



Northeastern
UNIVERSITY

COLLEGE OF CRIMINAL JUSTICE
GRADUATE SCHOOL OF CRIMINAL JUSTICE

ADMINISTRATION

CHESTER BRITT
INTERIM DEAN

JACK MCDEVITT
ASSOCIATE DEAN FOR GRADUATE EDUCATION AND RESEARCH

LAURIE A. MASTONE
ASSISTANT TO THE DEAN

GRADUATE STUDENT HANDBOOK
2008-2009

Dear Graduate Student:

On behalf of the faculty and administration, I am pleased to welcome you to the Graduate School of Criminal Justice. We are all excited about your arrival on campus, for each class of graduate students brings to the College its own collective personality and unique mix of talents and interests.

Your graduate career will no doubt be very different from your undergraduate experiences in terms of depth, intensity and structure. We will expose you to the most current literature and research in the field of criminal justice; it will be your task to assimilate this vast array of information to meet your own career objectives. We realize that graduate education is challenging, and demanding and the College will attempt to support you academically and in other ways throughout our time together. Our core courses shall provide you with a solid foundation in the issues, theories, and practice of criminal justice. Through the elective courses, internships, directed studies, thesis, and dissertation, the particular emphasis of your training can be tailored to your own professional interests and career objectives.

I am pleased to say that you will have the opportunity to learn from one of the finest faculties in the discipline of criminal justice. No matter what your area of interest, be it theory or administration, research or practice, I encourage you to explore what our faculty has to offer. One of the most dramatic differences you will find between your undergraduate and graduate education surrounds the closeness of contact you could have with the faculty, administration, staff, and with each other. I trust that in a short time you will come to feel at home at the Graduate School of Criminal Justice.

I wish you success as well as educational fulfillment in your upcoming pursuit. Please let me know if there is anything that we in the Graduate School of Criminal Justice can do to facilitate your success in our graduate program.

Jack McDevitt, PhD
Associate Dean for Graduate Education and Research

College of Criminal Justice Mission Statement

The College of Criminal Justice prepares students for professional and research careers in criminal justice, criminology and related fields by applying multidisciplinary and comparative social science to understand, predict and explain crime and contribute to the development of public policy within urban communities. Using an active learning approach, the College seeks to develop its students intellectually and ethically, while providing them with a keen appreciation for the complexities of crime, and public and private efforts to make communities safer and to ensure justice.

Northeastern University Mission Statement

To educate students for a life of fulfillment and accomplishment.

To create and translate knowledge to meet global and societal needs.

Our vision is to be a university that expands the meaning and impact of our engagement in the world using our knowledge and resources as positive forces for change in both our local communities and our global society.

This vision will be realized through offering students a transformative experience, grounded in experiential education that ignites their passion for learning while opening up for them the endless possibilities around them. We will assist our students in becoming engaged citizens of the world, confident and resourceful people who realize that their knowledge and action can have positive consequences for their own lives and for the lives of others.

This vision will be realized through interdisciplinary scholarship and translational research by which we will dynamically participate in addressing problems in our urban environment, in our region and across the globe. Northeastern strives to translate fundamental research into applications that will contribute to economic development and enhance societal well-being. Our collaborative approach will encompass partners in government and industry, and artists, innovators and scholars both inside and outside our community.

We strive to create a vibrant and diverse community, characterized by collaboration, creativity, an unwavering commitment to excellence and an equally unwavering commitment to exhibit respect for one other. We aspire to be a model for what our society can be.

Our Core Values

Contribution

Northeastern seeks to contribute to the individual fulfillment of each member of the campus, to the welfare of the surrounding communities, and to solutions that will address global and societal needs.

Diversity

Northeastern celebrates diversity in all its forms and fosters a culture of respect that affirms inter-group relations and builds community.

Engagement

Northeastern promotes active engagement in teaching and learning, in scholarship and research, in the life of urban communities and with our alumni and friends.

Integrity

Northeastern pursues each of its activities and interactions with integrity, maintaining the highest ethical standards.

Opportunity

Northeastern provides opportunities to those who strive to overcome disadvantages and show great promise for future success.

College Themes**Law and Justice**

The law and justice theme is focused on the legal, socio-political, and philosophical study of crime and criminal justice. Three primary areas shape the concentration. First, there is a focus on the law as a body of rules and institutions, including the history of criminal law, the basic principles of legal code and processes of lawmaking. Second, the concentration focuses on the sociology of punishment, considering how rationales, strategies and systems of formal control emerge in the context of broader social organizational relations. Finally, the concentration is concerned with the meaning of justice, and the philosophical and political underpinnings of varied and often competing conceptions. The law and justice concentration essentially provides a critical theoretical basis for understanding criminal law, criminal justice systems, and the pursuit of justice in their social and historical context.

Global Criminology

The global criminology theme is focused on key dimensions of international issues in crime and justice. The globalization in many spheres - for example, markets, people, capital, culture, information, knowledge, technology, military, biologically relevant substances - is affecting the causes, motives, opportunities and control of misconduct at the local, national and international levels. Global criminology covers a wide range of interconnected issues and focuses on the need to draw from the wisdom and experience of countries other than one's own. Crime-related theory, research and policy are studied through a global lens. A special focus is on international norm creation, enforcement and control, as well as issues of international standards' legitimacy and justice. Emphasis is placed on the patterns, trends and impact of cross-border criminality (including transnational organized crime) and international law violations with the view of developing preventive and control strategies, mechanisms and measures applicable to traditional and emerging forms of crime.

Criminology and Public Policy

The criminology and public policy theme is focused on the contributions that criminological theory and research can make to 1) advancing our knowledge and understanding of criminal behavior and 2) developing effective policies of crime prevention and control. Criminology involves the study of the nature, distribution, and causes of crime and victimization, with particular attention to measuring crime and testing theories about criminal behavior. Our policy focus includes primary, secondary, and tertiary prevention efforts that target individuals, organizations, institutions, communities, and broad social structural and cultural change. The concentration in criminology and public policy is multi-disciplinary: we improve our understanding of crime and its control by applying insights from the social sciences, the humanities, law, and the natural sciences.

Criminal Justice Organizations and Leadership

The criminal justice organizations and leadership theme is focused on the study of organizational structures and goals, interdependencies among agencies, qualities of effective leadership, and the legal foundations of organizations. A critical part of this area of study is to understand how discretionary decision making can be successfully managed. Through the study of organizational and leadership theory and practice, students will be able to become effective professionals in the criminal justice system. The study of organizational theory and practice of leadership will enhance the ability of students to understand how various parts or agencies within the criminal justice system interact with one another.

Document Overview

This document shall acquaint the student with some of the policies and procedures that we have set in place in the Graduate School of the College of Criminal Justice. Together with the [University's Graduate School Handbook](#), these guidelines shall govern the student's pursuit of the Master of Science degree in Criminal Justice and/or the Doctoral degree in Criminology and Public Policy.

REQUIREMENTS FOR MASTER'S DEGREE

CREDITS AND COURSE LOAD – MASTER OF SCIENCE

To satisfy the requirements for the Master of Science in Criminal Justice, students must successfully complete thirty-two (32) semester hours of coursework as well as pass the comprehensive examination.

REQUIRED CORE COURSES – MASTER OF SCIENCE

All students must take seventeen (17) semester hours of required course work as part of the core curriculum. The required core courses are:

Required Courses:	Semester Credit-Hours Earned
HCJG200 Criminology	3shs
HCJG202 Criminal Justice Process	3shs
One Law Related Course	3shs
HCJG204 Research Methods and HCJG205 Lab	4shs
HCJG206 Statistical Analysis and HCJG207 Lab	4shs
Total Semester Credit Earned	17shs

ELECTIVE COURSES

Students are expected to take elective courses beyond the seventeen required (17) semester hours of core courses. A total of fifteen (15) semester hours of elective credit is needed to complete the degree. Unless approved by the Graduate Director, no more than six of these hours may be combined in internships, directed studies, thesis option or courses taken outside the Graduate School of Criminal Justice. Elective courses generally meet once a week for two and one half (2.5) hours on a Monday, Tuesday, Wednesday, or Thursday in the afternoon or evening. Elective courses are worth three semester hours of credit unless otherwise noted.

The student may also pursue specialized interests by electing courses in other Graduate Schools at Northeastern. The student is permitted to take no more than six semester hours of credit or

two courses, whichever is greater, from other programs at Northeastern. As with all courses, both the Graduate Director and the Department offering the course prior to registration must approve these selections prior to registration.

ACADEMIC CALENDAR

The University Academic calendar can be found at www.registrar.neu.edu

GRADING SYSTEM:

A	4.0	This grade is awarded to those students whose performance in the course has been of outstanding graduate caliber
A-	3.667	
B+	3.333	
B	3.0	This grade is awarded to those students whose performance has been at a satisfactory level.
B-	2.667	
C+	2.333	
C	2.0	This grade is awarded to those students whose performance in the course is not at the level expected in graduate work. This grade indicates significant and substantial gaps in the student's understanding of the subject matter and is generally predictive of problems in successfully completing the comprehensive examination.
C-		
S	Satisfactory	
U	Unsatisfactory	
I	Incomplete	In accordance with University policy, all incomplete grades must be completed within one academic year. The student must also have on file with the Graduate School Office a signed <i>Incomplete Grade Petition Form</i> .
F	FAILURE	

Formatted Table

GRADE POINT AVERAGE (GPA) REQUIREMENTS

To remain in good standing, a minimum overall grade point average of 3.0 (B) is required. Students must have a 3.0 grade point average or higher to be certified for graduation from the program. Graduate or research assistants who do not maintain the minimum grade point requirements will be placed on academic probation, and will be in jeopardy of losing their

funding. Finally, students must earn a 3.0 or better in *all required courses*. In cases where a student's grade falls below this threshold, the course must be repeated. Students will be provided only one opportunity to re-take a course.

In the Graduate School of Criminal Justice, not more than two courses or six semester hours of credit, whichever is greater, may be repeated to satisfy the requirements for the degree. Only such repeats will be counted in calculating the cumulative average requirement. No grade changes are permitted after the end of the final examination period one calendar year from the semester in which the student registered for the course. In calculating the overall cumulative average, all graduate-level course work completed at the time of clearance for graduation will be counted unless the student is continuing on for a PhD degree. Course work used previously toward a degree may not be counted again.

ACADEMIC PROBATION

Graduate students are required to maintain a minimum grade point average of 3.0 to remain in good standing in the Graduate Program. Any graduate student who does not achieve the minimum grade point requirement will be placed on academic probation for the following semester. Due to the relative short duration of the Graduate Program, students will be allowed only one semester to achieve the minimum grade point requirement. Any student who fails to achieve a 3.0 grade point average at the end of the first semester on which they are on probation may be terminated from the Graduate Program.

TRANSFER CREDIT

A student may transfer up to six semester hours of credit from another institution, provided that the credits transferred consist of a grade of B (3.0) or better in graduate-level courses, have been earned at a U.S.-accredited institution, have not been used toward any other degree and have received approval from the Director of the Graduate School. Courses accepted for transfer credit must have been completed within seven years of the date the request is made to the Graduate School and been completed within the seven years prior to the awarding of the student's degree at Northeastern. Grades are not transferred. Upon completion of the course, students should submit a letter to the Graduate Office along with an official transcript. Generally, the Graduate School does not approve transfer credit for required courses.

