IUP Graduate Handbook

Ph.D. Program

Department of Criminology and Criminal Justice

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Ph.D. Program

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Introduction

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

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

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

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

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

IUP's Civility Statement

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

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

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

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

Affirmative Action

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

Title IX Reporting Requirement

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

Student Conduct and Student Rights

Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/
(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.) Also see: www.iup.edu/gradcatalog

Department of Criminology and Criminal Justice Ph.D. Program

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

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

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

Mission Statement and Program Objectives

Mission: Through comprehensive instruction on criminological theory, emerging criminal justice policies, and advanced research methodology, our doctoral students will gain the knowledge and skills that enable them to conduct their own research to understand criminal behaviors, inform criminal justice administration, and educate the next generation of students

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

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

Our program is designed to educate those who will become what the late Ernest L. Boyer of the Carnegie Foundation called the "new generation of scholars" or "teacher/scholars." Our objective is to provide solid instruction in all aspects of scholarship. We want to produce graduates who are well

suited for professional life – men and women who do not juggle research, teaching, and service commitments, but rather synthesize them into useful and productive careers.

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

Faculty and Staff

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

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

Admission

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

In addition to the academic prerequisites and procedures for admission given above, international students must complete an international student preliminary application form and present evidence to IUP's SGSR of having financial resources sufficient to meet the cost of living in Indiana, Pennsylvania, the cost of travel to and from the student's native country, and the cost of graduate tuition and fees at IUP. Such evidence should be sent with the application packet directly to Graduate Admissions http://www.iup.edu/admissions/graduate/. IUP's SGSR gives notification to the university's foreign

student advisor of international student admissions; the foreign student advisor mails general information about the university, issues certificates of eligibility such as I20s, IAP-66s, and related documents to admitted students. For more information for international students, please visit IUP's Office of International Education (OIE) website at https://www.iup.edu/international/

Graduate Admissions: www.iup.edu/admissions/graduate/

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

Financial Assistance

The department strives to support as many doctoral students as possible by providing a competitive monetary award toward all or part of the program of study. Financial support varies by the amount of award and the nature of associated work assignments. The five main categories are listed below.

Graduate Assistantships

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

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

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

- o www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/

Teaching Associates

- o A small number of advanced doctoral students are accepted for   Graduate Teaching Associate (TA) positions. Such an assignment requires the student to teach one or two undergraduate classes per semester, usually at the freshmen or sophomore levels. The TA pay

is dictated by the Collective Bargaining Agreement of the Pennsylvania State System of Higher Education. Students serving as Teaching Associates must be enrolled for at least one graduate credit per semester of the teaching assignment. Generally, the TA position is reserved for third-year doctoral students. Students can be removed from the classroom and their TA position if they are performing poorly in the classroom or for other integrity reasons.

Fellowships

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

Other Funding

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

Merit Awards and Conference Travel Awards

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

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

o   Office of Financial Aid: www.iup.edu/financialaid/

Academic Advisement

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

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

The doctoral coordinator will contact students concerning specific dates and times for these meetings. Students should be prepared to discuss the following things at the meeting: coursework (e.g., what coursework has been completed, what coursework remains, what electives the student plans to take), work on research (e.g., with other students, faculty, independent, presentations at conferences, publications), progress towards dissertation appropriate to the year in the program (e.g., ideas of topics, selection of committee members/chair, the amount written, timeline), and any questions/problem areas for discussion.
Prior to the meeting, the Graduate Committee will collect information from faculty who have served as professors, dissertation committee members, and/or assistantship supervisors to the student. These meetings are intended to provide constructive feedback for students in order that the student may progress efficiently and effectively through the doctoral program. Problem areas will be addressed with a focus on correcting the issue at hand.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/gradcatalog
Office of the Bursar: www.iup.edu/bursar/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/socialequity/
IUP Campus Library www.iup.edu/library/
Miep: www.iup.edu/myiup/
Applied Research Lab: www.iup.edu/arl/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center http://www.iup.edu/parking/
University Police http://www.iup.edu/police/ | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470

Student Registration: www.iup.edu/registrar/students/registration/

IUP Email

IUP offers an email account to all active students. Your IUP email address is the primary means by with the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly. Visit www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account. For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

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

Criminology Graduate Student Organization

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

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

Conference Participation

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

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

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

Workspace/Computer Access

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

Programs and Degrees

Doctoral Program Curriculum

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

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

Table 1 presents the total 54-hour curriculum:

