NORTHEASTERN UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE

GRADUATE PROGRAM POLICIES & PROCEDURES

2017-2018

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Northeastern University Core Values

- To educate students for a life of fulfillment and accomplishment.
- To create and translate knowledge to meet global and societal needs.

School of Criminology and Criminal Justice Mission Statement

The School of Criminology and Criminal Justice (SCCJ) 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 school 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.

Thematic Areas

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 foci shape the thematic area of law and justice. 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 thematic area 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 thematic area is concerned with the meaning of justice, and the philosophical and political underpinnings of varied and often competing conceptions. The law and justice area 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 and Criminal Justice

The global criminology and criminal justice 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.
Crime and Public Policy

The crime 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. Our crime focus 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 thematic area of crime 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.

Crime Prevention and Security

Crime prevention is often viewed as actions intended to prevent crime or criminal offending in the first instance, and originating outside of the criminal justice system. What can be done to prevent a young person from coming in conflict with the law or intervene with at-risk people or high risk places before invoking police, courts, or corrections? As an alternative to formal justice processing or a means of informal social control, crime prevention is organized around three main strategies: developmental, situational, and community prevention. Security concerns facing the United States today are broader and more complex than at any time in our history. They range from longstanding concerns arising from crime, intergroup violence and conflict to more recently recognized concerns associated with threats to social and economic systems (e.g. economic, financial, energy, and health systems) along with threats arising from the degradation of natural/environmental systems. Each of these major types of threats to security is often interconnected, and policies to address them require comprehensive and collaborative initiatives. The School of Criminology and Criminal Justice, because of its historical focus on global concerns, human rights and social justice, has taken a leadership role in addressing the complex character of threats to security.

Fairness and Legitimacy in the Criminal Justice System

This thematic area is focused broadly on the fairness and legitimacy of criminal justice institutions in their practice and policy. The area focuses on several key questions. The first is whether criminal justice agents and institutions represent and respond to historically marginalized groups fairly. The second taps into perceptions of legitimacy by asking how institutions are viewed by the public, and particularly by historically marginalized populations. The third involves potential differences in crime among historically marginalized groups, and the connections between this crime and law-making and enforcing processes. The fourth involves perceptions: the way historically marginalized groups perceive crime and justice and the way they are perceived by others as connected to crime. In all of these questions, we utilize a broad definition of marginalized groups, including those organized along the lines of race, ethnicity, class, immigration status, gender, and sexual orientation, among others. Research and classes in this theme promote the advantages of
viewing crime and criminal justice issues from a diversity of perspectives, and encourage critical reflections on our institutions and their policies and practices.

**SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE LEARNING OUTCOMES**

**Doctoral Program in Criminology & Justice Policy**

The doctoral program in Criminology and Justice Policy is designed to create independent scholars with a distinct area of specialization and the skills necessary to contribute to the intellectual development of their area and the field more generally. To that end, we have identified the following learning outcomes.

Over the course of their programs, students in the doctoral program in Criminology and Justice Policy are expected to:

- Apply acquired foundational knowledge in the field of criminology and justice policy to theoretical and policy questions in the realm of criminology and justice policy.

- Critique the knowledge base in a specific domain within the field of criminology and justice policy to demonstrate advanced mastery of theoretical explanations for crime, its causes and consequences.

- Design and carry out original research using methodological tools acquired to develop new theoretical or empirical insights and expand the knowledge base in the field of criminology and justice policy.

The achievement of specific learning outcomes is assessed through a series of qualifying examinations. Each qualifying examination is associated with one of the three specific learning objectives and are described in more detail in relevant sections of the *Graduate Handbook*:

- A “Foundations Examination” (also known as the First Qualifying Examination), graded by a committee, assesses the student’s mastery of foundational knowledge gained through required courses in the program.

- An “Area Exam” and publishable paper (known collectively as the Second Qualifying Examination), graded by a committee, assesses the student’s ability to contribute to a specific domain within the field of criminology and justice policy.

- The dissertation proposal defense (also known as the Third Qualifying Exam) and dissertation defense, before a committee, assess the student’s ability to become independent scholars contributing to the ongoing development of knowledge across the field of criminology and justice policy.
Master’s Program in Criminology and Criminal Justice (MSCJ)

The Master’s Program in Criminology and Criminal Justice is designed to prepare 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 and across U.S. communities.

Over the course of their programs, students in the Master’s Program in Criminology and Criminal Justice are expected:

- To demonstrate mastery of foundational knowledge in the field of criminology and criminal justice.
- To develop and grow intellectually and ethically, as demonstrated by an ability to be a critical consumer of research and scholarship.
- To develop a keen appreciation for the complexities of crime, criminal behavior, and responses to crime.
- To develop an understanding of, and an ability to contribute to, public and private efforts to make communities safer and to ensure justice.

To demonstrate achievement of these overarching goals, students in the Master’s program will be able to:

- Describe the elements of the formal criminal justice system (police, courts, prisons, etc.) and explain the interactions between them.
- Apply existing literature within the field of criminology and criminal justice to compare and/or contrast competing (and often contradictory theories) of crime and criminal behavior.
- Explain how the multiple theories on the causes of crime have evolved and how they interact.
- Assess the merits of criminological research applying acquired methodological and analytical skills.
- Describe the links between criminological theory, criminological research, and criminal justice policy.
- Explain the changing social and political backdrop for, and impediments to, criminal justice policy development and implementation.

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.

http://www.northeastern.edu/cssh/sccj/graduate/student-and-professional-organizations/
SCCJ POLICIES

Graduate Studies Policies
In addition to policies noted here, all graduate students should familiarize themselves with university wide policies for graduate students established by the Provost’s Office: http://www.northeastern.edu/provost/policies/graduate.html

Parental Leave Policy
The Provost’s Office has established a parental leave policy for graduate students. The parental leave policy and required forms are available on the Provost’s Office website: http://www.northeastern.edu/provost/policies/graduate.html

Student Employment Policies
Faculty in the School of Criminology and Criminal Justice often have (or pursue) funding for research projects. To ensure greater equity for faculty and students, the School has established the following standard hourly rates that should be used when applying for funding or when hiring students:

- Doctoral: $20.00/hour*
- Masters Students: $15.00/hour
- Undergraduate Students: $12.50/hour

These rates apply to all hires made on or after September 1st, 2013.

* As all full-time doctoral students are funded during the academic year, the hourly rate for doctoral students above represents the prevailing rate for summer research assignments or for limited hours (no more than 6 per week) above the stipend in the academic year (for research activity that enriches the student’s development). Faculty members interested in hiring doctoral students for more than 6 hours per week during the academic year will need to budget to cover part (or all) of the student’s stipend at the prevailing stipend rate.

SCCJ Forms
Current versions of all forms referred to in this document are available on our website at www.northeastern.edu/sccj.

SCCJ ACADEMIC POLICIES & PROCEDURES
The School of Criminology and Criminal Justice Graduate Handbook must be used in conjunction with the Northeastern University Graduate Catalog which can be found at: http://www.northeastern.edu/provost/policies/graduate.html
Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>This grade is awarded to those students whose performance in the course has been of outstanding graduate caliber.</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td>This grade is awarded to those students whose performance is not at the level expected in graduate work.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>This grade is awarded to those students whose performance has been at a satisfactory level.</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td>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 doctoral program.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>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 doctoral program.</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td>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 Program Office a signed Incomplete Grade Petition Form.</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td></td>
</tr>
</tbody>
</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. As per University guidelines, failure to maintain a minimum overall grade point average of 3.0 will result in academic probation. 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.

Additionally, students in the School of Criminology and Criminal Justice must earn an average GPA of 3.0 or better across all required courses. In cases where a student's overall GPA across the required coursework falls below this 3.0 threshold, the student: (1) will be placed on academic probation and will be in jeopardy of losing their funding, and (2) must repeat the required course(s) in which s/he earned the lowest grade (a student may be required to repeat more than one course to meet this standard). 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 Ph.D. degree. Course work used previously toward a degree may not be counted again.

**Doctoral Student Annual Academic Review Policy**

In addition to meeting the university’s minimum GPA and time to degree requirements, students in the doctoral program in Criminology and Justice Policy are expected to meet a series of annual progress benchmarks.

Annual benchmarks include: (1) the successful completion of a foundations exam at the end of the first year; (2) the successful completion of the second qualifying area examination by the end of the third year of study; (3) the completion of a proposal defense by the end of the third year; and (4) annual progress toward a dissertation defense in each of the years that follow. Failure to meet annual progress benchmarks will result in a series of graduated sanctions within the program.