INCOMPLETE COURSEWORK

During the course of the academic year, students may find the need to arrange for an incomplete course grade. Incomplete grades are strongly discouraged and should be incurred in only the most dire circumstances. Incomplete grades are awarded to students at the discretion of the individual faculty member/instructor of a particular course. Once a student has received the permission of the course instructor, he/she must complete the [*Incomplete Grade Petition Form*](#) available in the Graduate School office, on the Graduate Program website, as well as on the University Registrar's website. The individual student, the faculty member and the Director of the Graduate School must sign this form **prior** to the end of the semester and submission of grade sheets. Students are only permitted to carry 2 incompletes at one time and have 3 incompletes throughout the entire program.

In addition, it is important to note that both the student and the faculty member must establish a date by which all incomplete coursework will be completed. Students who do not file an additional incomplete form, or do not complete the required course work by the predefined date will be awarded a final grade based on the coursework completed to date. It is the sole responsibility of the student to ensure that all incomplete coursework is completed by the specified date. As specified by University policy all incomplete grades must be completed within one year.

ACADEMIC ADVISOR

It is highly recommended that students have chosen an academic advisor/mentor by the end of their first semester. The role of the advisor/mentor is to assist the student in planning their course of study while at Northeastern and to provide the student with both academic and professional advice. Students who have not been assigned an advisor previously should seek out a faculty member who shares their areas of interest and ask that faculty member if they would serve as their advisor.

CRIMINOLOGY/CRIMINAL JUSTICE GRADUATE STUDENT ASSOCIATION (CCJGSA)

All graduate students are encouraged to participate in CCJGSA meetings and events. The CCJGSA seeks to foster a healthy graduate student culture in which students can develop academically as well as professionally while learning and establishing long-lasting relationships with fellow students and faculty. Their website is www.ccjgsa.neu.edu.

REGISTRATION

Students must register via the myNEU portal. Procedures to do so are available on the myNEU portal. Students must register within the dates and times listed on myNEU. Web registration is available during the first and second weeks of the semester for adding and dropping courses. Students who fail to register within this time frame will not earn credit or a grade for the course(s) in question.

To withdraw from a course after the first week of classes, a student must fill out an official course withdrawal form obtained at the Registrar's Office. Ceasing to attend class does not constitute official withdrawal. Notifying the instructor does not constitute official withdrawal. Please refer to the Registrar's website for additional information and timelines on course withdrawals. Course drop forms are available at www.registrar.neu.edu.

PART-TIME VS. FULL-TIME STATUS

Students may be admitted as Full-time or Part-time students in the Graduate Program. In order to change status in the program a student must petition the College Graduate Committee and be granted permission to change status. The Graduate Committee has the sole authority to grant or deny any such requests. It is the responsibility of each student to assure that they remain in the appropriate status.

INACTIVE STATUS

Students who have not registered for courses for a period of two academic years will be automatically placed on inactive status. Inactive students must reapply to the Graduate School of Criminal Justice to participate in the program.

MASTER'S THESIS

The Master's Thesis is optional. Under this option, students carry out an original research project from start to finish. The thesis option is recommended for students who intend to pursue a degree beyond the Master's or who anticipate a career in research. Should a student elect to write a thesis, he/she should form his/her thesis committee (a thesis advisor plus a second reader at a minimum) and prepare a brief proposal during the Spring semester of his/her first year in the program. Students electing to complete a thesis must complete the [Master's Thesis Committee Approval Form](#) prior to official registration. The Thesis advisor must be a tenured or tenured track faculty member or a terminally prepared member of the research faculty (full-time research faculty holding a doctoral degree).

CREDITS AND COURSE LOAD

Please refer to the section particular to each degree for credit and course load requirements, as they differ by degree.

DIRECTED STUDY

In order to pursue specialized interests not covered by the curriculum, both Master's and PhD students are allowed to enroll in directed study courses. Both PhD and Master's students may enroll in a total of two directed studies during their time in the graduate program. Students may submit requests to extend the number of directed studies beyond the two-course cap. These requests must be directed to the Graduate Committee in writing 30 days before the start of the new semester. Such requests will be considered on a case-by-case basis. In a directed study, students are able to explore in-depth an area of literature or to conduct a small research project, under the close supervision of a member of the faculty. Whether one pursues library or original research, the student's work must be reflected in a final product (usually a paper) from the course. [Directed Study Approval Forms](#) may be obtained from the Graduate School Office or from the Graduate School website and must be signed by the faculty member with whom the student wishes to work, as well as by the Director of the Graduate School prior to enrolling in the course. This approval form does not automatically register the student for the course. Upon approval of the Directed Study Form and proposal by both the faculty member and the Director of the Graduate School, the student must complete a separate form available in the Graduate School Office to officially register for the course. Finally, directed studies that duplicate existing course offerings will not be approved.

INTERNSHIP

Master's students may wish to enrich their graduate studies with a practical experience through an agency placement. The goal of the internship program has been for students to gain valuable on-site work experience at a variety of criminal justice agencies for academic credit. Students are given the opportunity to apply theoretical concepts in a practical, applied fashion by observing and contributing to the daily activities of operating agencies and organizations. Intern

locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and agencies involving administrative, research, teaching, and related activities. Some of our recent interns have been successfully placed in the following criminal justice agencies: Boston Police Department, Executive Office of Public Safety, The Federal Bureau of Investigation, The Bureau of Alcohol, Tobacco, Firearms and Explosives, The Drug Enforcement Administration, The United States Marshall Service, Massachusetts General Hospital, Crime and Justice Institute, the Institute on Race and Justice and various local probation offices.

In order to be eligible for an internship, students must first identify a particular area within the field of criminal justice in which they would like to work and select agencies within that area that are accepting interns. The student should then submit a cover letter and resume to the agency requesting an internship. Ideally, the resume should list any background and/or experience that would qualify the candidate for an internship within the agency, and the cover letter should state the reasons for wanting to apply to a particular agency, what the applicant hopes to gain from the experience and how both the agency and the student will benefit from the internship. The letter should also specify that the candidate will follow up with the agency either by phone or email within 10 days. It is important to note that students applying for internships within federal agencies may have to wait five or six months for security clearance, so that should be taken into consideration when applying for an internship. Also, many criminal justice agencies require that applicants submit to a drug test in order to be eligible to work within that agency. Furthermore, [*Internship approval forms*](#) may be obtained from the Graduate School Office or from the Graduate School website and must be signed by the Graduate Director prior to enrolling in the course. Students electing an internship should consider such factors as transportation to and from their field placement, the workload requirements of their other courses and their ability to complete an independent internship project.

All interns are required to work at least 8 to 10 hours a week for a full semester in order to be eligible for credit. Also, interns must work on at least one project specific to their field placement, the results of which are submitted to the Graduate Director. Some examples of past projects include: an analysis of Sex Offender Classification System in Maine, the development of a crime scene investigation protocol, and an analysis of burglary patterns in a local community. Interns should identify the project within one week after they begin their internship and must submit a one page description of the project to the Graduate Director for approval by the end of the first week of the term. Interns are also required to submit monthly electronic updates of their internships to the Graduate Director and must complete a final report at the end of their internship. The report should describe the overall internship experience, detail all activities related to the project and any additional duties that fell outside of the project realm, list project results and/or conclusions, and offer suggestions or recommendations for applying what was learned to the future. The paper should be 7 to 10 pages in length and must be submitted by the last day of classes. The Director of the Graduate Program will grade the written report/project on a satisfactory/unsatisfactory basis. In addition, the intern must submit a written verification of the internship signed by the Intern's on-site supervisor. If you are interested in a graduate internship, please contact Dean Jack McDevitt.

INTERNSHIP PROCESS

Identify areas of interest	Prior to Internship
Submit Introduction Letter to agency	Prior to Internship
Follow-up Phone call to agency	Prior to Internship
Obtain acceptance from Agency	Prior to Internship
Submit Internship Approval Form to Graduate School office	Prior to Registration
Begin work at internship	1 st week on Classes
Progress reports to Graduate Director	Monthly
Letter from Supervisor	Last day of Classes
Final Report	Last day of Classes

ACADEMIC APPEALS PROCESS

In accordance with University policy, graduate students are encouraged, whenever possible, to follow the guidelines below to resolve grading disputes:

Step 1

Students must attempt to resolve any disputed grade with the individual faculty member assigned to the course. In the event that the situation is not resolved through this mechanism, students must submit a written summary of their concerns to the Director of the Graduate Program (if the Director is also the course instructor-proceed to Step 3).

Step 2

The Director of the Graduate Program will review any written request from students regarding the academic dispute and make a recommendation to the individual student and the faculty member involved as to the appropriate outcome measure to be taken. If the student is unsatisfied at this point, the Director of the Graduate Program will appoint an Ad Hoc Committee of two faculty members from the College of Criminal Justice.

Step 3

The Ad Hoc Committee will review the merits of the student's academic dispute, and report their conclusions and recommendations to the Graduate Committee. The Graduate Committee will convene and make a final decision as to the appropriate outcome measure to be implemented and report their decision to the Director of the Graduate Program.

Step 4

The Graduate Director will convene a meeting of both the student and individual faculty member involved to discuss the decision of the Graduate Committee. If at this point the academic dispute is not resolved, the student is welcome to pursue avenues as prescribed by the [University's official policies and procedures regarding academic disputes](#).

ACADEMIC HONESTY AND INTEGRITY POLICY

Essential to the mission of Northeastern University is the commitment to the principles of intellectual honesty and integrity. Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of an intellectual community and depreciates the achievements of the entire University community. Accordingly, Northeastern University views academic dishonesty as one of the most serious offenses that a student can commit while in college.

The following is a broad overview of what constitutes academic dishonesty, and is not meant to be an all-encompassing definition.

CHEATING

Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

Examples:

- Unauthorized use of notes, text, or other aids during an examination.
- Copying from another student's examination, research paper, case write-up, lab report, homework, computer disc, etc.
- Talking during an examination.
- Handing in the same paper for more than one course without the explicit permission of the instructor.
- Perusing a test before it is given
- Hiding notes in a calculator, PDA or other device for use during an examination

FABRICATION

Intentional and unauthorized falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

Examples:

- Making up the date for a research paper.
- Altering the results of a lab experiment or survey.
- Listing a citation for a source not used.
- Stating an opinion as a scientifically proven fact.

← Formatted: Bullets and Numbering

PLAGIARISM

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of source by way of a footnote, endnote, or intertextual note.

The following sources demand notation:

- Word-for-word quotation from a source, including another student's work.
- Paraphrase: using the ideas of others in your own words.
- Unusual or controversial facts – facts not apt to be found in many places.
- Interviews, radio, television programs, and telephone conversations.

UNAUTHORIZED COLLABORATION

This refers to instances when students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material (as in case write-ups), the analysis, interpretation, and reporting of the data must be each individual's.

FACILITATING ACADEMIC DISHONESTY

Intentionally or knowingly helping or attempting to violate any provision of this policy.