TABLE 1: Ph.D. Curriculum in Criminology

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

Core Courses

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

There are three required Advanced Applied Research courses (CRIM 901; CRIM 902; CRIM 903). These courses are designed to provide maximum flexibility for both faculty and students. It is intended that the Advanced Applied Research courses will be scheduled immediately following either Advanced Qualitative Methods (CRIM 817) or Advanced Quantitative Methods (CRIM 820). Advanced Applied Research courses are structured to allow the student to build upon the previous research methods courses. Students will first complete CRIM 901 in the Spring semester. This course is designed to provide an advanced orientation to research design for all students. Following the completion of this course, students should take 902 and 903 in their second year of study. Students should note that each time an Advanced Applied Research course is offered, it will carry all both 802/803 course numbers. This allows students maximum opportunity and flexibility in scheduling.

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

New doctoral-level courses will be added to the department's course offerings on a regular basis. Thus, students are given ample opportunity to select doctoral courses from within the department that

will meet their individual needs. This is achieved by creating courses to address recent changes or new non-traditional views within the field of criminology. Elective courses are expected to supplement the subjects taught in the core courses or complement them by providing a more in-depth focus on particular subject areas.
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A student is required to complete a minimum of four elective courses. At least two of these courses must be criminology courses – sample criminology electives are presented in Table 2. It should be noted that the School of Graduate Studies and Research (GSR) requirements indicate that no more than 6 total hours of doctoral credit may come from special courses (e.g., workshops, special topics, independent study).

TABLE 2: Sample Ph.D. Electives in Criminology

	Credits
CRIM 845: Comparative Justice Systems	3
CRIM 847: Victimology: Theory, Research, & Policy Issues	3
CRIM 848: Criminal Violence: Theory, Research, & Policy Issues	3
CRIM 881: Special Topics	3
CRIM 904: Advanced Applied Teaching Techniques	3

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

Transfer Credit

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

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

Curriculum Fluctuation

When adjustments must be made in the curriculum, the student is protected by always having the option to follow either the curriculum guidelines reflected in the Graduate Catalog at the time of matriculation or the newly adopted guidelines.
The student should be prepared for some shifting in the sequence of how the various courses are offered as well as some fluctuations in the content of some core courses. There is no guarantee that

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the same professor will teach the same course year after year. A change of professor can have a decided effect on the content of an elective course. To prevent disappointment, when the inclusion of specific content is of importance to a student, the student should check with the professor assigned to teach the elective course before enrolling. Also, a new course, often initially offered as a "Special Topics" course, will periodically appear in the course schedule. These courses can provide opportunities for students to enrich their knowledge base or gain insight into current criminological issues and innovative perspectives.

Independent Study Courses

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

Course Descriptions

Course descriptions can be found in the Graduate Catalog: www.iup.edu/gradcatalog

Evaluation of Students

Qualifier Examination

Upon completion of 18 credits of coursework, students must sit for and pass qualifying exams. Full-time students who begin in the Fall semester must take the qualifying exam the next August; those who begin in January must take the qualifying exam the next January. Failure to sit for the exams at the required time will result in students not being permitted to enroll in classes until the student sits for the exam. If the student fails the exam (or any part of the exam), he or she must retake and pass the exam the next time it is offered. Students may enroll in courses for the semester following an attempt at the exam. The purpose of the qualifying exam is to ensure that students are ready for independent work on their dissertation. The qualifiers are offered twice a year (before the beginning of classes in August and January). There are four possible outcomes on the qualifying exam: High Pass, Pass, Conditional Fail, and Fail. A conditional fail will allow students to remediate and potentially obtain a pass for the exam. A doctoral student can only receive a conditional fail on his/her first attempt of each qualifying exam. A doctoral student who receives a conditional fail on any portion of the qualifier will have one week from the date he/she was notified of the conditional fail to set up a meeting with the respective qualifier committee. The committee will determine what the student must do in order to remediate. The student will have no more than four (4) weeks from that meeting date to complete the remediation requirements. If the committee feels the student has successfully

remediated, the student will be given a pass. If the committee does not feel the student has successfully remediated, they will receive a fail.

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

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

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

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

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

Program Level Examination Appeals

Appeals for Program Level Exams such as candidacy, comprehensive, or qualifying examinations, are made to the dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program /department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the dean of the School of Graduate Studies and Research. Documentation of the policy(ices)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the dean of the SGSR within 30 days of receipt of the outcome of the examination.