By March 1st of each academic year, all doctoral students are required to complete and submit program plans to the SCCJ graduate office. A full faculty review of doctoral students occurs in mid-May. Prior to the beginning of each academic year (on or before September 1st), all doctoral students (including incoming students) will be individually notified in writing of the program’s expectations for their progress over the next academic year and whether or not they are in good academic standing (or on probation for the upcoming academic year).

When students have failed to meet progress expectations that have been clearly articulated in either the SCCJ graduate program’s policies and procedures manual or in their annual progress expectation letters, they are notified of the deficiency in writing, placed on academic probation, and given a timeline for remedying the deficiency. As funding is predicated on satisfactory progress toward meeting degree requirements, failure to make satisfactory progress may result in loss of funding. In these cases, the Graduate Program Director, with input from the SCCJ Graduate Committee, Associate Director, and Director, will make funding decisions.

The expectation is that students who have failed to make satisfactory progress as articulated in the annual review letter will: (1) be placed on formal academic probation, (2) potentially lose funding for the following year (if applicable), and (3) be given one additional academic year to remedy the deficiency. Failure to remedy the deficiency by the end of the academic year on probation may result in dismissal of the student. In these cases, the Graduate Program Director, with input from the SCCJ Graduate Committee, Associate Director, and Director, will make dismissal decisions. The expectation is that students who fail to remedy deficiencies as articulated in the academic probation letter will be recommended for dismissal.

Students will be notified of the referral for loss of funding and/or dismissal and will have the right to submit a letter explaining any special or extenuating circumstances that might be relevant to the Graduate Committee’s deliberations. The student has 28 days from the time
of being notified of the loss of funding and/or dismissal to appeal his or her cases to the Graduate Committee. The student must articulate in writing how any extenuating circumstances have impeded progress toward degree requirements. The Graduate Committee will deliberate and then submit a recommendation to the Graduate Director of the School of Criminology and Criminal Justice. Students will be notified by the Graduate Director if the school intends to recommend loss of funding and/or dismissal for failure to make academic progress.

**Academic Probation**

**University Academic Probation Guidelines**
Northeastern University requires that all graduate students maintain a cumulative GPA of 3.0. When a student’s cumulative GPA falls below 3.0, the student is placed on academic probation by the Registrar’s Office.

Northeastern University guidelines also require that doctoral students defend their dissertations within 5 years of achieving candidacy. In the School of Criminology and Criminal Justice, students achieve candidacy upon submission of a final committee approved and publicly defended dissertation proposal to the SCCJ graduate program office (see section on Achieving Candidacy).

**SCCJ Academic Probation Guidelines**
Graduate students are required to maintain a minimum grade point average of 3.0 to remain in good standing in the Graduate Program. Students must also maintain a minimum grade point average of 3.0 in required courses to remain in good standing in the Graduate Program. Any graduate student who does not achieve the minimum grade point requirements will be placed on academic probation for the following semester. Due to the relatively 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.

In addition, doctoral students who fail to make satisfactory progress toward degree requirements (as detailed in our Doctoral Student Annual Academic Review policy) will be placed on academic probation and will be given one academic year to remedy the progress deficiency. Failure to remedy the deficiency within one academic year will result in a recommendation for dismissal based on failure to make satisfactory progress toward degree requirements.

**Transfer Credit**
A student may transfer up to nine (9) 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 Graduate Program Director, Associate
Director, and Director of the School of Criminology and Criminal Justice. Courses accepted for transfer credit must have been completed within seven years of the date the request is made to the graduate program 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 Request for Transfer Credit form to the SCCJ Graduate Office along with an official transcript. Generally, the graduate program 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 direst 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, s/he must complete an Incomplete Grade Petition Form available on the university Registrar's website. The individual student, the faculty member, and the Graduate Program Director 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 no more than 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 coursework 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.

**Registration**

Students must register for courses via the myNEU web portal on [http://myneu.neu.edu](http://myneu.neu.edu) (procedures to do so are available on the myNEU web portal). Students must register within the dates and times listed on myNEU. Students who fail to register within this time frame will not earn credit or a grade for the course(s) in question and may lose their student health care plan. Late registration may also result in the cancellation of under-enrolled courses and may also have financial aid implications for the student.
To withdraw from a course after the first week of classes, a student must fill out an official course withdrawal form obtained on the University Registrar's website at www.northeastern.edu/registrar. 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 www.northeastern.edu/registrar.

Part-time vs. Full-time Status
Students may be admitted as full-time or part-time students in the Master's program. In order to change status in the program a student must petition the SCCJ Graduate Committee and be granted permission to change status. The Ph.D. program only admits students on a full-time basis and, unless on an approved leave of absence, students must maintain full-time status throughout their program. The SCCJ 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
Northeastern University has a policy requiring continuous registration for full-time graduate students. Please refer to the Graduate Catalogue for regulations regarding registration:

http://www.northeastern.edu/registrar/

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 Ph.D. students are allowed to enroll in directed study courses. Both Ph.D. and Master's students may enroll in a total of two directed study courses (or up to 6 semester hours of directed study credit) during their time in the graduate program. Students may petition to extend the number of directed studies beyond the two-course/six-hour cap. These requests must be directed to the Graduate Committee in writing at least 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 Registrar’s website www.northeastern.edu/registrar. Directed Study Approval Forms must include: (1) a course description; (2) a course syllabus; (3) a description of how the course will be graded; and (4) signatures by the faculty member with whom the student wishes to work and the Graduate Director 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 by the faculty member, the Graduate Director, and the CSSH Graduate Office of Admissions
and Student Services, the SCCJ Graduate Program Coordinator will then register the student for the course. Finally, directed studies that duplicate existing course offerings will not be approved.

**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.

All students should familiarize themselves with Northeastern University’s Academic Honesty and Integrity Policy: [http://www.northeastern.edu/osccr/academic-integrity-policy/](http://www.northeastern.edu/osccr/academic-integrity-policy/)

**SCCJ Guidelines**

In addition to what is stated in the Graduate Catalog, the School of Criminology and 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.

**Academic Appeals Process**

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

**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 Graduate Director (if the Graduate Director is also the course instructor—proceed to Step 3).

**Step 2**

The Graduate Director 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 Graduate Director will appoint an Ad Hoc Committee of two faculty members from the School of Criminology and 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 Graduate Director.

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 the academic dispute is not resolved at this point, the student is welcome to pursue avenues as prescribed by the college’s and university’s official policies and procedures regarding academic disputes in the university’s Graduate Catalogue.

**Requirements for Candidacy for the Master's Degree**

**Credits and Course Load**
To satisfy the requirements for the Master of Science in Criminology and Criminal Justice, students must successfully complete thirty (30) semester hours of coursework. Please see the sample programs below.

**Master of Science Sample Programs of Study**
12 Month Sample Program (Non-Thesis Option)

<table>
<thead>
<tr>
<th>MSCJ in Criminology and Criminal Justice—Non-Thesis—Fall Admission</th>
<th>MSCJ in Criminology and Criminal Justice—Non-Thesis—Spring Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1, FALL SEMESTER</strong></td>
<td><strong>YEAR 1, SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>CRIM 7202 Criminal Justice Process</td>
<td>CRIM 7200 Criminology</td>
</tr>
<tr>
<td>3 SH</td>
<td>3 SH</td>
</tr>
<tr>
<td>CRIM 7404 Research Methods and Statistics</td>
<td>CRIM elective</td>
</tr>
<tr>
<td>3 SH</td>
<td>3 SH</td>
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<td>CRIM elective</td>
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<tr>
<td><strong>YEAR 1, SPRING SEMESTER</strong></td>
<td><strong>YEAR 1, SUMMER SEMESTER</strong></td>
</tr>
<tr>
<td>CRIM 7200 Criminology</td>
<td>CRIM 7500 Internship</td>
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<tr>
<td>3 SH</td>
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<tr>
<td>CRIM elective</td>
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<td>CRIM elective</td>
<td>CRIM elective</td>
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<tr>
<td>3 SH</td>
<td>3 SH</td>
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<tr>
<td><strong>YEAR 1, SUMMER SEMESTER</strong></td>
<td><strong>YEAR 1, FALL SEMESTER</strong></td>
</tr>
<tr>
<td>CRIM 7500 Internship</td>
<td>CRIM 7202 Criminal Justice Process</td>
</tr>
<tr>
<td>3 SH</td>
<td>3 SH</td>
</tr>
<tr>
<td>CRIM elective</td>
<td>CRIM 7404 Research Methods and Statistics</td>
</tr>
<tr>
<td>3 SH</td>
<td>3 SH</td>
</tr>
<tr>
<td>CRIM elective</td>
<td>CRIM elective</td>
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<tr>
<td>3 SH</td>
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<tr>
<td>CRIM elective</td>
<td>CRIM elective</td>
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<tr>
<td>3 SH</td>
<td>3 SH</td>
</tr>
<tr>
<td><strong>PROGRAM TOTAL CREDITS</strong></td>
<td><strong>PROGRAM TOTAL CREDITS</strong></td>
</tr>
<tr>
<td>30.0 SH</td>
<td>30.0 SH</td>
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* Note: Up to two CRIM elective courses may be taken outside of SCCJ. Additional outside electives require graduate director approval.
18 Month Sample Program (Thesis Option)

We will maintain the thesis option for those potential applicants interested in going on to doctoral programs. As students pursuing a thesis will be required to take our more advanced CRIM 7713: Advanced Research and either CRIM 7715 Multivariate Analysis and Evaluation Methods or CRIM 7316: Qualitative Methods course, they will take just 9sh per semester, starting their thesis in the summer at the end of their first year and taking one additional semester of coursework to reach the 30sh.