Examples:

- Inaccurately listing someone as co-author of a paper, case write-up or project who did not contribute
- Sharing a take-home examination, homework assignment, case write-up, lab report, etc., with another without expressed permission from the instructor
- Taking an examination or writing a paper for another student.

GUIDELINES

According to the policy on academic dishonest developed and approved by the Student Government Association:

“All members of the Northeastern University community, students, faculty, and staff share the responsibility to bring forward known acts of apparent academic dishonesty. Any member of the academic community who witnesses an act of academic dishonesty should report it to the appropriate faculty member or to the Director of the Office of Student Conduct and Conflict Resolution. The charge will be investigated and if sufficient evidence is presented, the case will be referred to the Northeastern University Office of Student Conduct and Conflict Resolution. If found responsible of an academic dishonest violation, a minimum sanction of deferred suspension will follow. Repeat violations will meet with expulsion.”

In addition to what is stated in the Graduate Student Handbook, the College of Criminal Justice has established the policy that any instance of confirmed academic dishonesty in a particular course, may result in the failure of the course.

MASTER'S DEGREE COMPREHENSIVE EXAMINATION POLICY

All students enrolled in the Master's of Science in Criminal Justice program are required to pass a comprehensive exam as part of their degree requirements. The comprehensive exam serves as an assessment of the integration and mastery of core issues and is offered in both the Fall and Spring semesters.

INFORMATION PROVIDED TO STUDENTS:

Students will be provided with a reading list (see Appendix A) to assist them in preparing for the comprehensive exam. The reading list will be provided during their first academic year. Students will also be provided with one sample question. The sample serves only as an example of the general format of the exam and the level of mastery expected.

ELIGIBILITY:

Students must meet the following criteria to be considered eligible to take the comprehensive exam:

- i. Successfully completed the *research methods, criminology, criminal justice process* and *statistics* courses with a passing grade, AND;
- ii. Successfully completed a total of 20 semester hours of credit hours in the program, AND;
- iii. Be a student in good standing (Students on Academic Probation will not be permitted to take the comprehensive exam).

*Students who previously failed the initial exam will also be eligible to reserve a subsequent exam date as long as it falls within the appropriate timeframe (see "Exam Failure" below) and they continue to meet the requirements identified above.

PREPARATORY SESSION:

The Director of the Graduate Program will coordinate a preparatory session to be held at the beginning of each fall semester. This session will be facilitated by the Director of the Graduate Program along with 2-3 other faculty members. Although preparation for the exam should be underway by this point, the purpose of the session is to address questions about preparation for or administration of the exam. This is intended to be an informal working session.

ENROLLING FOR COMPREHENSIVE EXAM:

Students intending to take the exam must notify the Assistant to the Dean of the Graduate Program at least 30 days prior to the examination date. The Assistant to the Dean will verify eligibility and confirm registration.

USE OF BLACKBOARD TECHNOLOGIES:

Blackboard technologies will be used to manage the administration of the comprehensive exam (<http://blackboard.neu.edu>). Students who have signed up for the exam will be enrolled in the class on blackboard.

DISSEMINATION OF EXAM TO STUDENTS:

The exam will be ready for dissemination by 9 a.m. on the exam date (specified in advance for each semester). A copy of the exam will be posted on Blackboard by the first scheduled date of the exam. All students must sign and submit an "Ethics Agreement" that stipulates there was no

collaboration in any manner during the administration of the exam. By signing this agreement students acknowledge they have read the University's Policy on Academic Integrity. This agreement does not cover study sessions held during the preparatory process (see section titled "Academic Integrity Agreement Form" for additional information). Students who download the exam from Blackboard must sign the "Academic Integrity Agreement Form" before the start date of the exam. Exams will not be accepted from enrolled students without a signed "Academic Integrity Agreement Form".

SUBMISSION OF COMPLETED EXAM:

All exams must be submitted electronically via blackboard also by 5:00 on the due date of the examination. This time will serve as the official time and will be strictly enforced. Students submitting are responsible and liable for any delays due to technical problems. Any late submission will receive a failing grade. *Other submission requirements:*

1. Students must submit four (4) printed copies of the exam by 5 pm. on the Monday following the exam date to the Graduate School Office;
2. All copies must be bound with 1 staple in the upper left-hand corner. Please DO NOT provide any additional binding including plastic covers, spiral bindings, etc;
3. Each copy of the exam should include a coversheet with the students name and NU ID number. *NONE* of the remaining pages should include any identifying information including name or student number. Each exam will be graded anonymously;
4. Each student must upload one copy of the finished exam to *Blackboard's* digital drop box by the 5:00 p.m. deadline. Any exams uploaded after the deadline will receive a failing grade. The date/time associated with the file in Blackboard will be considered the "official" time of submission. When uploading the file, students should use their last name as the name of the document.

EMERGENCY CIRCUMSTANCES:

In the case of an emergency during the exam that may result in a delayed submission, students should leave details of the problem on the Director of the Graduate Program's voice mail (617-373-3482). The Director will be checking his voicemail regularly over the exam period. Such situations will be considered on a case-by-case basis by the full Graduate Committee.

STANDARDS ON ACADEMIC INTEGRITY:

Students should be familiar with Northeastern University's policy on academic integrity (<http://www.judicialaffairs.neu.edu/academicintegrity.htm>). Students who are in violation of this policy *will* receive a failing grade on the exam and *will* be referred to the Director of Judicial Affairs for further investigation.

Below are guidelines:

- Students are not permitted to collaborate in any fashion during the exam. This includes oral or written communication about any topics/issues directly related to the comprehensive exam including the sharing of ideas, arguments, or written material;
- Students *may* consult books or other forms of written material during the exam.
- Students are encouraged to form study groups in preparation for exam. Students are given a reasonably wide range of discretion in terms of preparation strategies and use of study

groups. These strategies may include preparation of topic-specific lectures or facilitation of group discussions. Students are also permitted to prepare written material for members of a larger study group that details specifics of certain criminological theories, policy issues, or other topics. *However, students are strongly cautioned about how this material is used during the exam.* Highly similar responses or sections of responses may be grounds for failure and referral to the Director of Judicial Affairs.

FORMATTING AND CITATIONS:

All exams must be in APA (5th) format and this will be strictly enforced. However, please do not use headers of any kind. It is also expected that all comprehensive exams will be properly cited. This includes proper format for parenthetical citations, direct quotes, and footnotes/endnotes (if applicable). All documents should also include a “Works Cited” page that is properly formatted to APA guidelines. Serious deviations from APA standards or serious problems with grammar and/or spelling may be grounds for receiving a failing grade.

SUGGESTED PAGE LENGTH:

Exams are expected to be in the 15-20 page range, double spaced, 12 point font.

ADDRESS ALL SECTIONS OF A QUESTION:

Students are expected to address all sections of a question. Failure to adequately address *any* part of a question may result in failure.

GRADING OF EXAMS:

All exams will be graded anonymously. Grades will be High Pass, Pass, or Fail.

EXAM FAILURE:

- i. A student who fails the initial exam will be given the opportunity to retake the exam.
- ii. A student who fails the initial exam will take an entirely new exam of similar format;
- iii. A student who fails the initial exam will be eligible to take a makeup exam during the next regularly scheduled exam date;
- iv. A student who fails the initial exam must complete the makeup exam within 12 months of the original exam;
- v. A student who fails the initial exam will be afforded the opportunity to meet personally with a representative of the subcommittee responsible for grading the exam. The student will be given the opportunity to discuss the nature of the deficiencies in person;
- vi. Upon request, a student who fails the initial exam will be provided a document briefly synthesizing the shortcomings of the student’s work.

REPEATED FAILURE OF COMPREHENSIVE EXAM:

Successful completion of the comprehensive exam is a *necessary criterion for graduation*. Students who fail to complete the comprehensive exam successfully will not be awarded a degree, regardless of their level of performance in other requirements for the degree.

APPEAL OF FAILING GRADES:

Students who are judged to have failed the comprehensive exam may appeal the grade to the full Graduate Committee.

- i. In such a scenario, the student must submit in writing a narrative explaining why they believe the grade was inaccurate. This appeal will be reviewed by the full Graduate Committee.
 - a. The student will be permitted to appear before the full Graduate Committee to explain his/her rationale for the appeal;
 - b. In such a scenario, a representative from the Graduate Comprehensive Examination subcommittee will also appear before the full Graduate Committee to detail the subcommittee's rationale for the failing grade.
- ii. Following the appeal process, the Graduate Committee must provide written feedback to the student detailing the reasons for the committee's decision.

REQUIREMENTS FOR CANDIDACY FOR PhD DEGREE

CREDITS AND COURSE LOAD – DOCTOR OF PHILOSOPHY (STUDENTS ENTERING WITH A BACHELORS DEGREE)

To satisfy the requirements for candidacy for Doctor of Philosophy in Criminology and Justice Policy, students entering the program with a Bachelors degree are required to complete sixty-four (64) semester hours of coursework as well as pass the three qualifying examinations.

REQUIRED CORE COURSES – DOCTOR OF PHILOSOPHY (BACHELORS)

All students entering with a Bachelors degree must take thirty-seven (37) semester hours of required course work as part of the core curriculum. The required core courses are:

Required Courses:	Semester Credit-Hours Earned
HCJG200 Criminology	3 shs
HCJG202 Criminal Justice Process	3 shs
One Law-Related Course	3 shs
HCJG204 Research Methods and HCJG205 Lab	4 shs
HCJG206 Statistical Analysis and HCJG207 Lab	4 shs
HCJG710 Criminology & Public Policy I	3 shs
HCJG711 Criminology & Public Policy II	3 shs
HCJG713 Advanced Res & Eval Methods	3 shs
HCJG715 Multivariate Analysis I	3 shs
HCJG716 Multivariate Analysis II	3 shs
HCJG718 Advanced Data Analysis or Qualitative Methods	3 shs
HCJG700 Teaching Practicum or HCJG702 Policy Practicum	1 sh
HCJG704 Practicum in Research	1 sh
Total Semester Credit Earned	37 shs

ELECTIVE COURSES

Beyond the thirty-seven (37) semester hours of required course work in the core curriculum, the PhD student is expected to take elective courses to fulfill the requirements for candidacy. A total of twenty-seven (27) semester hours of elective credit is needed in order to complete this requirement. Elective courses generally meet once a week for two and one half (2.5) hours on a Monday, Tuesday, Wednesday, or Thursday in the afternoon or evening. Students should be aware that while the program attempts to accommodate part time students as much as possible not all courses will be able to be taught in the evening requiring all students to take courses in the afternoon on occasion. Elective courses are worth three semester hours of credit unless otherwise noted.

The student may also pursue specialized interests by electing courses in other graduate schools at Northeastern. The student is permitted to take no more than six semester hours of credit or two courses, whichever is greater, from other graduate programs at Northeastern. As with all courses, both the Graduate Director and the department offering the course prior to registration must approve these selections.

