independent study. Student will provide full bibliographic citations for each of the works listed.
  - C. Methods of Inquiry
    1. Student will identify in a detailed manner how she/he will carry out the independent study. This will include what types of research methodology the student will use to answer the questions in III. A., 1., c. and what the time frame is for each component of the project.
  - D. Method of Assessment
    1. Number and regularity of meetings with instructor.
    2. Number and type of examinations and/or papers (if appropriate).
    3. Method of grading.
    4. Other appropriate items.
  - E. Equivalence of Three Credit Course
    1. Student must demonstrate how work identified above is equivalent of regular three credit course workload.
- IV. All approval forms as well as supporting documentation must be submitted to the student's advisor, the instructor of record and the Chair of the Department prior to the end of the third day of class of the semester in which the student wishes to do the independent study. If all appropriate materials are submitted, the individuals responsible for approval will independently determine if the proposed project is of sufficient quality to justify an independent study.
- V. Exceptions to this policy can be made upon petition by the student to the Chair of the Department.

## QUALIFYING EXAM READING

### ADVANCED POLICY QUALIFIER READING LIST

The intent of the qualifying examination is to elicit from the student a thoughtful, well-reasoned, and informed response that demonstrates knowledge of policy and the role of applied policy theories and research in justice policy development, implementation, and evaluation. Students will be expected to critically apply the knowledge to substantive contemporary criminal justice policy issues and cite these references and other relevant literature in their answers.

The following publications are offered as foundation references in the policy literature. During the course of graduate education, a student is expected to have a working knowledge of the literature in the discipline:

Benekos, P. J., and Merlo, A. V. (2006). *Crime control, politics, and policy* (2<sup>nd</sup> ed.). Cincinnati, OH: Anderson/Lexis Nexis.

Bushway, S. D., and Apel, R. (2012). A signaling perspective on employment-based reentry programming. *Criminology & Public Policy*, 11(1), 21-50.

Rosenfeld, R., Quinet, K., and Garcia, C. (2012). *Contemporary issues in criminological theory and research: The role of social institutions*. Belmont, CA: Wadsworth.

*Criminal Justice Policy Review* (from 2014 through the current issue).

*Criminology* (from 2014 through the current issue).

*Criminology & Public Policy* (from 2014 through the current issue).

Durlauf, S. N., and Nagin, D. S. (2011). Imprisonment and crime: Can both be reduced? *Criminology and Public Policy*, 10(1), 13-54.

Frost, N.A., Freilich, J.D., and Clear, T.R. (2010). *Contemporary issues in criminal justice policy: Policy proposals from the American Society of Criminology conference*. Belmont, CA: Wadsworth

Gau, J. M. (2019). *Criminal justice policy: Origins and effectiveness*. New York, NY: Oxford University Press.

Jacobs, B. A. (2010). Deterrence and deterrability. *Criminology*, 48(2), 417-441.

*Justice Quarterly* (from 2014 through the current issue).

Kappeler, V. E., and Potter, G. W. (2018). *The mythology of crime and criminal justice*. (5<sup>th</sup> ed.). Long Grove, Illinois: Waveland Press.

Kubrin, C. E., and Stewart, E.A. (2006). Predicting who reoffends: The neglected role of neighborhood context in recidivism studies. *Criminology*, 44(1), 165-198.

- Mancini, C. (2014). *Sex crime, offenders, and society: A critical look at sexual offending and policy*. Durham, NC: Carolina Academic Press.
- Martinson, R. (1974). What works?-Questions and answers about prison reform. *The Public Interest*, 35, 22-54.
- Mears, D.P. (2010). *American criminal justice policy: An evaluation approach to increasing accountability and effectiveness*. New York, NY: Cambridge University Press.
- Mears, D. P., Cochran, J. C., and Cullen, F.T. (2015). Incarceration heterogeneity and its implications for assessing the effectiveness of imprisonment on recidivism. *Criminal Justice Policy Review*, 26(7), 691-712.
- Mears, D. P., Cochran, J.C., and Lindsey, A.M. (2016). Offending and racial and ethnic disparities in criminal justice: A conceptual framework for guiding theory and research and informing policy. *Journal of Contemporary Criminal Justice*, 32(1), 78-103.
- Merlo, A.V. and Benekos, P.J. (2018). *Reaffirming juvenile justice: From Gault to Montgomery*. New York, NY: Routledge.
- Mitchell, O., Wilson, D.B., and MacKenzie, D. L. (2007). Does incarceration-based drug treatment reduce recidivism? A meta-analytic synthesis. *Journal of Experimental Criminology*, 3(4), 353-375.
- Morenoff, J. D., and Harding, D. J. (2014). Incarceration, prisoner reentry, and communities. *Annual Review of Sociology*, 40, 411-429.
- Myers, D. L., & Spraitz, J. D. (2011). Evidence-based crime policy: Enhancing effectiveness through research and evaluation. *Criminal Justice Policy Review*, 22(2), 135–139.
- National Institute of Justice. Crimesolutions.gov Available:  
<https://www.crimesolutions.gov/>
- Petersilia, J., and Cullen, F.T. (2015). Liberal but not stupid: Meeting the promise of downsizing prisons. *Stanford Journal of Criminal Law and Policy*, 2(1), 1-43.
- Pettit, B. (2012). *Invisible men: Mass incarceration and the myth of black progress*. New York: Russell Sage Foundation.
- Phelps, M. S. (2011). Rehabilitation in the punitive era: The gap between rhetoric and reality in U.S. prison programs. *Law and Society Review*, 45(1), 33-68.
- Rosenfeld, R., Quinet, K., and Garcia, C. (2012). *Contemporary issues in criminological theory and research: The role of social institutions*. Belmont, CA: Wadsworth.