Students planning quantitative theses would take CRIM 7715 and students planning more qualitative theses would take CRIM 7316. Students are welcome to take both courses (the second would simply be an elective).

MSCJ in Criminology and Criminal Justice—Thesis—Fall Admission

**YEAR 1, FALL SEMESTER**
CRIM 7202 Criminal Justice Process 3 SH
CRIM 7715 Multivariate Statistics 3 SH
or CRIM elective
CRIM elective 3 SH

**YEAR 1, SPRING SEMESTER**
CRIM 7200 Criminology 3 SH
CRIM 7713 Research and Evaluation Methods 3 SH
CRIM 7317 Qualitative Methods 3 SH
or CRIM elective

**YEAR 1, SUMMER SEMESTER**
CRIM 7990 Thesis 6 SH

**YEAR 1, FALL SEMESTER**
CRIM elective 3 SH
CRIM elective 3 SH
Thesis Continuation 0 SH

**PROGRAM TOTAL CREDITS** 30.0 SH

MSCJ in Criminology and Criminal Justice—Thesis—Spring Admission

**YEAR 1, SPRING SEMESTER**
CRIM 7200 Criminology 3 SH
CRIM 7713 Research and Evaluation Methods 3 SH
CRIM 7317 Qualitative Methods 3 SH
or CRIM elective

**YEAR 1, SUMMER SEMESTER**
CRIM 7990 Thesis 3 SH
CRIM elective 3 SH

**YEAR 1, FALL SEMESTER**
CRIM 7202 Criminal Justice Process 3 SH
Elective Courses

Students are expected to take elective courses beyond the required semester hours of core courses. A total of eighteen (18) semester hours of elective credit are needed to complete the degree for non-thesis students, and a total of (12) semester hours of elective credit are needed to complete the degree for thesis students. 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, it is often not feasible to teach all courses in the evening, meaning that students may be required to take some courses in the afternoon. Elective courses are worth three (3) semester hours of credit unless otherwise noted.

The student may also pursue specialized interests by electing courses in other Graduate Programs at Northeastern. The student is generally permitted to take no more than six (6) semester hours of credit or two courses, whichever is greater, from other graduate programs at Northeastern. Requests to take more than six semester hours of credit outside of the School will be considered by the Graduate Committee. As with all courses, both the Graduate Director and the Department offering the course must approve these selections prior to registration.

Master’s Thesis

The Master’s Thesis is optional but is recommended for students who intend to pursue a degree beyond the Master's or who anticipate a career in research. Under this option, students carry out an original research project from start to finish. Should a student elect to write a thesis, s/he 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 Formation 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).

Internship

Master's students who do not elect to complete a Masters Thesis are required 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. 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 criminal background check and/or drug test in order to be eligible to work within that agency. Internship Placement and Registration forms may be obtained from the Graduate Office or from the School of Criminology and Criminal Justice website and must be signed by the Internship Coordinator and Graduate Director prior to enrolling in the course.

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 Internship Coordinator and 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 to two weeks after they begin their internship and must submit a one page description of the project to the Internship Coordinator and Graduate Director for approval by the end of the first month of the term. In addition to the 8-10 hour per week internship, the student must complete all course-related requirements.

<table>
<thead>
<tr>
<th>What?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Areas/Agencies of Interest</td>
<td>3 Months Prior to Internship</td>
</tr>
<tr>
<td>Make Inquiries with Agencies</td>
<td>2-3 Months Prior to Internship</td>
</tr>
<tr>
<td>Secure Placement with Agency</td>
<td>1 Month Prior to Course Registration</td>
</tr>
<tr>
<td>Submit Signed Placement Form</td>
<td>Prior to 1st Day of Classes (Submitted)</td>
</tr>
<tr>
<td>Begin work at Internship</td>
<td>1st Week of Classes</td>
</tr>
<tr>
<td>Description of Special Project</td>
<td>Within 30 Days (Emailed)</td>
</tr>
<tr>
<td>Experiential progress reports due</td>
<td>Weekly (on Blackboard)</td>
</tr>
<tr>
<td>Experiential Journal &amp; Final Report Due</td>
<td>Last day of Classes (Emailed)</td>
</tr>
</tbody>
</table>

Requirements for Candidacy for the Ph.D. Degree

Doctor of Philosophy – Students entering with a Bachelor’s Degree

Credits and Course Load
To satisfy the requirements for candidacy for Doctor of Philosophy in Criminology and Justice Policy, students entering the program with a Bachelor’s degree are required to complete fifty (50) semester hours of coursework as well as pass the three qualifying examinations. Please see the sample program for students entering the Ph.D. with a Bachelor’s Degree.
Sample Doctoral Program of Study (Bachelor's Degree)

Fall Semester Year 1
CRIM 7710 Criminology & Public Policy I 3sh
CRIM 7715 Multivariate Analysis 1 3sh
CRIM 7202 Criminal Justice Process 3sh
Total 9sh

Spring Semester Year 1
CRIM 7711 Criminology & Public Policy 2 3sh
CRIM 7716 Multivariate Analysis 2 3sh
CRIM 7713 Adv Research & Eval Methods 3sh
Total 9sh

Summer Semester Year 1
Completion of the First Qualifying Examination

Fall Semester Year 2
CRIM Elective 3sh
CRIM Elective 3sh
CRIM Elective 3sh
Total 9sh

Spring Semester Year 2
CRIM Elective 3sh
CRIM Elective 3sh
CRIM Elective 3sh
Total 9sh

Summer Semester Year 2
Completion of Area Exam (Part 1 of 2nd Qualifying Examination)

Fall Semester Year 3
CRIM 8960 Qualifying Exam Preparation 0sh
CRIM Elective 3sh
CRIM Elective 3sh
Total 6sh

Spring Semester Year 3
CRIM 7706 Pract in Writing & Publishing 2sh
CRIM Elective 3sh
CRIM Elective 3sh
Total 8 sh

Summer Semester Year 3
Completion of Second Qualifying Examination

Fall and Spring Semesters Year 4
CRIM 8986 Research 0sh

Summer Semester Year 4
Completion of Third Qualifying Examination
CRIM 7700 Practicum in Teaching

Fall and Spring Semesters Year 5
CRIM 9990 Dissertation 0sh

Total of 50 semester hours and successful completion of three qualifying exams and dissertation.

Required Core Courses
All students entering with a Bachelor's degree must take twenty (20) semester hours of required course work as part of the core curriculum. The required core courses are:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 7202 Criminal Justice Process</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7710 Criminology &amp; Public Policy I</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7711 Criminology &amp; Public Policy II</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7713 Advanced Research &amp; Evaluation Methods</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7715 Multivariate Analysis I</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7716 Multivariate Analysis II</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7706 Practicum in Writing and Publishing</td>
<td>2 sh</td>
</tr>
<tr>
<td>CRIM 7700 Practicum in Teaching*</td>
<td>0 sh</td>
</tr>
<tr>
<td>Total Semester Credit Earned</td>
<td>20 sh</td>
</tr>
</tbody>
</table>

* The 0-credit Practicum in Teaching is recommended for all doctoral students and is required of all students who plan to teach for the School of Criminology and Criminal Justice. Students should take this course in the semester before they begin teaching.

Elective Courses
Beyond the twenty (20) semester hours of required course work in the core curriculum, the Ph.D. student is expected to take elective courses to fulfill the requirements for candidacy. If
you enter the program with a Bachelor’s degree, a total of thirty (30) 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. Elective courses are worth three (3) semester hours of credit unless otherwise noted.