Sample Program for students entering PhD program with a Bachelor's Degree

Fall Semester Year 1	Spring Semester Year 1
HCJG200 Criminology	HCJG206 Statistical Analysis
HCJG202 Criminal Justice Process	HCJG207 Statistical Analysis Lab
HCJG204 Research Methods	Elective
HCJG205 Research Methods Lab	Elective
10 semester hours	10 semester hours

Summer Semester Year 1	Fall Semester Year 2
Elective	Law related course
	HCJG710 Criminology & Public Policy I
	HCJG715 Multivariate Analysis I
3 semester hours	9 semester hours

**** Students that wish to receive their Master's degree must complete the required 32 credit hours (above) and pass the Master's comprehensive exam in order to do so.**

Spring Semester Year 2	Summer Semester Year 2
HCJG711 Criminology and Public Policy II	Elective
HCJG716 Multivariate Analysis II	
HCJG713 Advanced Research & Evaluation Methods	
9 semester hours	3 semester hours

Fall Semester Year 3	Spring Semester Year 3
HCJG704 Research Practicum	HCJG700 Teaching Practicum or HCJG702 Policy Practicum
HCJG718 Advanced Data Analysis or Qualitative Methods	Elective
Elective	Elective
Elective	Elective
10 semester hours	10 semester hours

Fall Semester Year 4	Spring Semester Year 4
Qualifying Exam 1	Qualifying Exam 2

Fall Semester Year 5	Spring Semester Year 5
Qualifying Exam 3 & Dissertation	Dissertation

Proposal

** Part-time students generally enroll in one required course and one elective course per semester.

CREDITS AND COURSE LOAD – DOCTOR OF PHILOSOPHY (STUDENTS ENTERING WITH A MASTER’S DEGREE)

To satisfy the requirements for candidacy for Doctor of Philosophy in Criminology and Public Policy, students entering the program with a Master’s degree are required to complete thirty-two (32) semester hours of coursework and must pass the three qualifying examinations.

REQUIRED CORE COURSES – DOCTOR OF PHILOSOPHY

All students entering the program with a Master’s degree must take twenty (20) semester hours of required course work as part of the core curriculum. The required core courses are:

Required Courses:	Semester Credit-Hours Earned
HCJG710 Criminology & Public Policy I	3 shs
HCJG711 Criminology & Public Policy II	3 shs
HCJG713 Advanced Res & Eval Methods	3 shs
HCJG715 Multivariate Analysis I	3 shs
HCJG716 Multivariate Analysis II	3 shs
HCJG718 Advanced Data Analysis or Qualitative Methods*	3 shs
HCJG700 Teaching Practicum or HCJG702 Policy Practicum	1 sh
HCJG704 Research Practicum	1 sh
Total Semester Credit Earned	20 shs

*"All PhD students are required to take Evaluation Methods, Multivariate I, and Multivariate II. After completion of the Multivariate sequence, students are required to take one additional stats/methods course. To satisfy that requirement, students must register to take EITHER Qualitative Methods or Advanced Data Analysis. Students planning quantitative dissertations are encouraged to register for Advanced Data Analysis. Students planning qualitative or mixed-method dissertations are encouraged to register for Qualitative Methods. All students are permitted to take both Advanced Data Analysis and Qualitative Methods (one would count as an elective course)."

ELECTIVE COURSES

Beyond the twenty (20) semester hours of required course work in the core curriculum, the PhD student is expected to take elective courses in the College to fulfill the requirements for candidacy. A total of twelve (12) semester hours of elective credit is needed in order to complete this requirement. Elective courses are worth three semester hours of credit unless otherwise noted.

Students may also pursue specialized interests by electing courses in other graduate schools at Northeastern. The student is permitted to take no more than six semester hours of credit or two courses, whichever is greater, from other programs at Northeastern. As with all courses, both the Graduate Director and the department offering the course prior to registration must approve these selections.

Students entering the PhD program with a Master's Degree or a Juris Doctorate degree may be required to take a remedial course in one or more of the following areas: criminology, research methods and or statistics. Students deemed to be deficient in one or more of these areas will be required to take the equivalent course from the College's Master's Program. This requirement is intended to assist students who may not have the preparation of their peers in these areas. These courses must be taken prior to taking the more advanced PhD level requirements. The credits from any remedial courses will not count towards a student's doctoral degree

Sample Program for students entering PhD program with a Master's Degree

Fall Semester Year 1	Spring Semester Year 1
HCJG710 Criminology and Public Policy I	HCJG711 Criminology and Public Policy II
HCJG715 Multivariate Analysis I	HCJG716 Multivariate Analysis II
Elective	HCJG713 Advanced Res & Eval Methods
9 semester hours	9 semester hours

Summer Semester Year 1	Fall Semester Year 2
Elective	HCJG718 Advanced Data Analysis or Qualitative Methods
	HCJG704 Research Practicum
	2 Electives
3 semester hours	10 semester hours

Spring Semester Year 2	Summer Semester Year 2
HCJG700 Teaching Practicum or HCJG702 Policy Practicum Qualifying Examination 1	Qualifying Examination 2
1 semester hour	

Fall Semester Year 3	Spring Semester Year 3
Qualifying Examination 3	Dissertation

DOCTOR OF PHILOSOPHY QUALIFYING EXAMINATIONS

In addition to the above-mentioned coursework, all students enrolled in the doctoral program are required to pass two-written comprehensive qualifying examinations (criminology and justice policy and research methods/statistics) and an oral examination (in the area of specialization) in order to be considered a candidate for the doctoral degree. The written comprehensive examinations in the PhD program are designed to ensure that you have mastered foundational knowledge in the realm of criminology and justice policy. A comprehensive understanding of foundational material is required of all those who will eventually enter the academy. Almost all of the doctoral programs in criminology and criminal justice across the country require at least two written comprehensive exams covering criminological theory and analytic methodology (some require three).

We require two written comprehensive examinations, and each is designed to ensure that you have mastered foundational materials. To that end we have created comprehensive reading lists to aid in your preparation. All of the readings on the respective reading lists have been carefully selected because they represent some of the most important and influential work in their respective areas. Some of these readings will be required or recommended in classes; others will need to be read on your own time. Although a handful of readings may be added to these lists from time to time, these reading lists are not expected to undergo any substantial revision in the foreseeable future. The Graduate Committee would like to impress upon all doctoral students the need to regularly read materials outside of the required readings in courses.

The written qualifying examinations serve as assessments of the integration and mastery of core issues and are offered twice a year generally in January and August. The exams will cover core ideas and readings from students' coursework but, importantly, will not be limited to what students have learned in their courses. The qualifying examinations anticipate that students will have built upon their coursework by completing additional independent readings, and that they will be able to demonstrate on exams that they have the ability to integrate the knowledge gained from both courses and independent readings.

Doctoral students must pass the criminology and justice policy and research methods/statistics qualifying exams before taking the remaining qualifying exam and/or formally beginning the dissertation process.

ENROLLING FOR QUALIFYING EXAMINATIONS:

Students intending to take a written qualifying exam should notify the Assistant to the Dean of the Graduate Program 30 days prior to the examination date. The Assistant to the Dean will verify eligibility and confirm registration. Students will not be eligible to take an examination if they have a grade of Incomplete in any required coursework.

CRIMINOLOGY & JUSTICE POLICY EXAMINATION

The qualifying examination in criminology and justice policy is intended to ensure that students who advance to candidacy for the PhD in Criminology and Justice Policy will have achieved a high level of mastery with respect to criminological theory and justice policy. . Students are expected to be familiar with multiple theoretical frameworks at both the micro and macro-level.

They should be prepared to demonstrate their ability to explicate epistemological and ontological assumptions, key concepts, major propositions, and normative implications (value judgments and policy implications) that follow logically from and distinguish different theories. In other words, students are expected to be able to discuss theories at a high level of critical scholarly analysis. Beyond the mastery of theory itself, students are expected to have an appreciation for the empirical status of different perspectives. This entails an appreciation of the current status of research with respect to each theory. Students are expected to have kept up with the major journals in the field so that they are able to assess the empirical validity of theories covered on the reading list. This means that they must do additional reading beyond that which is listed on the reading list. They must keep up with empirical tests of theories that are published in the major journals in the field during the previous five years (i.e., *Criminology*, *Journal of Research in Crime and Delinquency*, *Justice Quarterly*, *Criminology & Public Policy*, *American Sociological Review*, *American Journal of Sociology*, *Social Problems*, *Social Forces*, *Crime & Delinquency*).

A suggested reading list for the Criminology and Justice Policy Examination can be found in Appendix B.

ELIGIBILITY:

Students must meet the following criteria to be considered eligible to take the Criminology and Justice Policy qualifying exam:

- i. Successfully completed Criminology & Public Policy I and II courses with passing grades, AND;
- ii. Successfully completed a total of 18 credit hours in the program, AND;
- iii. Be a student in good standing (Students on Academic Probation will not be permitted to take the qualifying exam).

*Students who previously failed the initial exam will also be eligible to reserve a subsequent exam date as long as it falls within the appropriate timeframe (*see "Exam Failure" below*) and they continue to meet the requirements identified above.

It should be noted that the requirements listed above are the minimum requirements needed to take the Criminology and Justice Policy qualifying examination. Some faculty highly recommend that students complete additional coursework before taking the examination so as to further their understanding of theoretical frameworks and research.

RESEARCH METHODS STATISTICS EXAMINATION

All students should be familiar with materials in the books and articles assigned in the specific research methods and statistics courses they have taken in the College. In addition, they should be familiar with the current state of criminological and criminal justice research and statistical analysis. It is suggested that you read current empirical articles in the leading journals in the field--*Criminology*, *Justice Quarterly*, *Journal of Research in Crime and Delinquency*, *Journal of Quantitative Criminology*, *Criminology & Public Policy*, *Crime and Delinquency*. Journals in sociology (*American Sociological Review*, *American Journal of Sociology*, *Social Problems*) will also be helpful to students preparing for this exam.

A suggested reading list for the Research Methods/Statistics Examination can be found in Appendix C.

ELIGIBILITY:

Students must meet the following criteria to be considered eligible to take the Research Methods/Statistics qualifying exam:

- i. Successfully completed Multivariate Analysis I & II, Advanced Research and Evaluation Methods, and Advanced Data Analysis or Qualitative Methods courses with passing grades, AND;
- ii. Successfully completed a total of 18 credit hours in the program, AND;
- iii. Be a student in good standing (Students on Academic Probation will not be permitted to take the comprehensive exam).

*Students who previously failed the initial exam will also be eligible to reserve a subsequent exam date as long as it falls within the appropriate timeframe (*see “Exam Failure” below*) and they continue to meet the requirements identified above.

It should be noted that the requirements listed above are the minimum requirements needed to take the Research Methods/Statistics qualifying examination. Some faculty highly recommend that students complete additional coursework before taking the examination so as to further their understanding of research methods and statistical analysis.

GRADING – THEORY & RESEARCH METHODS/STATISTICS EXAMINATIONS

Three members of the faculty will read each exam. Students may receive one of the following grades:

- Pass with distinction
- Pass
- Fail

Students must receive passing grades from two faculty members in order to pass the exam.