Sherman, L.W., Farrington, D. P., Welsh, B.C., and MacKenzie, D.L. (2006). *Evidence-based crime prevention*. New York, NY: Routledge.

Unnever, J. D., and Cullen, F.T. (2010). The social sources of Americans' punitiveness: A test of three competing models. *Criminology*, 48(1), 99-129.

Welsh, W. N., and Harris, P.W. (2016). *Criminal justice policy and planning*. (5th ed). New York, NY: Routledge.

Wilson, J.Q. and Petersilia, J. (eds.). (2011). *Crime and public policy*. New York, NY: Oxford University Press

### RESEARCH METHODS QUALIFYING EXAMS READING LIST

- Bachman, Ronet & Raymond Paternoster (2003). *Statistical Methods for Criminology and Criminal Justice*. New York: McGraw-Hill.
- Creswell, John (2003). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* Thousand Oaks, CA: Sage.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage.
- DeVellis, Robert (2003). *Scale Development: Theory and Applications*: Thousand Oaks, CA: Sage. Chapters 1-5 and Chapter 8.
- Esterberg, Kristin (2002). *Qualitative Methods in Social Research*. New York: McGraw-Hill.
- Maxfield, Michael & Earl Babbie (2011). *Research Methods for Criminal Justice and Criminology*. Belmont, CA: Thomson & Wadsworth.
- Maxwell, Joseph (1996). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: Sage.
- Studenmund, A.H. (2010) *Using Econometrics: A Practical Guide*. Prentice Hall.
- Thornberry, Terence & Marvin Krohn (2000). "The Self-Report Method for Measuring Delinquency and Crime" in *Criminal Justice" Measurement and Analysis of Crime and Justice, Vol. 4*, Washington, DC: National Institute of Justice.
- Thistlethwaite, Amy B. & Wooldredge (2010) *Forty Studies that Changed Criminal Justice: Explanations into the History of Criminal Justice Research*. Prince Hall.

The Research Methods Qualifying Exam typically consists of three equally weighted parts. The general areas tested are: research design to produce quantitative data, qualitative methods, and statistics.

### QUALIFYING EXAMS: RESEARCH METHODS STUDY SUGGESTIONS

The Research Methods Sub-Committee suggests that students read and study the titles on the reading list for this season of the exam. In addition, we recommend that you keep the following three points in mind:

1. Be sure to answer the question that is asked.
2. Each student needs to know the research process: that is, how to design and undertake a study and how to analyze the data.
3. The exam is intended to test your conceptual understanding of the research process. We ask that you demonstrate your understanding by *applying it*. Students who merely memorize facts and then repeat them on the exam are NOT demonstrating conceptual understanding.

Please be advised that the Research Methods Qualifying Exam will consist of three equally weighted questions. The general areas tested are: research design, qualitative methods, and statistics.

## THEORY QUALIFIER READING GUIDE

This guide consists of two parts:

Part I: A list of theoretical books that will present the theoretical traditions and history of theoretical development with which the student should be familiar.

Part II: A selected list of articles that provide examples for how the most prominent theories have been tested and elaborations or discussions for how the theories should progress.

*Students preparing for the exam are encouraged to consider this list as a guide and not as a definitive resource. In addition to these sources, students are encouraged to read original books, book chapters, and journal articles that are historically important and add to the critical understanding of the development of these theoretical traditions.*

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### **Part I: Theoretical Traditions, History, and Development**

#### **Historical Development**

Gibbons, D.C. (1994). *Talking about crime and criminals: Problems and issues in theory development in criminology*. NJ: Prentice Hall. [This book is out of print, and you will appreciate that it can be purchased for \$5 on the internet.]

Mutchnick, R., Martin, R., and Austin, T. (2009). *Criminological thought: Pioneers past and present*. Prentice Hall.