The student may also pursue specialized interests by electing courses in other graduate programs at Northeastern. The student is permitted to take up to six (6) semester hours of credit or two courses, whichever is greater, from other graduate programs at Northeastern. As with all courses, both the Associate Director and the department offering the course prior to registration must approve these selections. A student wanting to take more than 6 credits outside of the school can petition to do so. Such petitions will be considered by the SCCJ Graduate Committee and approved by the school’s Associate Director.

**Doctor of Philosophy (Students Entering with a Master's Degree)**

**Credits and Course Load**

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. Please see the sample program for students entering the Ph.D. with a Master’s Degree.

**Sample Doctoral Program of Study for Students Entering with a Master’s Degree**

<table>
<thead>
<tr>
<th>Fall Semester Year 1</th>
<th>Spring Semester Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 7710 Criminology &amp; Public Policy 1</td>
<td>CRIM 7706 Prac in Writing &amp; Publishing</td>
</tr>
<tr>
<td>CRIM 7715 Multivariate Analysis 1</td>
<td>CRIM Elective Course</td>
</tr>
<tr>
<td>CRIM 7202 Criminal Justice Process*</td>
<td>CRIM Elective Course</td>
</tr>
<tr>
<td><strong>Total 9sh</strong></td>
<td><strong>Total 8sh</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester Year 1</th>
<th>Summer Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 7711 Criminology &amp; Public Policy 2</td>
<td>Completion of Second Qualifying Examination (Area Exam + publishable paper)</td>
</tr>
<tr>
<td>CRIM 7716 Multivariate Analysis 2</td>
<td><strong>Fall and Spring Semesters Year 3</strong></td>
</tr>
<tr>
<td>CRIM 7713 Adv Research &amp; Eval Methods</td>
<td>CRIM 8986 Research</td>
</tr>
<tr>
<td><strong>Total 9sh</strong></td>
<td><strong>0sh</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Year 1</th>
<th>Summer Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of 1st Qualifying Examination</td>
<td>Completion of Third Qualifying Examination</td>
</tr>
<tr>
<td><strong>Fall Semester Year 2</strong></td>
<td>CRIM 7700 Practicum in Teaching**</td>
</tr>
<tr>
<td>CRIM 8900 Qualifying Exam Preparation</td>
<td><strong>Fall and Spring Semesters Year 4</strong></td>
</tr>
<tr>
<td>CRIM Elective Course</td>
<td>CRIM 9990 Dissertation</td>
</tr>
<tr>
<td>CRIM Elective Course</td>
<td><strong>0sh</strong></td>
</tr>
<tr>
<td><strong>Total 6sh</strong></td>
<td><strong>Fall and Spring Semesters Year 5</strong></td>
</tr>
<tr>
<td>CRIM 9996 Dissertation Continuation</td>
<td><strong>0sh</strong></td>
</tr>
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</table>

**Total of 32 semester hours and successful completion of three qualifying exams and dissertation.**
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:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 7710 Criminology &amp; Public Policy I</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7711 Criminology &amp; Public Policy II</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7202 Criminal Justice Process*</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7713 Advanced Research &amp; Evaluation Methods</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7715 Multivariate Analysis I</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7716 Multivariate Analysis II</td>
<td>3 sh</td>
</tr>
<tr>
<td>CRIM 7706 Practicum in Writing and Publishing</td>
<td>2 sh</td>
</tr>
<tr>
<td>CRIM 7700: Practicum in Teaching **</td>
<td>0 sh</td>
</tr>
<tr>
<td><strong>Total Semester Credit Earned</strong></td>
<td>20 sh</td>
</tr>
</tbody>
</table>

* Those who have already completed a Master’s level criminal justice course may request to be waived out of the required CRIM 7202 Criminal Justice Process course. Requests must be submitted to the SCCJ Graduate Director

** The 0-credit Practicum in Teaching is recommended for all doctoral students and is required of all students who plan to teach for the School of Criminology and Criminal Justice. Students should take this course in the semester before they begin teaching. The course is offered on an as needed basis.

Elective Courses

Beyond the twenty (20) semester hours of required course work in the core curriculum, the Ph.D. student is expected to take elective courses in the school to fulfill the requirements for candidacy. For students entering the program with a Master's degree, a total of twelve (12) 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. 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 programs at Northeastern. The student is permitted to take no more than six (6) semester hours of credit or two courses, whichever is greater, from other graduate programs at Northeastern. A student wanting to take more than 6 credits outside of the school can petition to do so. Such petitions will be considered by the SCCJ Graduate Committee and approved by the school’s Graduate Program Director.

*Students entering the Ph.D. program with a Master's Degree in another field or a Juris Doctor degree may be required to take a remedial course in one or more of the following areas: criminology (theory), 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 School of Criminology and Criminal Justice’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 Ph.D. level requirements.
The credits from any remedial courses will not count towards the required semester hours for a student's doctoral degree.

**Registration after the Completion of Coursework**

Students who have completed coursework, but who have not yet completed the second qualifying area examination, must register for doctoral research with either their advisor or the Graduate Director as the instructor of record. After completing all coursework and the first two qualifying exams, students must register for doctoral research with their Dissertation Committee Chair as instructor of record (as they work toward the proposal defense).

After completing the proposal defense, and achieving doctoral candidacy, students must register for dissertation for two semesters with their Committee Chair as instructor of record. After registering for dissertation twice, the student may register for dissertation continuation with their Committee Chair. Each of these courses requires a grade for the student that reflects their progress over any given semester. A grade of “Satisfactory” is assigned when the student is making progress on the proposal or dissertation and has met the requirement of communication with all committee members at least once per semester. A grade of “unsatisfactory” is assigned when the student has failed to initiate contact over the course of a semester or appears to have stopped making satisfactory progress. Unsatisfactory progress in doctoral research, dissertation or dissertation continuation courses in any semester will result in academic probation and may result in loss of funding. A second grade of unsatisfactory (whether consecutive or not) will require Graduate Committee review and may result in dismissal from the program (See Doctoral Student Annual Academic Review and Academic Probation policies).

**Doctor of Philosophy Qualifying Examinations**

In addition to the above-mentioned coursework, all students enrolled in the doctoral program are required to (1) pass a foundations examination at the end of the first year (or following completion of the required coursework), (2) successfully complete an area exam and complete a publishable paper, and (3) complete and orally defend a dissertation proposal defense (in the area of specialization) in order to be considered a candidate for the doctoral degree.

**First Qualifying Examination: Foundations Exam**

The required coursework in year one in the doctoral program (comprised of two semesters of criminological theory, two semesters of statistics, one semester of advanced research methods, and one semester of criminal justice process) provides a broad foundational knowledge in the discipline. To ensure that all students have mastered the foundational material emphasized across the required courses for the Ph.D. program and can successfully integrate theory, research, and policy, all full-time funded Ph.D. students are required to take a “foundations” examination at the end of their first year in the doctoral program (or upon successful completion of all required courses in the doctoral program curriculum).
Foundations Examination Eligibility

Students must meet the following criteria to be considered eligible to take the Foundations Examination:

- Successfully completed the required courses with passing grades, AND:
- Successfully completed a minimum of 18 credit hours in the program, AND;
- Be a student in good standing.

The examination is administered the first Friday in May after all first-year courses are completed, thus aligning with, yet distinct from, the required courses. The Foundations Examination is a take-home, open book, examination that requires students to answer one of two provided questions (the questions will be distributed electronically on the first Friday in May by 9am and are due on the following Monday morning at 9am). The Foundations Exam questions are designed to test theoretical, methodological, and statistical knowledge, thereby providing the opportunity to assess each student’s knowledge base from the required courses in the first year of study. The examination is graded by a rotating committee of two to three School of Criminology and Criminal Justice (SCCJ) faculty members (typically subsets of those faculty members who collectively taught the first-year required coursework).

A foundations exam sample question is provided in the appendix of this SCCJ graduate program policies and procedures manual. The sample question is provided to illustrate the *type* of question that might be appropriate for the Foundations Examination. Each SCCJ grading committee is responsible for drafting two questions for each sitting of the Foundations Exam, so the form and substance of questions will vary from year to year. All foundations exam questions will be designed to elicit a response that demonstrates a student’s ability to integrate theory with methods and statistics and to think critically about policy implications of work in criminology and criminal justice.

First Qualifying Exam Progress Expectation

Funding in the Ph.D. program is predicated on satisfactory academic progress. To maintain satisfactory progress, full-time funded Ph.D. students are expected to have passed the Foundations Exam at the end of the first year of study.