EXAM FAILURE:

- i. A student who fails the initial exam will be given one (1) opportunity to retake the exam.
- ii. A student who fails the initial exam will take an entirely new exam of similar format;
- iii. A student who fails the initial exam will be eligible to take a makeup exam during the next regularly scheduled exam date;
 - a. A student who fails the initial exam *must* complete the makeup exam within 12 months of the original exam;
- iv. A student who fails the initial exam will be afforded the opportunity to meet personally with a representative of the subcommittee responsible for grading the exam. The student will be given the opportunity to discuss the nature of the deficiencies in person;
- v. Upon request, a student who fails the initial request will be provided a document briefly synthesizing the shortcomings of the student’s work.

REPEATED FAILURE OF A QUALIFYING EXAMINATION:

Successful completion of the qualifying exams is *necessary criteria for graduation*. Students who fail to complete the qualifying exams successfully will not be awarded a degree, regardless of their level of performance in other requirements for the degree.

APPEAL OF FAILING GRADES:

Students who are judged to have failed a qualifying exam may appeal the grade to the full Graduate Committee. It should be noted that appeals should be justified based on substantive grounds relating to problems with the administration of exam itself or related concerns.

- iii. In such a scenario, the student must submit in writing a narrative explaining why they believe the grade was inaccurate. This appeal will be reviewed by the full Graduate Committee.
 - a. The student will be permitted to appear before the full Graduate Committee to explain his/her rationale for the appeal;
 - b. In such a scenario, a representative from the GCEC subcommittee will also appear before the full Graduate Committee to detail the subcommittee's rationale for the failing grade;
- iv. Following the appeal process, the Graduate Committee must provide written feedback to the student detailing the reasons for the committee's decision.

SPECIALIZED QUALIFYING EXAMINATION

THE THIRD QUALIFYING EXAMINATION

The third qualifying examination has been designed to serve as a bridge between coursework/written qualifying examination phase and the dissertation phase of the student's work in the doctoral program.

In the first two written examinations, the student demonstrates that he/she has mastered the foundational knowledge required of all those seeking a doctorate in criminology and justice policy. During the third qualifying exam, the student demonstrates that he/she has mastered a specialization within the field and has successfully identified a viable dissertation topic within that specialization.

The third comprehensive is a two-part oral examination in which the student (1) demonstrates mastery of the literature in the area from which his/her dissertation will be drawn and (2) defends a fully developed dissertation proposal. The examination is taken in two parts; with part one occurring no more than **one week prior** to part two.

The subject of the exam will depend upon the area of specialization and is decided in consultation with the student's advisory committee. Examples of potential areas of specialization include, but are not limited to, Juvenile Delinquency, Policing, Ecology of Crime, Race and Crime, Punishment and Corrections, etc. A student interested in writing a dissertation on some aspect of racial profiling might choose to specialize in policing or in race and crime but would, of course, include literature from both areas in both the bibliography and the proposal. It is essential that the student consult with his/her advisory committee when making these decisions.

Successful completion of the third examination requires that the student demonstrate mastery of the literature in the area of specialization and develop/defend a viable dissertation proposal from within this area. It is likely that the student will discover a dissertation topic in the course of mastering the literature in the area of specialization.

THE EXAMINATION COMMITTEE

The Examination Committee for the third qualifying exam is made up of the faculty members that will ultimately serve as the dissertation committee and, as such, the committee members are selected by the student. The committee should include a minimum of THREE tenured or tenure-track faculty or full time terminally prepared research faculty – two of whom MUST be faculty from within the College of Criminal Justice. A student may opt to have a 4th committee member who is not tenured or tenure track faculty and who may come from outside of the college/university. All students must file an Examination/Dissertation Committee Approval Form signed by all committee members and the Graduate Director with the Graduate Office as soon as the committee has been selected. Any changes in the make-up of the committee must result in a new form being approved and filed in the Graduate office. No third exams or proposal defenses may be scheduled without a current Examination/Dissertation form being on file in the Graduate office.

SCHEDULING THE EXAMINATION

The third examination will be scheduled by the Chair of the Dissertation Committee once the student has a fully developed bibliography and dissertation proposal. Only the chair of the committee can initiate the scheduling of the third exam. Although taken up to one week apart, both parts of the examination must be scheduled at the same time. It is expected that each part of the exam will last between one and two hours; therefore, two hours will be set aside for each part of the examination. Only the committee may attend part one of the examination; part two – the proposal defense - is open to the broader community (faculty and doctoral students). It is further expected that students will take the third examination within one year of completion of the written comprehensive examinations.

IMPORTANT: All doctoral students must obtain Institutional Review Board (IRB) approval (or an exemption) for their proposed dissertation research. Successfully defending a dissertation proposal that might fail to receive IRB approval/exemption is futile. It is recommended that all students obtained IRB approval PRIOR to the scheduling of the third examination. If this is not possible, all students must meet with the Director of Northeastern's Division of Research Integrity and file all required forms prior to scheduling the defense.

PART ONE: MASTERY OF THE LITERATURE

Part one of the examination involves an assessment of the student's mastery of the literature within the specialization. This is a rigorous test of the student's knowledge of the scholarship in the area of proposed study.

With the input of his/her committee, the student develops a bibliography for this part of the examination. The bibliography within the area of specialization will be far more extensive, and

will draw upon a broader base of literature, than the dissertation proposal will include. The bibliography should cover all important classic and contemporary theoretical, empirical, and policy based publications relevant to the area of specialization and must be approved by all members of the examination committee prior to the examination. The student should prepare the first draft of the bibliography and then give each member of his/her committee the opportunity to review the list and make additions well in advance of the examination.

The first part of the examination is an oral examination to assess the student's mastery of the literature. Only the student and her/his committee are present at the Mastery of Literature examination. The committee members are each given an opportunity to ask the student questions designed to assess the student's ability to recall and synthesize the literature in the area of specialization.

At the end of the first part of the examination, the student leaves the room so that the committee may discuss the student's performance in part one of the examination. Once a consensus has been reached, the student will be invited to rejoin the committee and hear her results.

There are **two** potential outcomes for Part One of the Second Examination:

Pass: A student who demonstrates comprehensive mastery of the literature will pass the examination. Suggestions for further reading may be included in the advice given to the student at the end of the examination.

Fail: If the student fails to demonstrate satisfactory mastery of the literature, the committee notifies the student, identifies the deficiencies, and the second part of the examination does not go forward.

If the candidate successfully completes the first part of the examination, the second part (scheduled for the following week) goes forward. Failure to demonstrate mastery of the literature will result in the cancellation of the second part of the examination until such time as the candidate can demonstrate sufficient mastery of the literature. In other words, part two of the examination (the proposal defense) only takes place once the candidate successfully completed part one. In no instance will part two precede part one.

Part Two: Proposal Defense

The second part of this examination considers the specific study the student wishes to pursue in his/her dissertation. The dissertation proposal is developed in consultation with the dissertation committee. To ensure that all examiners have the same version of the proposal, copies of the final proposal must be submitted at least two weeks prior to the scheduled examination. Committees have the right to require additional lead time if they find that to be necessary. *Failure to distribute copies of the proposal to all committee members and the graduate program office on or before the date of part one of the examinations will result in the cancellation of part two.*

PREPARING THE DISSERTATION PROPOSAL

The first part of the third examination assesses the student's mastery of the literature in the area of specialization and, therefore, a comprehensive literature review is not necessary in the dissertation proposal itself. The literature review in the proposal should be designed to justify the importance of (and need for) the proposed study and it therefore will be quite narrow and tailored to a discussion of the problem at hand.

The proposal which must be developed in conjunction with the student's chair should have the following components:

1. An "introduction" or section that introduces the topic, thoroughly describes the theoretical orientation, and identifies the problem or issue to be addressed in the proposed dissertation. The proposal should introduce a problem and explain why it is a problem worthy of research attention
2. A concise "literature review" section that reviews the previous research that is directly relevant to the proposed study (the literature review in the final dissertation will be much more comprehensive than is necessary at the proposal stage). It should then review the relevant literature in a concise and useful fashion i.e., the literature that is most directly relevant to the problem should be reviewed. One does not review all the literature on crime if one is studying the ecology of crime in a small city. If the paper involves theory or hypothesis testing, these should be stated and the operational and conceptual matters outlined. Relevant definitions should be critically reviewed and evaluated as to their utility in the research. At the end of the literature review, you should identify the knowledge gap that will be filled by the proposed study.
3. A section that concisely presents the specific "research questions" and the way in which they will be addressed.
4. A "data, methodology, and analytic strategy" section will likely be the most substantial section of the proposal. The data and methodology should be described in enough detail that the committee fully understands exactly what it is that you propose to do in your own research. At a minimum, the data and methodology should include a detailed description of your:
 - a. Population and sample
 - b. Sampling/Subject selection criteria

- c. Independent and dependent variables or variables of interest
- d. Measures/Instruments
- e. Methodology
- f. Analytic Strategy

This section must include a discussion of how the data will be gathered, their adequacy and limitations and why these methods of collection are superior to others should be included. Data analysis should describe what means will be used to analyze the data, available software, analytic coding, philosophical-critical analysis, statistics to be used and the format for presentation of findings should be outlined.

How will the author decide if the findings are evidence or not of the arguments addressed- statistical significance, logical persuasive argument, etc. should be addressed directly and concretely.

- A concluding section that discusses how your study will make a significant and new "contribution to theoretical and methodological knowledge" You should have established the need for the proposed study and explicitly describe the contribution the study will make to existing knowledge.

The length of the dissertation proposal will vary based on a number of factors. That said, a long proposal is not necessarily better than a shorter one. It is expected that proposals will likely range from 25 – 50 double-spaced pages in length. A succinct, well argued document is preferable

As the student works on their dissertation proposal, they should seek regular feedback from their mentor. Although the student's mentor will serve as the primary source of feedback in the proposal development stage, prior to scheduling the third examination, the student should make sure that they have received feedback from each of the members of their committee.

The student's proposal defense will be scheduled by the chair of their committee and will be open to all faculty and graduate students. Each proposal defense will be announced on the College's graduate program web page.

Students should prepare a 15-20 minute presentation to be given at the start of the second half of the exam. During this presentation, the student will concisely present the purpose, methodology, and analytic strategy for their study to the committee. During the remainder of the exam, the student orally defends the proposal addressing any question or concern that a member of the examining committee or the audience may raise.

At the conclusion of the second examination, the student and all non-committee participants leave the room, and the examination committee discusses the student's proposal and oral presentation. Once a consensus has been reached, the student is invited back into the room to hear his/her results. Where deficiencies are identified, the committee will summarize those deficiencies – and the steps required to remedy them – in written feedback to the student. The written feedback is the responsibility of the chair of the committee.

There are **three** potential outcomes for the second part of the exam. After deliberation, the committee can vote to:

Pass: If the committee decides that the proposal needs no revision (or only minor revisions), the student works with the Chair of the committee to complete those revisions prior to proceeding. The Chair of the committee must certify that the revisions are complete and the final proposal must be deposited before the student is advanced to candidacy.

Pass with Revisions: If the committee concludes that the revisions needed are fairly substantial, the student must complete the revisions and the entire committee must certify that the revisions are satisfactory before any data collection can begin. The candidate will only be advanced to candidacy once the final approved proposal signed by all the committee members has been filed in the graduate program office.

Fail: The committee can vote to fail the proposal when the revisions needed are so substantial that the student will need to rethink or restructure the proposal.