Upon receipt of the written appeal to the dean of the SGSR, the dean will conduct an investigation of the allegation, review the documentation, and render a final decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

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

Reexamination Policy

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

Degree Completion

Area of Specialization

The body of knowledge associated with criminology is wide-ranging. As is the case in most academic disciplines, and especially at the doctoral level, one must specialize. The IUP program formalizes this process by requiring the doctoral student in criminology to declare at least one area of specialization.

A student may have been drawn to further graduate study because of a desire to advance one's knowledge within a specialty area. If this is the case, the selection of a sub-discipline from within the larger field of criminology will be easily accomplished. Otherwise, a student may require two or three semesters of course work before being able to identify a particular area of interest.
Formal course work is not a requirement for acquiring the designation of having expertise in a particular area of specialization. However, it would be quite appropriate for a student to incorporate an "independent study" course work toward the development of expertise in their specialty area. A comprehensive review, completed upon the student's request by the Doctoral Coordinator and/or Dissertation Chairperson, will be used to determine if a student has acquired sufficient proficiency in the given area.

Although the department does not maintain a definitive roster of specializations from which a student must choose, any area of specialization should logically be associated with one or more faculty who themselves have the same or closely allied areas of specialization. Early in their program, doctoral

students should discuss the selection of specialty areas with faculty of their choice and with the doctoral coordinator. It is probable, though not mandatory, that the focus of the doctoral dissertation would coincide with a student's choice of an area of specialization.

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

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

Skill Requirement

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

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

1. Foreign language option: Competency can be demonstrated by completing graduate level coursework from an accredited program geared toward comprehension and translation of written works in a foreign language approved by the department's Ph.D. committee. Also, the student may demonstrate competency by passing the GFLAT, or by satisfying another testing service approved by the Ph.D. Committee of the Department of Criminology.
2. Computer language option: Competency will be determined by either passing a graduate level computer language course from an accredited program, or by passing an appropriate examination administered by the Department of Criminology.
3. Statistics options: This option may be fulfilled by passing doctoral level statistics coursework beyond the regular course requirements for the Ph.D. in criminology. Unless an exception is made by the Graduate Committee and the Dean of the School of Graduate Studies and Research, the course must be taken outside the Department of Criminology. Generally speaking, course work completed prior to enrollment in the department would not fulfill the skill requirement. Exceptions can be considered in those instances where a student holds several graduate degrees, has completed appropriate doctoral coursework elsewhere, or who has accumulated an appropriate level/amount of statistics coursework in an earlier graduate program. In other words, students should not petition to "double-dip" (use an identical

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course for degree requirements for two degrees, an earlier M.A. degree and our own Ph.D. degree). It should be noted that "coursework beyond the regular requirements for the Ph.D. in criminology," refers to course content. The content of the course in question must exceed, or substantially add to, the content covered in the required criminology courses, as determined by the appropriate faculty in the Department of Criminology. Furthermore, a student may declare competency in statistics without additional coursework by passing an examination approved by the Ph.D. Committee of the Department of Criminology.

4. Other options: Students may opt to fulfill the skill requirement in other ways by petitioning to substitute foreign language, statistics, or computer capabilities with appropriate but alternate research skills. Such other skills should be fulfilled by approved graduate coursework taken outside the Department of Criminology (unless exceptions are made by the Ph.D. Committee of the Department of Criminology). This other option opens the door for a rather wide variety of research interests tailored to specific students. Consequently, in addition to coursework, the student may be required to further demonstrate competency by completing a research paper which incorporates the alternate skill to the satisfaction of the Ph.D. Committee. The requirement of completing a research paper may be substituted by a demonstration (to the satisfaction of the dissertation committee) that the alternate research skill is distinctly incorporated in the student's dissertation. The Department of Criminology understands that this policy must also adhere to, and cannot circumvent, any policies of the School of Graduate Studies and Research at IUP.