Failed Exams: Students who do not pass the Foundations Exam in May must retake the exam on the first Friday in August. Only students who have successfully passed the Foundations Exam before the beginning of the second year will be guaranteed funding in their second year.

Annual Academic Progress Review: Any student who has not passed the Foundations Examination by the beginning of their second year may lose their funding and will be placed on Academic Probation for failure to make satisfactory progress. The student will be given another opportunity to pass the Foundations Exam in May following their second year of study. *Failure to successfully complete the first qualifying exam following the end of the
second year of study will result in dismissal from the program (see the SCCJ Annual Academic Review and Academic Probation Policies).

* Students on academic probation pending successful completion of the Foundations Exam are still be expected to make progress toward fulfilling the requirements of the second qualifying examination with their cohort. However, under no circumstances will successful completion of the requirements of the second qualifying examination make up for failing to pass the Foundations Examination after the end of the second year.

**Second Qualifying Examination: Area Exam and Publishable Paper**

After demonstrating their foundational knowledge in year one, students devote themselves to an area of specialization in years two and three. Students demonstrate this commitment through a second qualifying examination, which consists of two stages: an Area Exam and a publishable paper. The two stages of this exam are required and will ideally be related.

During the second semester of the first year in the doctoral program, students will work with the Graduate Program Director to select a faculty mentor appropriate to their area of interest. This faculty mentor will oversee both parts of the second qualifying exam. The Graduate Program Director randomly assigns a second faculty “reader” to form a two-person committee for the second qualifying examination.

While one or both parts of the second qualifying examination could ultimately become part of a dissertation, they are not required to. To facilitate completion of this two-part qualifying examination, students register for qualifying exam preparation with their mentor and two elective courses during the first semester of their second year (if entering with a Master's degree).

*The student passes the Second Qualifying Examination when both the Area Exam and publishable paper have been judged as meriting a passing grade by both committee members AND the publishable paper has been submitted to an appropriate publication outlet.*

**Part 1: Area Exam**

In conjunction with the qualifying examination Chair and the reader, students draft one theoretically-based research question drawn from their substantive area of interest. This question will be answered in a written comprehensive review of the literature and a critical assessment of the chosen perspective. The written Area Exam answer should not exceed 30 pages of double-spaced text (exclusive of references). The Area Exam response is then evaluated by the Chair and assigned reader. Students pass the first part of the second qualifying exam once both committee members agree that the student has adequately addressed the posed question. Students are required to complete the Area Exam through earning a pass from both committee members by September 1st prior to the start of their third year of doctoral study.
Although only a relatively confined portion of the extant literature might be directly cited in the area examination response, it is recommended that students develop and maintain a comprehensive bibliography of relevant classic and contemporary readings in their area.

**Part 2: Publishable Paper**

Students work to produce a sole-authored paper of publishable quality. The paper should address a gap in the literature (ideally identified through the Area Exam) and should not exceed 25 double-spaced pages of text (exclusive of references, tables, and figures). Students determine whether they will complete the publishable paper in the second or third year of the doctoral program. If the student is completing the paper in the second year, a draft of the paper must be completed and reviewed by the student’s committee members before the beginning of the Spring semester of the second year. It is then vetted and revised through the CRIM 7706: Practicum in Writing and Publishing course offered in the Spring semester of the second year of coursework. If the student elects to complete the requirement in the third year, a draft of the paper, which must be completed and reviewed by the student’s committee members before the beginning of the Spring semester of the third year, is then vetted and revised through the CRIM 7706: Practicum in Writing and Publishing course offered in the Spring semester of the third year of coursework.

The expectation is that the paper will be submitted to an appropriate academic journal or publication outlet, but acceptance for publication is not required to pass the exam. The student will be deemed to have passed the second part of the examination once both Area Exam committee members agree that the paper is of publishable quality AND the paper has been submitted to a suitable publication outlet.

**Second Qualifying Examination: Due Dates**

*Note that students are encouraged to work ahead of these deadlines, which indicate the latest dates to complete the exam and paper on time*

**Committee Selection Assignment**

- 2nd Qualifying Exam Committee Selected/Assigned: Prior to the end of the spring semester during the first year of doctoral study

**Part 1: Area Examination**

- Draft of Area Exam Question Submitted to the Area Exam Chair: No later than December 31st of second year of doctoral study
- Draft of Area Exam Question Submitted to the Area Exam Committee: No later than January 31st of second year of doctoral study
- Area Exam Question Approval Expected: Within 2 weeks of question being submitted to the area exam committee
- Work on Area Exam Answer Commences: Within 2 weeks of approval of question
- Area Exam Answer Submitted: Within 3 months of commencement of work on the answer (no later than July 15th of second year of doctoral study)
  - Exam Grade/Feedback Expected: Within 3 weeks of submission
- If revisions are required, revisions are due: Within 3 weeks after feedback is provided by committee

- Area Exam Completed: August 31st prior to the start of the third year of doctoral study

**Part 2: Publishable Paper**

- Students must choose to complete the publishable paper during their second or third year of study. The dates below guide students in either year rotation. Regardless of this choice, all students must complete Part 2 of the 2nd Qualifying Examination by the end of their third year of study.
- Work on Publishable Paper Commences: No later than August 1st preceding enrollment in the spring research and writing practicum
- First Draft of Publishable Paper to Area Exam Committee: No later than October 31st preceding enrollment in the spring research and writing practicum
  - Preliminary Feedback on Publishable Paper Expected: By November 15th
  - Revision of Publishable Paper Due (if necessary): December 1st
  - Formal Committee Reviews of Publishable Paper Due: December 15th
- Paper and Reviews Submitted to SCCJ Graduate Program Office: December 15th
- Student Completes the Research and Writing Practicum: Spring semester
- Student Makes Revisions to the Publishable Paper and Submits the Paper for Publication: The start of the fall semester (August 31st) following the completion of the research and writing practicum

**Second Qualifying Examination: Process and Roles**

Students may begin the Area Exam process (Part 1 of the 2nd Qualifying Examination) at any time during the summer following their first year in the doctoral program. Once started, the process has several deadlines, as specified above and reiterated below. Students must complete Part 1 of the 2nd Qualifying Examination no later than August 31st prior to the start of their third year of doctoral study. **Students are allowed to complete the area exam in advance of the deadlines indicated in the policy manual. Doing so is encouraged in situations where students have passed the foundations exam, have a well-developed area of interest and are electing to complete the publishable paper in their second year.**

**Role of Student**

During the summer between the student’s first and second year in the program, the student must contact the selected Chair for the second qualifying exam to begin to discuss the timing and potential question for the Area Exam (Part 1 of the second qualifying exam).

1. Submit a first draft of that question to the Chair for comments, feedback and/or revision (no later than December 31st of the second year of doctoral study). Once the student and Chair are in agreement on the question, the Chair will send the question to the reader for comments, suggestions and/or approval. Questions are expected to be approved within two weeks of being received by the committee. Approved area exam questions must be submitted to the SCCJ graduate program office.
2. Answer the Area Exam question in a written response that should not exceed 30 pages of double-spaced text (excluding references).
   a. Students have 3 months to submit an answer to the Area Exam question
      i. Keep in mind this is an examination. Students need to work independently and submit a complete and comprehensive answer to this take home examination question. Students should not expect any feedback from their Chair or reader until they have submitted a full and complete answer to the question. This is an examination response, not a paper that will go through drafts with the two-person grading committee.
      ii. Do NOT exceed the 30 double-spaced page limit. If the answer exceeds thirty pages, faculty may stop reading at the 30th page and grade on the basis of the first 30 pages.
   b. Students will be given one opportunity to revise if the answer does not earn a passing grade on the first submission.
      i. If given the opportunity to revise, the revision is due no later than August 31st of the summer preceding the third year of doctoral study. The revised answer will be graded on a Pass/Fail basis by the Chair (and if necessary, the Reader). If either member of the grading committee deems the Area Exam answer to be a failing answer, the exam response will be graded by a third reader. If two of the three graders deem the answer a failing answer, the student has failed the Second Qualifying Examination (See “Second Qualifying Examination Progress Expectation”).