A student is "Advanced to Candidacy" once all coursework is complete, the first, second, and third examinations are completed and the final IRB and committee approved proposal has been submitted to the graduate program office. (A student is considered to have passed the second examination upon completion of any required proposal revisions, and therefore, the student will not be advanced to candidacy until the final approved proposal has been submitted to the graduate program office). A copy of the IRB approval must be filed with the proposal.

DOCTOR OF PHILOSOPHY DISSERTATION

A doctoral dissertation is a fully executed research project that makes a significant and original contribution to the field of study. A dissertation is required of all candidates in partial fulfillment of the requirements for the granting of the doctoral degree. Doctoral dissertations are formal, written theses that represent the culmination of the candidate's doctoral work. Dissertations differ from the traditional graduate research paper (that one might complete for a course) because the candidate must do more than summarize the existing literature and the empirical findings of others. In a dissertation, the doctoral student demonstrates his/her ability to contribute substantively to the accumulation and advancement of knowledge. Although the typical model in the social sciences is an original empirical research project, students may propose other types of dissertations (theoretical, historical, etc.). Care should be taken in the selection of a dissertation topic as the project must make an independent and original contribution. It is the responsibility of the student to thoroughly search existing literature and previously completed doctoral dissertations to ensure that the proposed dissertation research meets these criteria. ProQuest has a searchable Dissertations and Theses (PQDT) database, available through Northeastern University's library.

[Guide to Preparation and Submission of Theses and Dissertations.pdf](#)

APPENDIX A

Northeastern University's College of Criminal Justice Suggested Reading List for Master's Comprehensive Exam

Statistics:

Title	Author
Elementary Statistics in Criminal Justice Research, 2 nd Edition	Fox
Statistics for Criminology and Criminal Justice	Bachman & Paternoster

Research Methods:

<u>Title</u>	<u>Author</u>
Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally.	D. Campbell & J. Stanley
Quasi-experimentation. Boston: Houghton Oiffline.	T. Cook & D. Campbell
Intervention mapping: A process for developing theory and evidence-based health education programs. 1998. <i>Health Education and Behavior</i> 25 (5): 545-563.	L. Bartholomew, G. Parcel & G. Kok
Evaluation: A Systematic Approach, Seventh Edition. Thousand Oaks, CA: Sage. Ch. 1: An overview of program evaluation Ch. 3 Identifying issues and formulating questions	P. Rossi, M. Lipsey & H. Freeman
The significance of definitions of success in program evaluation. 2000. <i>Evaluation Review</i> 24: 516-536	M. Pulin, P. Harris & P. Jones
How great is G.R.E.A.T.? Results from a longitudinal quasi-experimental design. 2001. <i>Criminology and Public Policy</i> 1: 87-118.	F. Esbensen, W. Osgood, T. Taylor, D. Peterson & A. Freng
Research Methods for Criminal Justice & Criminology	Maxfield and Babbie

Criminal Justice Process:

<u>Title</u>	<u>Author</u>
Crime: Public Policies for Crime Control	Wilson and Petersilia
Criminal Justice 2000, Vol. 2, Boundary Changes in Criminal Justice Organizations	NIJ

Criminal Justice 2000, Vol. 3, Policies, Processes, and Decisions of the Criminal Justice System	NIJ
Taming the System	Walker
The Criminal Justice System: Politics and Policies, 9 th Edition. Wadsworth, 2004.	Cole, Gertz and Bunger
Discretionary Justice. Louisiana University Press, 1969 (reprinted by Greenwood Press, 1980).	Davis
Criminal Justice: Concepts and Issues, 4 th Edition. Roxbury, 2004	Eskridge
The Craft of Justice: Politics and Work in Criminal Court Communities University of Pennsylvania Press, 1992.	Flemming Nardulli, & Eisenstein
Crime and Punishment in American History. Basic Books, 1993.	Friedman
The Dirty Harry Problem, <i>The Annals of the American Academy of Political and Social Science</i> , 1980. 452: 33-47.	Klockars
Politics and Plea Bargaining: Victims' Rights in California. University of Pennsylvania Press. 1993.	McCoy
The Rich Get Richer and the Poor Get Prison, 6 th Edition. Allen and Bacon. 2001	Reiman
Doing Justice: The Choice of Punishments. New York: Hill and Wang. 1976.	Von Hirsch
Popular Justice, 2 nd Edition. Oxford. 1998	Walker
Public Policy, Crime and Criminal Justice. Prentice Hall. 2000.	Hancock
When Prisoners Come Home. New York: Oxford. 2003.	Petersilia
Recriminalizing Delinquency: Violent Juvenile Crime and Juvenile Justice Reform. Cambridge: Cambridge University Press, 1996.	Singer
The Desirability of Goal Conflict Within The Criminal Justice System. <i>Journal of Criminal Justice</i> , 9, 19-31. 1980.	Wright
Lock 'Em Up: Attitudes Toward Punishing Juvenile Offenders. <i>Canadian Journal of Criminology</i> , 38(2), 191-212.	Baron & Hartnagel
Three Strikes and You're Out: The Impact of California's New Mandatory Sentencing Law on Serious Crime Rates. <i>Crime & Delinquency</i> , 43 (4): 457-469.	Stolzenberg & D'Alessio
Four Models of The Criminal Process. <i>Journal of Law and Criminology</i> 89 (2), 671-703.	Roach
The Effect of State Sentencing Policies on Incarceration Rates. <i>Crime & Delinquency</i> , 48 (3), 456-479. 2002.	Sorensen and Stemen

Racial Disparities in Official Assessments of Juvenile Offenders: Attributional Stereotypes as Mediating Mechanisms. <i>American Sociological Review</i> . 63. 1998.	Bridges and Steen
The Changing Forms of Racial/Ethnic Biases in Sentencing. <i>Journal of Research in Crime and Delinquency</i> . 24:69-92. 1987.	Zatz
Deadly Symbiosis: When Ghetto and Prison Meet and Merge. <i>Punishment & Society</i> . 3:95-134. 2001.	Wacquant
The Social and Moral Costs of Mass Incarceration in African-American Communities. <i>Stanford Law Review</i> . 56:1271-1305. 2004.	D. Roberts

Criminology:

An understanding of major schools of thought and specific contemporary theories is expected. These include the following:

- The Classical School
- Biological and Psychological Positivism
- Neoclassical Theory
 - Cohen and Felson
 - Cornish and Clarke
 - Social Disorganization Theory
 - Shaw and McKay
 - Sampson
- Social Learning Theory
 - Sutherland
 - Akers
- Anomie/Strain Theories
 - Merton
 - Agnew
 - Messner and Rosenfeld
- Subcultural Theories
 - Cohen
 - Wolfgang and Ferracuti
 - Anderson
- Control Theories
 - Hirschi
 - Matza
 - Gottfredson and Hirschi
- Societal Reaction Theory
 - Lemert
 - Matsueda
 - Braithwaite
- Conflict, Critical and Radical Approaches
 - Sellin
 - Turk

Bonger
Quinney
Chambliss

Feminist Theory
Daly and Chesney-Lind
Messerschmidt
Developmental and Life Course Criminology
Moffitt
Sampson and Laub

It is suggested that you consult one or more of the following texts in theoretical criminology as well as one or more of the following books of primary readings.

<u>Title</u>	<u>Author</u>
<u>Texts:</u>	
Theoretical Criminology	Vold, Bernard, and Snipes
Criminological Theories	Akers and Sellers
Theories of Crime	Curran and Renzetti
<u>Books of Readings:</u>	
Explaining Criminals and Crime: Essays in Contemporary Criminological Theory	Paternoster and Bachman
Criminological Theory: Past to Present	Cullen and Agnew
The Criminological Theory Reader	Henry and Einstadter
Theories of Crime: A Reader	Renzetti, Curran, and Carr

An understanding of measures of crime, and their strengths and weaknesses, is also expected.

A good source in this area is:

The Mismeasure of Crime	Mosher, Miethe, and Phillips
-------------------------	------------------------------

APPENDIX B

Northeastern University's College of Criminal Justice Suggested Reading List for PhD Theory Qualifying Exam

BOOKS

- Agnew, Robert W. 2005. *Why Do Criminals Offend? A General Theory on Crime and Delinquency*. Los Angeles: Roxbury.
- Akers, Ronald L. 1998. *Social Learning and Social Structure: A General Theory of Crime and Deviance*. Boston: Northeastern University Press.
- Anderson, Elijah. 1999. *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W.W. Norton.
- Beccaria, Cesare. 1963. *On Crime and Punishment*. Indianapolis: Bobbs-Merrill.
- Becker, Howard. 1963. *Outsiders: Studies in the Sociology of Deviance*. New York: Free Press.
- Beckett, Kathryn, and Theodore Sasson. (2004). *The Politics of Injustice (2nd ed.)* Sage Publications.
- Bonger, Willem. 1969. *Criminality and Economic Conditions (Abridged edition)*, edited by Austin Turk. Bloomington: Indiana University Press.
- Braithwaite, John. 1989. *Crime, Shame, and Reintegration*. Cambridge, UK: Cambridge University Press.
- Bursik, Robert J., and Harold G. Grasmick. 1993. *Neighborhoods and Crime: The Dimensions of Effective Community Control*. New York: Lexington.
- Cloward, Richard, and Lloyd Ohlin. 1960. *Delinquency and Opportunity*. Glencoe: Free Press.
- Cohen, Albert K. 1955. *Delinquent Boys: The Culture of the Gang*. New York: The Free Press.
- Colvin, Mark. 2000. *Crime and Coercion: An Integrated Theory of Chronic Criminality*. New York: St. Martin's Press.
- Currie, Elliott. 1998. *Crime and Punishment in America*. New York: Metropolitan Books.
- Durkheim, Emile. 1951. *Suicide*. Translated by John Spaulding and George Simpson. Glencoe: Free Press.
- Erikson, Kai. 1966. *Wayward Puritans: A Study in the Sociology of Deviance*. New York: John Wiley.
- Friedrichs, David O. 2004. *Trusted Criminals: White-Collar Crime in Contemporary Society, Second Edition*. Belmont, CA: Wadsworth.