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

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

Thesis and/or Dissertation Completion

Dissertation Committee

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

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

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

Dissertation

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

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

Evaluation Outcome for Dissertation and/or Thesis

Topic Approval

Once a student has successfully defended their research proposal, the student should submit a Research Topic Approval Form (RTAF) to the doctoral coordinator. The doctoral coordinator will forward the RTAF to the GSR. This form officially indicates to the GSR that works on the dissertation has begun and has been approved by the committee. Any changes to the project (e.g., title, committee members) require that a new form be submitted. The RTAF is intimately linked to when a student is able to officially graduate from the program. The graduate school has set firm deadlines for submission of this form. Students should consult the GSR webpage for specific information on the deadlines (http://www.iup.edu/page.aspx?id=16683)

Dissertation Proposal

The dissertation topic and the research to be carried out must be approved by the dissertation committee and the SGSR. Approval is gained by successfully presenting and defending the research proposal (which is typically the first three chapters of the dissertation), most often referred to as a "prospectus defense." The defense is held before the members of the dissertation committee and the faculty of the Criminology Department. Students are invited as well. Our department stipulates that

an electronic copy of the dissertation must be sent out to each of the Criminology faculty and a hard copy of the dissertation must be made available in the Criminology mailroom. The materials must be made available two weeks before the defense. All students should consult the IUP publication entitled Thesis/Dissertation Manual, available at the SGSR webpage, for details regarding university-wide policies for proposals and dissertations.

Institutional Review Board (IRB)

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

Final Defense of the Dissertation

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

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

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

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog
Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

University Policies and Procedures

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

Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

Academic Integrity

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog
The Source: A Student Policy Guide: www.iup.edu/studentconduct/thesource/

Academic Status and Satisfactory Academic Progress

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

Bereavement-Related Class Absences

For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog: www.iup.edu/gradcatalog

Continuous Graduate Registration for Dissertation and Thesis

*Note: Admission effective fall 2017 and after: Master's thesis, MFA thesis and Doctoral dissertation students beginning the program fall 2017 and thereafter, must adhere to the following Continuous Graduate Registration policy for Dissertation and Thesis**.

Following the completion of course work, including internship or practicum; (excluding comprehensive exam or qualifiers) **all** doctoral and Master's thesis students must be continuously enrolled for at least one credit of dissertation or thesis each semester (Fall and Spring) annually, through the graduation of the student or until the time limit is exceeded. There is no separation between completions of course work, internship or practicum, and initiation of dissertation or thesis credit registration.

Once the student has registered for the number of dissertation credits required by the program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one dissertation or one thesis credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral students). For this period, the student will be considered a full-time doctoral or master's student.

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All dissertation and thesis credits will be pass/fail credits. Students must complete the minimum number of dissertation or master's thesis credits required by their program but may take additional dissertation or thesis credits as is necessary to comply with the Continuous Graduate Registration for Dissertation and Thesis policy.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees) and may choose to pay the Wellness Fee.

*Note: Admissions prior to fall 2017: doctoral dissertation students and MFA thesis students beginning the program "prior" to fall 2017 will follow the former Continuous Dissertation, MFA Credit, Extended Credit Registration policy which applies to doctoral and MFA students only**.**

Following the completion of all course, language, and skill requirements and of the comprehensive examination requirement where applicable, doctoral and M.F.A. students must enroll for at least one credit of dissertation or thesis each semester (Fall/Spring).

Once the student has registered for the number of dissertation credits required by their program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one extended credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or students). For this period, the student will be considered a full-time doctoral or M.F.A. student.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits, including the extended credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees) and may choose to pay the Wellness Fee.

Grades earned for dissertation and thesis credits will remain part of the cumulative grade calculation; however, grades posted for extended credit registration will be excluded from the cumulative grade calculation.

Note: The Continuous Dissertation policy has been in place since 1990. Students failing to register as directed by this policy will be registered by their program coordinator and billed accordingly. If it is the doctoral or M.F.A. student's intent to "quit" the program, he/she should schedule an appointment with the graduate coordinator as soon as possible to avoid any further registration and subsequent assessment.

For more information regarding the School of Graduate Studies and Research Policy on registration, view the Graduate Catalog: www.iup.edu/gradcatalog

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

Grade Appeal Policy

For Information regarding the Grade Appeal policy, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Fresh Start Policy

A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application

A graduate student may apply for a Graduate Fresh Start only if he/she meets all the following conditions:
- he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
- he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
- he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University through the provisions of this policy only once.