3. Students may elect to complete their publishable paper in year 2 or year 3 of the doctoral program. The student should begin work on the publishable paper prior to the beginning of the Fall semester preceding the year they will take the research and writing practicum (e.g. for those students taking the exam in their second year they will begin the publishable paper during the late summer following their first year). Students should work with their Chairs to discuss ideas for the direction of this paper.
   a. Students spend the Fall semester prior to the research and writing practicum developing this paper in conjunction with the Qualifying Exam Preparation course (with their 2nd Qualifying Exam Chair).
   b. This paper will go through a lengthy review, revision, and rewriting process over the course of the Spring semester, so the goal in the Fall is to prepare a complete draft of the paper with all relevant sections in place.
   c. The draft of the publishable paper must not exceed 25 pages of double-spaced text (not including references, tables, and figures).

4. Submit a complete first draft of the publishable paper to committee members no later than October 31st the semester prior to the research and writing practicum so that each can provide a review prior to the beginning of the Spring semester.
a. Students need to submit a draft and the two reviews (Chair and Reader) to the graduate program office NO LATER THAN December 15th. Students must also bring copies to the first session of the Practicum in Writing and Publishing in the Spring semester.

If the student chooses to complete the publishable paper process during the third year of graduate study, then the Area Exam must be completed first (by August 31 preceding the third year of doctoral study). If the student chooses to complete the publishable paper process during the second year of graduate study, then the student may complete Part 2 of the second qualifying exam (the publishable paper) prior to completing Part 1 of the second qualifying exam (the Area Exam). However, the student cannot pass the Second Qualifying Examination until both the Area Exam and publishable papers have been judged as meriting a passing grade by both committee members, and the publishable paper has been submitted to an appropriate publication outlet.

Role of Area Exam Chair
The Chair for the Second Qualifying Examination works with the student as s/he completes the two parts of this examination. Over the Fall and Spring semesters of the second year of doctoral study (and the third year as well if the student opts to begin the publishable paper process in year 3), the student will be registered for a “Qualifying Exam Prep” course with the Examination Chair – the product of this course depends on whether the student chooses to complete the publishable paper process in year 2 or year 3 of the doctoral program). There CAN be significant overlap between the Area Exam answer and the publishable paper, but it is anticipated that they would not be the same paper (as the Area Exam answer will likely address too broad a question to be publishable). The role of the Area Exam Chair will include the following:

1. Work with the student to refine the Area Examination question and send it to the assigned reader for approval.
   a. The Area Exam question should be approved by both committee members no later than February 15th of year 2.
2. Coordinate with the reader to grade the Area Exam answer within three weeks of submission.
   a. Students are expected to submit the Area Exam answer no later than July 15th.
   b. Anticipated grades on first submission are either “Pass” or “Revisions Required” (written comments are required for a recommendation of “Revise,”)
      i. The student is permitted one opportunity to revise the Area Exam response.
      ii. If the student is required to revise, the Chair then grades the revision and assigns a grade of “Pass” or “Fail”. Revisions deemed failing by the Chair will go to the reader. If both members of the grading committee deem the revised Area Exam answer to be a failing answer, the student
has failed the Second Qualifying Examination (See “Second Qualifying Examination Progress Expectation”). In the event of a split vote (one Pass/one Fail), a third reader shall be assigned by the graduate program office and their vote shall be the tie-breaking vote.

3. Consult with the student around the nature and direction of the publishable paper. The paper (in its initial formulation must be sole-authored by the student – See footnote one in the section on the Second Qualifying Exam for further information on this requirement). A first draft of the publishable paper is due no later than **October 31st** in the semester proceeding students taking the research and writing practicum.

4. Provide feedback on the draft within two weeks of receipt and a written review of the publishable paper (much like a review for a journal) no later than **December 15th** in the semester proceeding the students taking the research and writing practicum.
   a. The graduate program office provides templates for these reviews.
   b. The rough draft of the paper should be a complete draft that can be reviewed by both the Chair and the reader... it does NOT need to be in final, publication-ready shape. Students will be expected to revise on the basis of these reviews in the Spring semester Practicum in Writing and Publishing course,
      i. It is imperative that the Chair complete the review of the publishable paper by the end of Fall semester so that students can come to the Practicum course with faculty feedback in hand.

5. Second qualifying examination Chairs are expected to submit a grade of IP (In Progress), “Satisfactory,” or “Unsatisfactory” for the Qualifying Examination Preparation course.
   a. Grades of Satisfactory should be submitted for students who have met all deadlines indicated above.
   b. In Progress (IP) grades should be submitted for students who have not completed these requirements by the end of each given semester.
   c. A grade of “Unsatisfactory” should be submitted for any student who has not completed the Area Exam (Part 1) by the end of the summer of the second year or who has not completed the publishable paper (Part 2) by the end of the summer of the third year.

6. Approve the final revised version of the paper prior to it being sent out for publication.

_The student passes the Second Qualifying Examination when both the Area Exam and publishable papers have been judged as meriting a passing grade by both committee members, and the publishable paper has been submitted to an appropriate publication outlet._

**Role of Reader**

Readers are randomly assigned to Second Qualifying Examination committees by the SCCJ graduate program office. Readers need not be subject matter experts to judge the quality of the content of the Area Exam response and the publishable paper. When contacted by Chair/Student, the assigned reader is expected to:
1. Approve the Area Exam question (offering suggestions for revision as necessary)
2. Provide feedback and a “Pass” or “Revisions Required” grade on the initial Area Exam answer submitted by the student within two weeks of receiving the answer (expected at the beginning of the Fall semester).
   a. Written comments are required for a recommendation of “Revise,”
   b. The student is permitted one opportunity to revise the Area Exam response.
   c. If the student was required to revise, the Chair grades the revision. If the Chair deems the revision to merit a grade of Fail, the reader grades the revision and assigns a grade of “Pass” or “Fail”. In the event of a split decision, a third reader is assigned to read the exam. The third reader issues the tie-breaking vote. If two graders deem the answer to be a failing answer, the student has failed the Second Qualifying Examination (See “Second Qualifying Examination Progress Expectation”).
3. Provide a written review of the publishable paper (much like a review for a journal) within two weeks of receiving the draft of this paper (due no later than December 1st).
   a. The graduate program office provides templates for these reviews.
   b. Students will be expected to revise on the basis of these reviews in the Spring semester Practicum in Writing and Publishing course,
   c. It is imperative that the reader completes the review of the publishable paper by the end of Fall semester so that students can come to the Practicum course with faculty feedback in hand.

Second Qualifying Examination Progress Expectation
Funding in the Ph.D. program is predicated on satisfactory progress toward degree completion. To maintain satisfactory progress, full-time funded Ph.D. students are expected to complete the Area Exam and to submit the publishable paper to an outlet for publication by the end of the third year of study (August 31st).

Annual Academic Progress Review: Students who have not completed both parts of the second qualifying exam prior to the beginning of their fourth year (August 31st) may lose funding and will be placed on academic probation for failure to make satisfactory progress and may be given until December 1st of year four to successfully complete both parts of the exam. Failure to successfully complete the second qualifying exam by December 1st may result in dismissal from the program (see the SCCJ Annual Academic Review and Academic Probation Policies).

Third Qualifying Examination: Proposal Defense
Following successful completion of the first and second qualifying examinations, the students proceed to a formal dissertation proposal defense. Note: students are allowed to delay Part 2 of the Second Qualifying Exam into the third year. If a student elects to delay the Second Qualifying exam work, they are still expected to continue to make progress on proposal development during that time. The proposal defense is expected by the end of the student’s third year of study for students entering with a Master’s degree, and by the
end of the student's fourth year of study for students entering with a Bachelor's degree.

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 SCCJ Graduate Program Office two weeks before the date of the proposal defense will result in the cancellation of the defense.

IMPORTANT: Successfully defending a dissertation proposal that might fail to receive IRB approval/exemption is futile. It is therefore strongly recommended that all students obtain IRB approval or exemption PRIOR to the scheduling of the third examination. If this is not possible, all students must, at a minimum, meet with the Director of Northeastern's Institutional Review Board and file all required forms prior to scheduling the defense. http://www.northeastern.edu/research/hsrp/irb/

Preparing the Dissertation Proposal
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:

- 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.

- 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, students should identify the knowledge gap that will be filled by the proposed study.

- A section that concisely presents the specific "research questions" and the way in which they will be addressed.
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 the student proposes to do in their own research. At a minimum, the data and methodology should include a detailed description of the:

- Population and sample
- Sampling/Subject selection criteria
- Independent and dependent variables or variables of interest
- Measures/Instruments
- Methodology
- 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.

Moreover, in this section, the student should directly and concretely address how s/he will decide if the findings are evidence (or not) of the questions raised or arguments addressed.

- A concluding section that discusses how the study will make a significant and new "contribution to theoretical and methodological knowledge." Students 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 35 - 50 double-spaced pages of text in length (not including tables, figures, and references). A succinct, well-argued document is preferable.