- Gottfredson, Michael R., and Travis Hirschi. 1990. *A General Theory of Crime*. Stanford: Stanford University Press.
- Greenberg, David et al. 1993. *Crime and Capitalism: Readings in Marxist Criminology*. Philadelphia: Temple University Press.
- Hagan, John. 1989. *Structural Criminology*. New Brunswick: Rutgers University Press.
- Hirschi, Travis. 1969. *Causes of Delinquency*. Berkeley: University of California Press.
- Katz, Jack. 1988. *Seductions of Crime: Moral and Sensual Attractions of Doing Evil*. New York: Basic Books.
- Kornhauser, Ruth. 1978. *Social Sources of Delinquency: An Appraisal of Analytic Models*. Chicago: University of Chicago Press.
- LaFree, Gary. 1998. *Losing Legitimacy: Street Crime and the Decline of Social Institutions in America*. Boulder: Westview Press.
- Laub, John, and Robert J. Sampson. 2003. *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70*. Cambridge, MA: Harvard University Press.
- Lemert, Edwin. 1967. *Human Deviance, Social Problems, and Social Control*. Englewood Cliffs, NJ: Prentice-Hall.
- Lynch, Michael, Raymond Michalowski, and W. Byron Groves. 2000. *A New Primer in Radical Criminology: Critical Perspectives on Crime, Power, and Identity, Third Edition*. Monsey, NY: Criminal Justice Press.
- Maruna, Shadd. 2001. *Making Good: How Ex-Convicts Reform and Rebuild Their Lives*. Washington, DC: American Psychological Association.
- Matza, David. 1964. *Delinquency and Drift*. New York: John Wiley and Sons.
- Messerschmidt, James W. 1993. *Masculinities and Crime*. Lanham, MD: Rowman and Littlefield.
- Messner, Steven, and Richard Rosenfeld. 2001. *Crime and the American Dream, 3rd Edition*. Belmont, CA: Wadsworth.
- Milovanovic, Dragon. 2002. *Critical Criminology: At The Edge*. Westport, CT: Praeger.
- Mosher, Clayton, Terence D. Miethe, and Dretha M. Philips. 2002. *The Mismeasure of Crime*. Thousand Oaks, CA: Sage.
- Passas, N. , and Agnew, R. (Eds.). (1997). *The Future of Anomie Theory*. Boston: Northeastern University Press.
- Quinney, Richard. 1970. *The Social Reality of Crime*. Boston: Little, Brown, and Company.
- Raine, Adrian. 1993. *The Psychopathology of Crime: Criminal Behavior as a Clinical Disorder*. San Diego: Academic Press.
- Raine, Adrian, Patricia Brennan, David P. Farrington, and Sarnoff A. Mednick. 1997. *Biosocial Bases of Violence*. New York: Plenum.

- Rowe, David C. 2002. *Biology and Crime, Second Edition*. Los Angeles: Roxbury.
- Sampson, Robert J., and John H. Laub. 1993. *Crime in the Making: Pathways and Turning Points Through Life*. Cambridge, MA: Harvard University Press.
- Sellin, Thorsten. 1938. *Culture Conflict and Crime*. New York: Social Science Research Council.
- Shaw, Clifford, and Henry McKay. 1942. *Juvenile Delinquency and Urban Areas*. Chicago: University of Chicago Press.
- Simon, Rita James. 1975. *Women and Crime*. Lexington, MA: Lexington Books.
- Smart, Carol. 1977. *Women, Crime, and Criminology: A Feminist Critique*. London: Routledge and Kegan Paul.
- Sutherland, Edwin. 1949. *White-Collar Crime*. New York: Dryden.
- Sutherland, Edwin M. and Donald R. Cressey (1947 or later edition) *Criminology*. Philadelphia: J. B.Lippincott. (Chapter on differential association theory.)
- Taylor, Ian. 2000. *Crime in Context: A Critical Criminology of Market Society*.
- Taylor, Ian, Paul Walton, and Jock Young. 1973. *The New Criminology*. NY: Harper.
- Thornberry, Terence, Marvin Krohn, Alan Lizotte, Carolyn Smith, and Kimberly Tobin. 2002. *Gangs and Delinquency in Developmental Perspective*.
- Tittle, Charles R. 1995. *Control Balance: Toward a General Theory of Deviance*. Boulder: Westview Press.
- Warr, Mark. 2002. *Companions in Crime*. New York: Cambridge University Press.
- Wilson, James, and Richard Herrnstein. 1985. *Crime and Human Nature*. New York: Simon and Schuster.
- Wolfgang, Marvin, and Franco Ferracutti. 1967. *The Subculture of Violence*. London: Tavistock.

SUGGESTED JOURNAL ARTICLES AND BOOK CHAPTERS

- Agnew, Robert S. 1992. "Foundation for a General Strain Theory of Crime and Delinquency." *Criminology* 30:47-87.
- Agnew, Robert, Timothy Brezina, John Paul Wright, and Francis T. Cullen. 2002. "Strain, Personality Traits, and Delinquency: Extending General Strain Theory." *Criminology* 40: 43-71.
- Akers, Ronald L. (1996) "Is Differential Association/Social Learning Cultural Deviance Theory?" *Criminology* 34 :229-247
- Akers, Ronald L., Marvin D. Krohn, Lonn Lanza-Kaduce, and Marcia Rodosevich .1979. "Social Learning and Deviant Behavior: A Specific Test of a General Theory." *American Sociological Review* 44:636-655.
- Bellair, Paul. 1997. "Social Interaction and Community Crime: Examining the Importance of Neighbor Networks." *Criminology* 35: 677-703.

Britton, Dana M. 2000. "Feminism in Criminology: Engendering the Outlaw." *Annals of the American Academy of Political and Social Science* 57:57-76.

Broidy, Lisa and Robert Agnew. 1997. "Gender and Crime: A General Strain Theory Perspective." *Journal of Research in Crime and Delinquency* 34:275-306.

Caspi, Avshalom, Terrie Moffitt, Phil Silva, Magda Stouthamer-Loeber, Robert Krueger, and Pamela Schmutte. 1994. "Are Some People Crime-Prone? Replications of the Personality- Crime Relationship Across Countries, Genders, Races, and Methods." *Criminology* 32:163-195.

Cauffman, Elizabeth, Laurence Steinberg, and Alex R. Piquero. 2005. "Psychological, Neuropsychological, and Physiological Correlates of Serious Antisocial Behavior in Adolescence: The Role of Self-Control." *Criminology* 43: 133-176.

Cernkovich, Stephen A., Peggy C. Giordano, and Jennifer Rudolph. 2000. "Race, Crime, and the American Dream." *Journal of Research in Crime and Delinquency* 37:131-170.

Chambliss, William. 1973. "The Saints and the Roughnecks." *Society* 11:4-31.

_____ 1964. "A Sociological Analysis of the Law of Vagrancy." *Social Problems* 12:67-77.

Clarke, Ronald V. and Derek B. Cornish. 1985. "Modeling Offenders Decisions: A Framework for Research and Policy." Pp. 147-85 in N. Moris and M. Tonry, eds., *Crime and Justice: An Annual Review of Research*, Volume 6. Chicago: University of Chicago Press.

Cohen, Lawrence E., and Marcus Felson. 1979. "Social Change and Crime Rate Trends: A Routine Activity Approach." *American Sociological Review* 44: 588-608.

Colvin, Mark, and John Pauly. 1983. "A Critique of Criminology: Toward an Integrated Structural-Marxist Theory of Criminal Production." *American Journal of Sociology* 89: 513-581.

Costello, Barbara 1997. "On the Logical Adequacy of Cultural Deviance Theories." *Theoretical Criminology* 1:403-428.

Cullen, Francis T. 1988. "Were Cloward and Ohlin Strain Theorists? Delinquency and Opportunity Revisited." *Journal of Research in Crime and Delinquency* 25:214-241.

Daly, Kathleen. 1997. "Different Ways of Conceptualizing Sex/Gender in Feminist Theory and Their Implications for Criminology." *Theoretical Criminology* 1:25-51.

Daly, Kathleen, and Meda Chesney-Lind. 1988. "Feminism and Criminology." *Justice Quarterly* 5:497-535.

Durkheim, Emile. 1938. "Rules for the Distinction of the Normal from the Pathological." Pp. 85-107 in *The Rules of Sociological Method*. Translated by W. D. Hall. New York: Free Press.

Fagan, Jeffrey, and Deanna Wilkinson. 1998. "Guns, Youth Violence, and Social Identity in Inner Cities." In Michael Tonry and Mark Moore (Eds.), *Crime and Justice*, Vol. 24. University of Chicago Press.

Farnworth, Margaret, and Michael Leiber. 1989. "Strain Theory Revisited: Economic Goals, Educational Means, and Delinquency." *American Sociological Review* 54: 263-274.

Farrington, David P. 2003. "Developmental and Life Course Criminology: Key Theoretical and Empirical Issues." *Criminology* 41: 221-255.

- Grasmick, Harold G., Charles R. Tittle, Robert J. Bursik, and Bruce K. Arneklev. 1993. "Testing the core empirical implications of Gottfredson and Hirschi's General Theory of Crime." *Journal of Research in Crime and Delinquency* 30: 5-29.
- Haynie, Dana. 2001. "Delinquent Peers Revisited: Does Network Structure Matter?" *American Journal of Sociology* 106:1013-1057.
- Heimer, Karen, and Ross Matsueda. 1994. "Role-taking, role-commitment, and delinquency: A theory of differential social control." *American Sociological Review* 59: 365-390.
- Hirschi, Travis 1996. "Theory Without Ideas: Reply to Akers." *Criminology* 34:249-256.
- Horney, Julie, D. Wayne Osgood, and Ineke Haen Marshall. 1995. "Criminal Careers in the Short-Term: Intra-Individual Variability in Crime and Its Relation to Local Life Circumstances." *American Sociological Review* 60:655-673.
- Kubrin, Charis E., and Ronald L. Weitzer. 2003. "New Directions in Social Disorganization Theory." *Journal of Research in Crime and Delinquency* 40:374-402.
- Makkai, Toni, and John Braithwaite. 1994. "Reintegrative Shaming and Compliance With Regulatory Standards." *Criminology* 32: 361-385.
- Matsueda, Ross. 2001. "Labeling Theory: Historical Roots, Implications, and Recent Developments." Pp. 233-241 in R. Paternoster and R. Bachman, *Explaining Criminals and Crime*.
- _____. 1992. "Reflected Appraisals, Parental Labeling, and Delinquency: Specifying a Symbolic Interactionist Theory." *American Journal of Sociology* 97: 1577-1611.
- _____. 1988. "The Current State of Differential Association Theory." *Crime and Delinquency* 34:277-306.
- Merton, Robert K. 1938. "Social Structure and Anomie." *American Sociological Review* 5:672-682.
- Miller, Walter B. 1958. "Lower Class Culture as a Generating Milieu of Gang Delinquency," *Journal of Social Issues* 14:5-19.
- Moffitt, Terrie. E. 1993. "Adolescence-Limited and Life Course Persistent Antisocial Behavior: A Developmental Taxonomy." *Psychological Review* 100:674-701.
- Nagin, Daniel S. 1998. "Criminal Deterrence Research at the Outset of the Twenty-First Century." in M. Tonry, ed., *Crime and Justice: A Review of Research* 23: 1-42.
- Osgood, D. Wayne, and Amy L. Anderson. 2004. "Unstructured Socializing and Rates of Delinquency." *Criminology* 519-550.
- Osgood, D. Wayne, Janet K. Wilson, Patrick M. O'Malley, Jerald G. Bachman, and Lloyd D. Johnston. 1996. "Routine Activities and Individual Deviant Behavior." *American Sociological Review* 61:635-55.
- Passas, N. 1995. Continuities in the Anomie Tradition. *Advances in Criminological Theory*, 6, 91-112.
- Passas, N. 1999. Globalization, Criminogenic, Asymmetries and Economic Crime. *European Journal of Law Reform*, 1 (4), 99-423.
- Passas, N. 2000. Global Anomie, Dysnomie, and Economic Crime: Hidden Consequences of Globalization and Neo-liberalism in Russia and Around the World. *Social Justice*, 27 (2), 16-44.