Prior Record

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The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed, and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

For Information regarding the Graduate Fresh Start Policy, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduation Graduate Residency Requirement Policy

The following options are available to doctoral students for satisfying residency requirements:
1. Completion of a minimum of nine graduate credits at IUP in each of at least two consecutive semesters.
2. Completion of a minimum of nine graduate credits at IUP for at least one semester immediately preceding or following a summer of nine semester hours of study
3. Completion at IUP of at least nine graduate credits in each of two consecutive summers plus six graduate credits during the intervening academic year

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program. -

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs. For information, view the Graduate Catalog: www.iup.edu/gradcatalog

Leave of Absence Policy

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For information, view the Graduate Catalog: www.iup.edu/gradcatalog

Program Level Exams Appeal Policy

Appeals for Program Level Exams such as candidacy, comprehensive, or qualifying examinations, are made to the Dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program/department failed to follow the program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.
The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within **30** days of receipt of the outcome of the examination.

Upon receipt of the written appeal to the Dean of the SGSR, the Dean will conduct an investigation of the allegation, review the documentation, and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.**
If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy: Candidacy/Comprehensive Examination

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

Registration

http://www.iup.edu/registrar/students/registration/

For more information regarding registration and tuition billing, please contact the Office of the Bursar: www.iup.edu/bursar/

Social Equity

The Office of Social Equity: www.iup.edu/socialequity/
For more information regarding University policy, view the Graduate Catalog:
www.iup.edu/gradcatalog

Student Conduct

Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/
(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)

Time Limitations

Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral program course work. No time extensions are considered for doctoral students unless all degree requirements other than the dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit.

For more information regarding the School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/gradcatalog

Time-to-Degree Master's/Doctoral Dismissal Appeal Policy

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ices)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within 30 days of receipt of the dismissal letter.

Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation, and render a final decision which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.
If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

    a. Master's student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.

    b. Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the

student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the requests for the extension and amount of time by the Dean (or designee) of the SGSR to support the request.

No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

Time-to-Degree Extension for Thesis and Doctoral Dissertation

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ices)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within 30 days of receipt of the dismissal letter.

Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation, and render a final decision which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed. If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

    a. Master's student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.

    b. Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the

requests for the extension and amount of time by the Dean (or designee) of the SGSR to support the request.

No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).
   www.iup.edu/gradcatalog

Transfer of Credits Policy

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

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

For more information, visit: www.iup.edu/gradcatalog

Research

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*: www.iup.edu/gradcatalog or www.iup.edu/research/

Appendices

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

1.   Student Tracking Sheet
2.   Qualifying Exam Certification
3.   Skill Certification
4.   Dissertation Proposal Defense Sign-off Sheet
5.   Specialty Review Certification
6.   Independent Study
7.   Qualifying Exam Reading
8.   Past Qualifying Exams
9.   Signature Page

STUDENT TRACKING SHEET

Course Requirements Completed	Semester	Grade

A.   Core Courses   21 hours (7 courses)

810   Theoretical Criminology......................................._____   _____

817   Qualitative Methods.._____   _____

818   Quantitative Methods..._____   _____

820   Advanced Quantitative Methods........................_____   _____

830   Ethical / Philosophical Issues............................_____   _____

840   Advanced CJ Policy ...._____   _____

851   Doctoral Colloquium..._____   _____

B.   Criminology Electives   6 hours (2 courses)

_____   _____   _____

_____   _____   _____

C.   Other Electives   6 hours (2 courses)

_____   _____   _____

_____   _____   _____

D.   Advanced Applied Research 9 hours (3 courses)

901   Advanced Applied Research I.............................._____   _____

902   Advanced Applied Research II ...._____   _____

903   Advanced Applied research III..........................._____   _____

E.   Dissertation   12 hours

995   Dissertation   _____

995   Extended Credits   _____   _____

Total   54 hours

Other Requirements

Qualifying Exam _____ Specialty Requirement _____ Skill Requirement _____

Transfer Paperwork Complete Change of Grade Form Complete_____

Committee   _____, Chair

          _____

          _____

          _____

Topic _____

_____

Topic Approval Form   _____

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Proposal Defense _____

IRB Approval _____

Final Defense _____

QUALIFIER EXAMINATION VERIFICATION

This certifies that _____

(Banner #: @   )

has successfully completed the Qualifier Examination in Criminology.