As the student works on their dissertation proposal, they should seek regular feedback from the chair. 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. All students and faculty members should familiarize themselves with the guidelines on committee feedback and sequencing/timing.

The student's proposal defense will only be scheduled upon receipt of the scheduling form (available on SCCJ website: [http://www.northeastern.edu/cssh/sccj/graduate/current-student-resources/](http://www.northeastern.edu/cssh/sccj/graduate/current-student-resources/). The proposal defense will be open to all faculty and graduate students.
Each proposal defense will be announced via email and on the school's graduate program web page at least two weeks prior to the date of the proposal defense.

Proposal defenses are scheduled for two hours. Students should prepare a 30 minute presentation to be given at the start of the proposal defense. During this presentation, the student will concisely present the purpose, methodology, and analytic strategy for their study to the committee and audience. 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 proposal defense, the student and all non-committee participants leave the room, and the 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 proposal defense. 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 considered to have passed the proposal defense only upon completion of any required revisions and, therefore, the student will not be “advanced to candidacy” until all members of the committee have certified that the student has passed the exam with no further conditions and the final approved proposal has been submitted to the Graduate Program Office. A copy of the IRB approval (or exemption) must be filed with the proposal (See section on Ph.D. Candidacy). The student must provide the SCCJ Graduate Office with a PDF of the final approved proposal.
The Examination Committee
The Examination Committee for the proposal defense 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 (including the Chair) - two of whom MUST be faculty from within the School of Criminology and Criminal Justice. The third member may be from the School, from another department in the College or University, or a terminally prepared (Ph.D. holding) committee member from outside of Northeastern University. Petitions for outside readers will be considered by the full Graduate Committee. All students must file an Examination/Dissertation Committee Approval Form signed by all committee members and the Associate Dean for Academic Programs 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.

Students must notify the graduate program in the event of any change in the composition of the committee (new Chair, new committee member, etc.) immediately. Such changes require the completion of a new committee approval form.

Scheduling the Third Examination
The third examination (proposal defense) will be scheduled by the Chair of the Dissertation Committee once the student has a fully developed dissertation proposal. Only the Chair of the committee can initiate the scheduling of the proposal defense. It is further expected that students will complete the third examination within one year of completion of the first two qualifying examinations.

Students working on dissertation proposals should be regularly (monthly) updating their full committee as to their progress. Once the full committee has indicated that the student is ready for the third examination, the student is responsible for identifying mutually agreeable examination dates with their committee.

A request to schedule must be submitted to the Graduate Program Office a minimum of 30 days in advance of the requested examination dates. The student must complete the Third Examination Scheduling Form found at: http://www.northeastern.edu/cssh/sccj/graduate/current-student-resources/, indicating that s/he has met the requirements to schedule the third examination. A hardcopy of the final dissertation proposal must be provided to all committee members as well as the SCCJ Graduate Office at least two weeks in advance of the examination. Failure to provide hardcopies of examination materials to the committee may result in the cancellation of the examination. An announcement for the dissertation proposal defense will be sent to the broader college community at least two weeks prior to the scheduled date. Proof of IRB approval or exemption must be provided to the SCCJ Graduate Office before work on the dissertation can begin.

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Third Qualifying Examination Progress Expectation

Funding in the Ph.D. program is predicated on satisfactory progress toward completion of degree requirements. Only students entering with a Master’s degree who have successfully completed the proposal defense by the end of their third year, and students entering with a Bachelor’s degree who have successfully completed the proposal defense by the end of their fourth year, will be guaranteed funding in their fourth and fifth years, respectively. Additionally, only those who have achieved candidacy may be offered a chance to teach. All students – both those entering with Master’s and Bachelor’s degrees – are expected to defend their dissertations by the end of the fifth year. The expectation is that no student will receive traditional funding beyond the fifth year.

Annual Academic Progress Review: Students who have not successfully defended a dissertation proposal at least one month prior to the beginning of their fourth year (for students entering with a Master’s degree) or their fifth year (for students entering with a Bachelor’s degree) may lose funding and will be placed on academic probation for failure to make satisfactory progress. The student on academic probation will be given one additional year to successfully complete the third examination (proposal defense). Failure to successfully complete the third qualifying exam in this time frame may result in dismissal from the program (see the SCCJ Annual Academic Review and Academic Probation Policies).

Repeated Failure of a Qualifying Examination:
Successful completion of the three qualifying exams is a 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 the exam itself or related concerns.

- In such a scenario, the student must submit in writing a narrative explaining why they believe the grade was inaccurate within 28 days of receipt of news of the failed examination. This appeal will be reviewed by the full Graduate Committee;
- The student will be permitted to appear before the full Graduate Committee to explain his/her rationale for the appeal;
- In such a scenario, a representative from the examination committee will also appear before the full Graduate Committee to detail the committee’s rationale for the failing grade;
- Following the appeal process, the Graduate Committee must provide written feedback to the student detailing the reasons for the committee's decision.
Ph.D. Candidacy
Doctoral students in the Criminology and Justice Policy program are advanced to candidacy upon successful completion of: (1) the required semester hours (32 for those entering the program with a Master’s degree and 50 for those entering with a Bachelor’s degree), (2) the Foundations Qualifying Exam, (3) the Second Qualifying Exam (Area Exam and publishable paper), and (3) the Proposal Defense before the dissertation committee. Following the proposal defense, students are required to complete any required post-defense revisions and submit a copy of the final approved dissertation proposal, along with the signed approval form, to the SCCJ Graduate Program Office. Candidacy is then certified, in writing, by the College of Social Sciences and Humanities and posted on the student’s official academic record.

Dissertation Committee Expectations and Timelines
In our program, the doctoral dissertation process begins as the student prepares for the Third Examination (proposal defense). The committee is in place well in advance of the third examination as the committee works with the student as s/he develops a dissertation proposal. That same committee then works with the student through the dissertation process.

Students and committees can work together in any number of ways, but we think it’s important to have some general guidelines around process and timing and, therefore, the faculty has adopted the following policies:

Recruitment of Committee Members: The Pre-proposal
Students are required to draft a five-page pre-proposal to share with potential committee members.

- Perhaps the most important stage in the dissertation process is the proposal stage. All members of a committee should be provided adequate opportunities to comment on and help shape the proposal from early in its development.
- Under our required pre-proposal model, the student submits a pre-proposal to potential committee members early in the process (as the dissertation ideas are developing). Soliciting feedback at this early stage can smooth the proposal preparation process.
- Moreover, through the pre-proposal process, faculty members can gain a sense of the direction of a student’s work prior to formally agreeing to serve on the committee.

The Proposal
Students are responsible for regularly communicating with ALL members of their committees. Regular communication requires that students check in with all committee members at least once per semester and more frequently as important dates (drafts/defenses/etc.) approach.
As the student develops the proposal, s/he should be respectful of the many commitments of faculty members and keep lines of communication open and flowing.

- Students should, where possible, give committee members advance notice of his/her intentions to send a draft soon.
- Although there will clearly be some variation, the general guidelines for content and length of proposals should be followed as closely as possible.

**Students should expect to receive feedback from all committee members on a draft of a full dissertation proposal no sooner than two weeks and no longer than one month from the date of delivery to committee members.**

- The quantity and nature of feedback provided by committee members cannot be dictated. However, as a general rule, committee members should provide some written feedback on a draft (whether in the document itself or in a separate document/email).
- Students are required to respond to the comments/concerns of all committee members – not just those of the Chair of the committee. Where conflicts arise (between recommendations of different members of the committee), the Chair of the committee, together with the student, should work with the committee members to find an acceptable approach.
- Faculty should be able to reasonably expect that any subsequent drafts of a proposal will have taken into account earlier feedback provided. Faculty members should not have to make the same recommendations multiple times. Where necessary, students are responsible for explicitly explaining why a certain recommendation was not followed.
- Students should expect that they will be asked to submit multiple drafts of proposals – with each new draft incorporating suggested revisions of their committee members.

**The program requires 30 day advance notice to schedule a proposal defense third examination. All committee members must have had an opportunity to comment on a complete draft of the proposal prior to the scheduling of a defense. The Chair of the committee is responsible for ensuring that all committee members feel the student is ready to proceed to the defense prior to signing off on the scheduling form.**

- Although the student is ultimately responsible for getting copies of the proposal to all members of the committee, the process has run most smoothly when the Chair of the committee has facilitated the soliciting of feedback.
- Where there are concerns, direct communication between committee members and the Chair is also recommended.