Williams, F. & McShane, M. (2010). *Criminological theory, (5<sup>th</sup> ed)*. Upper Saddle River, NJ: Pearson Prentice Hall.

#### **Research Summary**

Akers, R.L., & Sellers, C. (2004). *Criminological theories: Introduction, evaluation, and application* (4<sup>th</sup> ed.). Los Angeles: Roxbury Publishing Company.

Lily, J.R., Cullen, F.T., & Ball, R.A. (2007). *Criminological theory: Context and consequences* (4<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications.

Shoemaker, D.J. (2009). *Juvenile delinquency*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Bernard, T.J., Snipes, J.B., and Gerould, A.L. (2010). *Vold's Theoretical criminology*. New York: Oxford University Press.

#### **Anthologies, Readers, Edited texts, etc.**

##### **Black, Donald. (1976) The Behavior of Law. Academic Press (paperback available)**

Cullen, F. & Agnew, R. (2011). *Criminological theory: Past to present* (4<sup>th</sup> ed.). New York: Oxford University Press.

Kubrin, C.E, Stucky, T. D., and Krohn, M. D. *Researching Theories of Crime and Deviance*. (2009). Oxford.

Paternoster, R. & Bachman, R. (2001). *Explaining criminals and crime: Essays in contemporary criminological theory*. Los Angeles: Roxbury Publications.

Renzetti, C., Curran, D., & Carr, P. (2003). *Theories of crime: A reader*. Boston: Allyn and Bacon.

Simpson, S. (2000). *Of crime and criminality*. Thousand Oaks, CA: Pine Forge Press (Sage).

Williams, F. & McShane, M. (1998). *Criminological theory: Selected classic readings* (2<sup>nd</sup> ed.). Cincinnati: Anderson.

### **Part II: Recommended Examinations, Tests, and Elaborations:**

Short, J.F. (1998). The level of explanation revisited: The American Society of Criminology 1997 presidential address. *Criminology*, 36(1), 3-36.

### **Anomie / Strain Theory**

Agnew, R., & White, H.R. (1992). An empirical test of general strain theory. *Criminology*, 30, 475-499.

Broidy, L. (2000). A test of general strain theory. *Criminology*, 39, 9-34.

Burton, V., Cullen, F., Evans, D., & Dunaway, R. (1994). Reconsidering strain theory: Operationalization, rival theories, and adult criminality. *Journal of Quantitative Criminology*, 10, 213-239.

Farnworth, M., & Leiber, J.J. (1989). Strain theory revisited: Economic goals, educational means, and delinquency. *American Sociological Review*, 54, 263-274.

### **Deterrence Theory (Classical and Neoclassical/Rational Choice/Routine Activities)**

Bachman, R., Paternoster, R., & Ward, S. (1992). The rationality of sexual offending: Testing a deterrence/rational choice conception of sexual assault. *Law & Society Review*, 26(2), 343-372.

Miethe, T.D., & Meier, R.F. (1990). Opportunity, choice, and criminal victimization: A test of a theoretical model. *Journal of Research in Crime and Delinquency*, 27(3), 243-266.

Paternoster, R. (1987). The deterrent effect of the perceived certainty and severity of punishment: A review of the evidence and issues. *Justice Quarterly*, 4(2), 173-217.

Paternoster, R. & Piquero, A. (1995). Reconceptualizing deterrence: An empirical test of personal and vicarious experiences. *Journal of Research in Crime and Delinquency*, 32 (3), 251-286.

Schreck, C. & Fisher, B. (2004). Specifying the influence of family and peers on violent victimization. *Journal of Interpersonal Violence*, 19, 1021-1041.

### **Labeling Theory**

Matsueda, R. (1992). Reflected appraisals, parental labeling, and delinquency: An elaboration of the theory and assessment of the evidence. *American Journal of Sociology*, 97, 1577-1611.

Miethe, T. & McCorkle, R. (1997). Gang membership and criminal processing: A test of the master status concept. *Justice Quarterly*, 14, 407-427.

Paternoster, R. & Iovanni, L. (1989). The labeling perspective and delinquency: An elaboration of the theory and an assessment of the evidence. *Justice Quarterly*, 6, 359-394.

### **Social Learning/Differential Association**

Akers, R.L., Krohn, M.D., Lanza-Kaduce, L., & Radosevich, M. (1979). Social learning and deviant behavior: A specific test of a general theory. *American Sociological Review*, 44, 636-655.

Haynie, D. (2002). Friendship networks and delinquency: The relative nature of peer delinquency. *Journal of Quantitative Criminology*, 18, 99-134.



Warr, M. & Stafford, M. (1991). The influence of delinquent peers: What they think or what they do? *Criminology*, 29, 851-866.