DATE:

_____

Doctoral Coordinator

SKILL REQUIREMENT VERIFICATION

This certifies that _____ *(Banner #: @* _____ *)*

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

Specific Skill _____

Method of Ascertaining Proficiency _____

Signature of Organizer _____

_____Dissertation Committee Chair

(if dissertation incorporation option)

OR

_____, Doctoral Coordinator (all others)

Received by Doctoral Coordinator _____

Date _____

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DISSERTATION PROPOSAL DEFENSE VERIFICATION

Date _____

On this date, (name)_____

successfully defended her/his dissertation proposal, entitled,

_____

_____

_____   Dissertation Chair

_____   Committee Member

_____   Committee Member

_____   Committee Member

_____   Committee Member

Received by Doctoral Coordinator _____

Date _____

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SPECIALIZATION VERIFICATION

This certifies that _____

(Banner #: @   )

has successfully passed the specialty requirement in Criminology.

Title of Specialty:

Style of Examination for Specialty:

Date:

Signature, Organizer of Examination

      Dissertation Committee Chair _____

OR

      Doctoral Coordinator   _____

Received by Doctoral Coordinator _____

Date _____

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INDEPENDENT STUDY REQUIREMENTS

I. A minimum of three weeks prior to the beginning of the semester that a student is interested in taking an independent study she/he must complete an eligibility form and return it to the department secretary.

II. If eligible, a student will be able to discuss the independent study opportunities with faculty.

III. A student pursuing an independent study must provide written information that includes the following

   A. Statement of Purpose
      1. Two hundred word statement of the project.
         a. a detailed description of the project.
         b. an explanation of why the student wants to do the project and why this is the best method for studying the subject matter.
         c. A list of questions the student is going to attempt to answer during the course of the independent study.
         d. An explanation of what the student expects to gain from the project.
   B. Preliminary Bibliography
      1. A list of a minimum of <u>ten</u> articles, monographs, and other literature sources relevant to the subject that the student will read and critique as part of his/her independent study. Students will provide full bibliographic citations for each of the works listed.
   C. Methods of Inquiry
      1. Student will identify in a detailed manner how she/he will carry out the independent study. This will include what types of research methodology the student will use to answer the questions in III. A., 1., c. and what the time frame is for each component of the project.
   D. Method of Assessment
      1. Number and regularity of meetings with the instructor.
      2. Number and type of examinations and/or papers (if appropriate).
      3. Method of grading.
      4. Other appropriate items.
   E. Equivalence of Three Credit Course
      1. Student <u>must</u> demonstrate how work identified above is equivalent to a regular three-credit course workload.

IV. All approval forms as well as supporting documentation <u>must</u> be submitted to the student's advisor, the instructor of record, and the Chair of the Department prior to the end of the third day of class of the semester in which the student wishes to do the independent study. If all appropriate materials are submitted, the individuals responsible for approval will independently determine if the proposed project is of sufficient quality to justify an independent study.

V. Exceptions to this policy can be made upon petition by the student to the Chair of the Department.

ADVANCED POLICY QUALIFIER READING LIST

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

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

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

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

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

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

Criminology (from 2014 through the current issue).

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

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

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

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

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

Justice Quarterly (from 2014 through the current issue).

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

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

Mancini, C. (2014). *Sex crime, offenders, and society: A critical look at sexual offending and policy*. Durham, NC: Carolina Academic Press.

Martinson, R. (1974). What works?-Questions and answers about prison reform. *The Public Interest*, *35*, 22-54.

Mears, D.P. (2010). *American criminal justice policy: An evaluation approach to increasing accountability and effectiveness*. New York, NY: Cambridge University Press.

Mears, D. P., Cochran, J. C., and Cullen, F.T. (2015). Incarceration heterogeneity and its implications for assessing the effectiveness of imprisonment on recidivism. *Criminal Justice Policy Review, 26*(7), 691-712.

Mears, D. P., Cochran, J.C., and Lindsey, A.M. (2016). Offending and racial and ethnic disparities in criminal justice: A conceptual framework for guiding theory and research and informing policy. *Journal of Contemporary Criminal Justice*, *32*(1), 78-103.

Merlo, A.V. and Benekos, P.J. (2018). *Reaffirming juvenile justice: From Gault to Montgomery*. New York, NY: Routledge.

Mitchell, O., Wilson, D.B., and MacKenzie, D. L. (2007). Does incarceration-based drug treatment reduce recidivism? A meta-analytic synthesis. *Journal of Experimental Criminology*, *3*(4), 353-375.

Morenoff, J. D., and Harding, D. J. (2014). Incarceration, prisoner reentry, and communities. *Annual Review of Sociology, 40*, 411-429.