**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.

As a courtesy, a PDF copy of the final approved dissertation should be provided to each of the committee members. Additionally, students must order one bound copy of the dissertation for the SCCJ graduate program office.

**Students should expect to receive feedback on dissertation drafts no sooner than 4 weeks from the date that s/he sent the complete draft out to his/her committee members.**

- Although students work primarily with their Chairs through early drafts of the dissertation, the entire committee should be kept apprised of any important development (data access problems, change in methodology, analytic technique, etc...). The first full draft of the dissertation should not be the first time a committee member learns of such a change.
- Dissertation drafts are generally quite lengthy and reviewing them is time intensive and therefore 4 weeks for a thorough review is reasonable – though comments sooner are obviously welcome.
- Faculty members can reasonably request more time when full drafts are sent during busy periods (e.g. at the very end of a semester, in the weeks prior to national conferences, etc.).

A general comment about expectations on timing: Dissertation proposals and dissertations are not written in a month or two – nor even usually a semester or two. Students should expect that they will be asked to submit multiple drafts of both proposals and dissertations – with each new draft incorporating suggested revisions of their committee members (and then the revision needing further review). Review/feedback/revision/review loops can be found throughout academia and will follow students throughout their careers. In developing timelines, students should take into account these often time-consuming review, feedback, and revision loops.
The Dissertation Defense
Both the dissertation proposal and the dissertation itself are publicly defended before the examining committee. All students, faculty members, and other members of the academic community are invited to attend. Although they are certainly welcome to come to campus for post-defense celebrations, the School of Criminology and Criminal Justice does not permit friends or family members to attend proposal or dissertation defenses.

Dissertation Defense Timeline
If a student is hoping to defend their dissertation in time for a May graduation, they should plan on getting a complete draft to the full committee no later than January 1st. For an August graduation a draft should be submitted by April 1st, and for a December graduation, a draft should be submitted to the full committee by August 1st. The process of getting from a first full draft to the point where a student can defend and deposit a dissertation typically takes about 4 months (see the timelines below).

What is a full draft?
A full draft of the dissertation is a complete paginated draft as the student will be expected to defend it. Full drafts include (1) a title page, (2) a table of contents, (3) each of the chapters labeled and in order – including the introduction and conclusion chapters, (4) all figures and tables formatted as they will be in the final draft (e.g., output from statistical software programs like SPSS is not acceptable), (5) any appendices, and (6) a current and formatted works-cited section. The document must be paginated so that committee members can refer to specific pages where revisions are required.

Why 4 Months?
Using the Spring semester as an example... If a student submits their dissertation draft to the full committee January 1st, the committee has 30 days to send feedback on the complete draft (February 1st). If this is the first time that some of the committee members are seeing the dissertation, there will likely be revisions requiring a second review. If students set aside about a month to make those revisions, they could get the revised draft to the committee by March 1st – and they might be able to quickly look it over and allow the student to schedule an early April defense. They might, however, require another round of revisions before scheduling a defense, in which case the student would NOT be able to graduate as they had hoped at the end of the Spring semester. If a student defends in early to mid-April, they will have a couple of weeks to make post-defense revisions in time for an end of April deposit and May graduation. Keep in mind, when required, post-defense revisions must be signed off on by the Chair so the student MUST allow time for the Chair to review the final dissertation.

This four month timeline should be the working timeline regardless of whether a student hopes to graduate in May, August, or January. Model timelines are provided below, thesis guidelines can be found here:
http://www.northeastern.edu/cssh/graduate/commencement.

**May Graduation**
January 1st – Full Draft to Committee
February 1st – Feedback on Draft from Committee Members
March 1st – Revised Draft to Committee
Early to Mid-April – Potential Defense
Mid- to Late-April – Post-Defense Revisions
End of April (date changes each year): Deposit deadline for May graduation

**August Graduation**
April 1st – Full Draft to Committee
May 1st – Feedback on Draft from Committee Members
June 1st – Revised Draft to Committee
Early to Mid-July – Potential Defense
Mid- to Late-July – Post-Defense Revisions
Early August (date changes each year): Deposit deadline for August graduation

**January Graduation**
August 1st – Full Draft to Committee
September 1st – Feedback on Draft from Committee Members
October 1st – Revised Draft to Committee
Early to Mid-November – Potential Defense
Mid- to Late-November – Post-Defense Revisions
Early December (date changes each year): Deposit deadline for January graduation

**Doctoral Dissertation – Other Guidelines**
The Chair of the Dissertation committee should not sign the signature page until the dissertation is in final approved form. Once all final signatures are obtained, doctoral students need to make a copy of the dissertation signature page for the SCCJ graduate office before turning the form in to the CSSH Graduate Office of Admissions and Student Services. Once the form is submitted, the dissertation should be uploaded.

All graduating doctoral students are required to provide the SCCJ graduate office with a bound hard-copy of their dissertation, so please be sure to order an extra copy.

**Doctoral Dissertation Progress Expectation**
As per university guidelines, doctoral students have five years from the date of candidacy to defend their dissertations.

Following the completion of traditional coursework, proposal and dissertation related courses are graded on a satisfactory/unsatisfactory basis. Doctoral students are required to maintain contact with their proposal and dissertation Chair each semester to communicate ongoing progress toward degree requirements. Failure to do so will result in the assignment of a grade of unsatisfactory in the dissertation related coursework.
Academic Progress Review: A grade of unsatisfactory in dissertation-related coursework in any semester will trigger academic probation and may result in the loss of funding. A second grade of unsatisfactory (whether consecutive or not) may result in dismissal from the program (see the SCCJ Academic Review and Probation Policy).
APPENDIX A: FOUNDATIONS EXAMINATION SAMPLE QUESTION

Note: The question below is a *sample question* for the First Qualifying “Foundations” Examination that the Graduate Committee generated to provide an example of the *type* of question students might be expected to answer. As the examination grading committees draft new questions for each sitting of the examination, the form and substance of questions will vary across exam administrations. All questions will be designed to elicit a response that demonstrates a student’s ability to integrate theory with methods and statistics and to think critically about policy implications of work in criminology and criminal justice.

Sample Question

Based on the anomie/strain tradition of theorizing, one could formulate a criminological model under which factors at more than one level of analysis influence the decision to engage in crime.

- Trace the history of anomie/strain theory, providing an explanation of each of the key iterations of this theoretical tradition. Make sure to discuss how U.S. and/or global contexts and social movements led to the development of each theory in the tradition. In addition, summarize the state of empirical tests of theories in the strain/anomie tradition, providing relevant examples.

- Formulate a comprehensive, testable model of criminal offending based on the anomie/strain tradition. This model should take into account more than one level of analysis, and may, if necessary, integrate different theories in the strain/anomie tradition. Include a causal diagram, if applicable, to illustrate your conceptual model. Discuss the connection between your model and different iterations of the theory.

- Design a study to test your model of offending. At the very least, discuss sampling strategy, research design, and the advantages and disadvantages of your approaches.

- Discuss measurement strategies for the key concepts in your model: identify and define the key concepts in your model; discuss the operationalization of your concepts; and identify specific instruments that might be used in this process.

- Discuss an analytical strategy to test your model. What type of modeling strategy would you use? What is your dependent variable? How is the model appropriate to answer your research question based on the distribution of your dependent variable? Discuss model assumptions. Discuss test statistics that could be used to examine the applicability of the model and results to your formulated model of crime.

- If the results support your model of crime, what are the policy implications?
APPENDIX B: SECOND QUALIFYING “AREA” EXAMINATION SAMPLE QUESTIONS

Area Exam questions should be answered through a comprehensive and critical review of the literature that bears on the question. Although only a relatively confined portion of the extant literature might be directly cited in the answer, it is recommended that students develop and maintain a comprehensive bibliography of relevant classic and contemporary readings in their area.

Note: These two examples are provided to illustrate the *types* of questions that might be appropriate for the Area Exam. Students work with their two-person Area Exam committee to craft a question appropriate to their specific interests and objectives.

AREA: Gender and Crime

What are the major approaches to understanding sex differences in crime? In a critical review of the relevant literature, discuss the nature and extent of sex differences in crime and how theory and empiricism have explained these differences.

AREA: Penology

How have social theorists explained the rapid expansion of the U.S. prison system since the 1970s? In a critical review of the relevant literature, review the dominant explanations for the growth of prison populations and discuss how and why that growth has been sustained over the past several decades despite fluctuating (and then decreasing) crime rates. Conclude with some speculative comments on the recent trends demonstrating slight annual declines in prison populations.