### **Social Disorganization/Social Ecology Theory/Subcultural Theory**

Bursik, R.J. (1988). Social disorganization and theories of crime and delinquency: Problems and prospects. *Criminology*, 26(4), 519-551.

Felson, M. (2006). *Crime and Nature*. Sage.

Parker, K.F., & McCall, P.L. (1999). Structural conditions and racial homicide patterns: A look at the multiple disadvantages in urban areas. *Criminology*, 37, 447-477.

Sampson, R. & Groves, W. (1989). Community structure and crime: Testing social disorganization theory. *American Journal of Sociology*, 94, 774-802.

Stark, R., (1987). Deviant places: A theory of the ecology of crime. *Criminology*, 25, 893-909.

Sampson, R., Raudenbush, S, & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277, 918-924.

### **Control Theories**

Agnew, R. (1991). A longitudinal test of social control theory and delinquency. *Journal of Research in Crime and Delinquency*, 28, 126-156.

Evans, T., Cullen, F., Burton, V., Dunaway, R., & Benson, M. (1997). The social consequences of self-control: Testing the general theory of crime. *Criminology*, 35, 475-504.

Gibbs, J.J. & Giever, D. (1995). Self-control and its manifestations among university students: An empirical test of Gottfredson and Hirschi's general theory of crime. *Justice Quarterly*, 12(2), 231-255.

Krohn, M. & Massey, J. (1980). Social control and delinquent behavior: An examination of the elements of the social bond. *Sociological Quarterly*, 21, 529-543.

Laub, J.H., & Sampson, R.J. (1988). Unraveling families and delinquency: A reanalysis of the Glueck's data. *Criminology*, 26(3) 355-379.

### **Trait Theories (Biological and Psychological)**

Fishbein, D.H. (1990). Biological perspectives on criminology. *Criminology*, 28(1) 27-72.

Hirschi, T., & Hindelang, M.J. (1977). Intelligence and delinquency. *American Sociological Review*, 42, 571-587.

Moffit, T., Krueger, R., Caspi, A, & Fagan, J. (2000). Partner abuse and general crime: How are they the same? How are they different? *Criminology*, 38, 199-232.

### **Critical/Conflict Theory/Feminist Theory**

Daly, K. (1997). Different ways of conceptualizing sex/gender in feminist theory and their implications for criminology. *Theoretical Criminology*, 1, 25-51.

Simpson, S.S. (1989). Feminist theory, crime, and justice. *Criminology*, 27(4), 605-631.

Simpson, S.S., & Ellis, L. (1995). Doing gender: Sorting out the caste and crime conundrum. *Criminology*, 33, 47-82.

### **Developmental and Life Course**

Moffitt, T.E. (1993). Adolescent-limited and life-course persistent antisocial behavior: A developmental taxonomy. *Psychological Review*, 100(4), 674-701.

Paternoster, R. & Brame, R. (1997). Multiple routes to delinquency? A test of developmental and general theories of crime. *Criminology*, 35, 49-84.

Sampson, R.J., & Laub, J.H. (1990). Crime and deviance over the life-course: The salience of adult social bonds. *American Sociological Review*, 55, 609-627.

Simons, R., Stewart, E., Gordon, L., Conger, R., & Elder, G. (2002). A test of life-course explanations for stability and change in antisocial behavior from adolescence to young adulthood. *Criminology*, 40, 401-434.

Simons, R.L., Wu, C., Conger, R.D., & Lorenz, F.O. (1994). Two routes to delinquency: Differences between early and late starters in the impact of parenting and deviant peers. *Criminology*, 32, 247-276.

### **Integrated Theory**

Hirschi, T. (1979). Separate and unequal is better. *Journal of Research in Crime and Delinquency*, 16, 34-38.

Elliott, D., Ageton, S., & Canter, R. (1979). An Integrated Theoretical Perspective on Delinquent Behavior. *Journal of Research in Crime and Delinquency*, 16, 3-27.

Hayes, H. (1997). Using integrated theory to explain the movement into juvenile delinquency. *Deviant Behavior*, 18, 161-184.

Massey, J. & Krohn, M. (1986). A longitudinal examination of an integrated social process model of deviant behavior. *Social Forces*, 65, 106-134.

Rountree, P., Land, K., & Miethe, T. (1994). Macro-micro integration in the study of victimization: A hierarchical logistic model analysis across Seattle neighborhoods. *Criminology*, 32, 387-414.

**\*In addition to the above-listed articles, it is recommended that students read at least the past year (4 issues) of theory-based articles that appear in the journals Criminology, Journal of Research in Crime and Delinquency, and Journal of Quantitative Criminology.**

**SIGNATURE PAGE**

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

\_\_\_\_\_ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

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Date

**Submit to Dr. Bitna Kim by September 6, 2021**

**Criminology and Criminal Justice will keep this signed document on file electronically.**