- Passas, N. (2003). Cross-border Crime and the Interface Between Legal and Illegal Actors. *Security Journal*, 16 (1). 19-37.
- Paternoster, Raymond, Robert Brame, Ronet Bachman, and Lawrence W. Sherman. 1997. Do Fair Procedures Matter? The Effect of Procedural Justice on Spouse Assault. *Law & Society Review* 31: 163-204.
- Pattillo, Mary. 1998. "Sweet Mothers and Gangbangers: Managing Crime in a Black Middle-Class Neighborhood." *Social Forces* 76:747-774.
- Piliavin, Irving, Rosemary Gartner, Craig Thornton, and Ross Matsueda. 1996. "Crime, Deterrence, and Rational Choice." *American Sociological Review* 51: 101-119.
- Piquero, Alex R., and Greg Pogarsky. 2002. "Beyond Stafford and Warr's Reconceptualization of Deterrence: Personal and Vicarious Experiences, Impulsivity, and Offending Behavior." *Journal of Research in Crime and Delinquency* 39: 153 - 186.
- Pratt, Travis C., and Francis T. Cullen. 2000. "The Empirical Status of Gottfredson and Hirschi's General Theory of Crime: A Meta-Analysis." *Criminology* 38:931-964.
- Quinney, Richard.. 1991. "The Way of Peace: On Crime, Suffering, and Service." Pp. 3-13 in Harold Pepinsky and Richard Quinney, eds., *Criminology as Peacemaking*. Bloomington: University of Indiana Press.
- Rose, Dina R., and Todd R. Clear. 1998. "Incarceration, Social Capital, and Crime: Implications for Social Disorganization Theory." *Criminology* 36: 441-478.
- Sampson, Robert J. 1997. "The Embeddedness of Child and Adolescent Development: A Community-Level Perspective on Urban Violence." Pp. 31-77 in Joan McCord (ed.), *Violence and Childhood in the Inner City*. Cambridge, UK: Cambridge University Press.
- Sampson, Robert J., Jeffrey Morenoff, and Thomas Gannon-Rowley. 2002. "Assessing 'Neighborhood Effects': Social Processes and New Directions in Research." *Annual Review of Sociology* 28: 443-478.
- Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhood and Violent Crime: A Multilevel Study of Collective Efficacy." *Science* 277:916-924.
- Sampson, Robert J., and W. Byron Groves. 1989. "Community Structure and Crime: Testing Social-Disorganization Theory." *American Journal of Sociology* 94:774-802.
- Sampson, Robert J. and William Julius Wilson. 1995. "Toward a Theory of Race, Crime, and Urban Inequality." Pp. 37-54 in J. Hagan and R. D. Peterson (eds.), *Crime and Inequality*. Stanford, CA: Stanford University Press.
- Sherman, Lawrence W. 1993. "Defiance, Deterrence, and Irrelevance: A Theory of the Criminal Sanction." *Journal of Research in Crime and Delinquency* 30:445-473.
- Sherman, Lawrence W., Patrick Gartin, and Michael D. Buerger . 1989. "Hot Spots of Predatory Crime: Routine Activities and the Criminology of Place." *Criminology* 27: 27-56.
- Simpson, Sally S. 1989. "Feminist Theory, Crime, and Justice." *Criminology* 27:605-631.
- Spitzer, Stephen. 1975. "Toward a Marxian Theory of Deviance." *Social Problems* :638-65.
- Sherman, Lawrence et al. (1997). *Preventing Crime: What Works, What Doesn't, What's Promising?* Washington, DC: National Institute of Justice.

Stafford, Mark C, and Mark Warr. 1993. "A Reconceptualization of General and Specific Deterrence." *Journal of Research in Crime and Delinquency* 30: 123-135.

Uggen, Christopher. 2000. "Class, gender, and arrest: An intergenerational analysis of workplace power and control." *Criminology* 38:835-862.

Wells, L. Edward and Joseph H. Rankin. 1988. "Direct Parental Controls and Delinquency." *Criminology* 26:263-285.

Wright, Bradley R. Avshalom Caspi, Terrie E. Moffitt, and Phil A. Silva. 1999. "Low Self-Control, Social Bonds, and Crime: Social Causation, Social Selection, or Both?" *Criminology* 37:479-514.

Wright, John Paul, and Francis T. Cullen. 2001. "Parental Efficacy and Delinquent Behavior: Do Control and Support Matter?" *Criminology* 39: 601-629.

APPENDIX C

Northeastern University's College of Criminal Justice Suggested Reading List for PhD Research Methods/Statistics Qualifying Exam

The following is a general guide, not a list of items that will form the basis for specific questions. Students should read widely in the theory and practice of methods and statistics in criminal justice and criminology.

- Abelson, Robert. 1995. *Statistics as Principled Argument Hillsdale*: Lawrence Earlbaum.
- Abbott, Andrew 1988. "Transcending General Linear Reality." *Sociological Theory* 6: 169-86.
- Allison, Paul. 2001. *Missing Data Analysis*. Thousand Oaks, CA: Sage.
- Baron, R. M. & Kenny, D.A. 1986. The moderator-mediator variable distinction in social psychological research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology*, 51:1173-1182.
- Berk, Richard 1983. "An Introduction to Sample Selection Bias in Sociological Data" *American Sociological Review* 48: 386-398
- Berry, William D. 1993. *Understanding Regression Assumptions*. Thousand Oaks, CA: Sage.
- Blalock, Hubert M. 1985. *Causal Models in the Social Sciences* Hawthorne, NY: Aldine.
- Borhnstedt, G.W. 1969. "Observations on the measurement of change" *Sociological Methodology* (Borgotta, E. F., ed.), pp. 113-133. San Francisco: Jossey-Bass.
- Collins, Randall. 1988. "The Micro Foundations of Macro Sociology" *Sociological Theory* 6: 242-253
- Campbell, Donald, and Julian Stanley. 1963. *Experimental and Quasi Experimental Designs for Research*. Chicago: Rand McNally.
- Cook, Thomas D., and Donald Campbell. 1979. *Quasi-Experimentation: Design and Analysis Issues*. Chicago: Rand McNally.
- Cohen, Jacob 1994. "The World is Round ($p < .05$)" *American Psychologist* 49: 997-1003 and commentaries.
- Denzin, Norman, and Yvonna Lincoln (eds.) 1994. *Handbook of Qualitative Research* Thousand Oaks, Calif.: Sage Publications.
- James Alan Fox, ed., 1981. *Methods in Quantitative Criminology*. New York: Academic Press.
- Fox, John. 1991. *Regression Diagnostics*. Thousand Oaks, CA: Sage.
- Freedman, David , 1991. "Statistical Models and Shoe Leather" *Sociological Methodology*. 21: 291-319 and commentaries that follow.
- Greenberg, David F., 1979. *Mathematical Criminology*. New Brunswick, NJ: Rutgers University Press.

- Gottfredson, Michael R., and Travis Hirschi. 1987. "The Methodological Adequacy of Longitudinal Research in Crime and Delinquency." *Criminology* 25:581-614.
- Griffin, Larry, and Charles C. Ragin. 1994. "Some Observations on Formal Methods of Qualitative Analysis" *Sociological Methods & Research* 23: 4-22
- Heckman, James 1995. "Assessing the case for social experiments." *Journal of Economic Perspectives* 9: 85-110.
- Kuhn, Thomas 1962. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
- Lewis-Beck, Michael S. 1980. *Applied Regression: An Introduction*. Thousand Oaks, CA: Sage.
- Lewis-Beck, Michael S., Alan E. Bryman, and Tim Futing-Liao, eds., 2004, *The Sage Encyclopedia of Social Science Research Methods*. Thousand Oaks, CA: Sage.
- Liao, Tim Futing. 1994. *Interpreting Probability Models*. Thousand Oaks, CA: Sage.
- Lieberson, Stanley 1992. "Einstein Renoir and Greeley: Evidence in Sociology" *American Sociological Review* 57:1-18.
- Lieberson, Stanley 1991. "Small Ns and Big Conclusions" *Social Forces* 70:307-320
- Liska, Allen E. 1990. "The Significance of Aggregate Dependent Variables and Contextual Independent Variables for Linking Macro and Micro Theories." *Social Psychology Quarterly*, 53: 292-301
- Luke, Douglas A. 2004. *Multilevel Modeling*. Thousand Oaks, CA: Sage.
- Maltz, Michael. 1994. "Deviating from the Mean: The Declining Significance of Significance" *Journal of Research in Crime and Delinquency*, 31, 4, November, 1994, 434-463.
- Maltz, Michael, and Jacqueline Klosak. 2000. "Visualizing Lives: New Pathways for Analyzing Life Course Trajectories," *Journal of Quantitative Criminology* 16: 255-281.
- Maxfield, Michael, and Earl Babbie 2005 (4th Edition). *Research Methods for Criminal Justice and Criminology*. Belmont, CA: Wadsworth.
- Meehl, P.E. 1978. "Theoretical Risks and Tabular Asterisks: Sir Karl, Sir Ronald and the Slow Progress of Soft Psychology." *Journal of Consulting and Clinical Psychology* 46: 806-834.
- Menard, J. Scott. 2001. *Applied Logistic Regression Analysis*. Thousand Oaks, CA: Sage.
- Mills, C. Wright. 1959. *The Sociological Imagination*. London: Oxford University Press.
- Oakes, J. Michael. 2002. "Risks and Wrongs in Social Science Research: An Evaluator's Guide to the IRB," *Evaluation Review* 26: 443-480.
- Pepper, John V., and Carol V. Petrie, eds., 2003. *Measurement Problems in Criminal Justice Research*. Washington, D.C.: National Academies Press.
- Popper, Karl 1959. *The Logic of Scientific Discovery*. New York: Basic Books.

- Scarce, Rik. 1995. Scholarly ethics and courtroom antics: Where researchers stand in the eyes of the law. *American Sociologist*, 26: 87-113.
- Shadish, William R., Cook, Thomas D., and Campbell, Donald T. 2002. *Experimental and quasi-experimental Designs*. Boston: Houghton Mifflin company.
- Sherman, Lawrence and Ellen G. Cohn 1989 "The Impact of Research on Legal Policy: The Minneapolis Domestic Violence Experiment." *Law and Society Review*, 23: 117-144.
- Simpson, Antony 1993. *Information Finding and the Research Process: A Guide to Sources and Methods for Public Administration and the Policy Sciences*. Westport, CT: Greenwood Press.
- Stolzenberg, Ross M. 1980. "The Measurement and Decomposition of Causal Effects in Nonlinear and Non-Additive Models." *Sociological Methodology* 11, 459-488.
- Studenmund, A.H. 2006. *Using Econometrics: A Practical Guide*. 5th Edition. Boston: Addison, Wesley, and Longman.
- Weisburd, David 1993. "Design Sensitivity in Criminal Justice Experiments" *Crime and Justice* 17: 337-380.
- Whitley, B. E. 2001. *Principles of research in behavioral science* (2nd ed.). Boston: McGraw Hill.
- Winship, Christopher and Stephen Morgan 1999. "The Estimation of Causal Effects from Observational Data." *Annual Review of Sociology* 25:659-706.