Myers, D. L., & Spraitz, J. D. (2011). Evidence-based crime policy: Enhancing effectiveness through research and evaluation. *Criminal Justice Policy Review*, *22*(2), 135–139.

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Petersilia, J., and Cullen, F.T. (2015). Liberal but not stupid: Meeting the promise of downsizing prisons. *Stanford Journal of Criminal Law and Policy*, *2*(1), 1-43.

Pettit, B. (2012). *Invisible men: Mass incarceration and the myth of black progress*. New York: Russell Sage Foundation.

Phelps, M. S. (2011). Rehabilitation in the punitive era: The gap between rhetoric and reality in U.S. prison programs. *Law and Society Review, 45*(1), 33-68.

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

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

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

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

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

RESEARCH METHODS QUALIFYING EXAMS READING LIST

Bachman, Ronet & Raymond Paternoster (2003). *Statistical Methods for Criminology and Criminal Justice*. New York: McGraw-Hill.

Creswell, John (2003). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* Thousand Oaks, CA: Sage.

Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing among Five Approaches (2nd Ed.).

DeVellis, Robert (2003). *Scale Development: Theory and Applications:* Thousand Oaks, CA: Sage. Chapters 1-5 and Chapter 8.

Esterberg, Kristin (2002). Qualitative Methods in Social Research. New York: McGraw-Hill.

Maxfield, Michael & Earl Babbie (2011). *Research Methods for Criminal Justice and Criminology.* Belmont, CA: Thomson & Wadsworth.

Maxwell, Joseph (1996). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: Sage. Studenmund, A.H. (2010) *Using Econometrics: A Practical Guide.* Prentice Hall.

Thornberry, Terence & Marvin Krohn (2000). "The Self-Report Method for Measuring Delinquency and Crime" in *Criminal Justice" Measurement and Analysis of Crime and Justice, Vol. 4,* Washington, DC: National Institute of Justice. Retrieve from http://www.ncjrs.gov/criminal_justice2000/vol4_2000.html

Thistlethwaite, Amy B. & Wooldredge (2010) Forty Studies that Changed Criminal Justice: Explanations into the History of Criminal Justice Research. Prince Hall.

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

QUALIFYING EXAMS: RESEARCH METHODS
STUDY SUGGESTIONS

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

1. Be sure to answer the question that is asked.

2. Each student needs to know the research process: that is, how to design and undertake a study and how to analyze the data.

3. The exam is intended to test your conceptual understanding of the research process. We ask that you demonstrate your understanding by *applying it*. Students who merely memorize facts and then repeat them on the exam are NOT demonstrating conceptual understanding.

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

THEORY QUALIFIER READING GUIDE

This guide consists of two parts:

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

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

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

Part I: Theoretical Traditions, History, and Development

Historical Development

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

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

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

Research Summary

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

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

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

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

Anthologies, Readers, Edited texts, etc.

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

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

Kubrin, C.E, Stucky, T. D., and Krohn, M. D. Researching Theories of Crime and Deviance. (2009). Oxford. Paternoster, R. & Bachman, R. (2001). *Explaining criminals and crime: Essays in contemporary criminological theory.* Los Angeles: Roxbury Publications.

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

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

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

Part II: Recommended Examinations, Tests, and Elaborations:

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

Anomie / Strain Theory

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

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

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

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

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

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

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

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

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

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

Labeling Theory

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

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

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

Social Learning/Differential Association

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

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

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

Social Disorganization/Social Ecology Theory/Subcultural Theory

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

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

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

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

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

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

Control Theories

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

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

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

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

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

Trait Theories (Biological and Psychological)

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

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

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

Critical/Conflict Theory/Feminist Theory

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

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

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

Developmental and Life Course

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

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

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

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

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

Integrated Theory

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

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

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

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

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

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

January 2015 Qualifying Exam

January 2015
Research Methods Qualifying Exam
Morning Questions

Instructions: The morning session is comprised of two (2) questions. You have three (3) hours to answer the morning questions. Answer the questions asked. Read the entire question before you begin to write your answer. Each question is divided into several parts. Answer each part of the question and label your answers (1a, 1b, etc.).

Over the past several months there have been several deadly encounters between police officers and minority men (e.g. Michael Brown in Ferguson, MO; Eric Garner in Staten Island New York; Tamir Rice in Cleveland, OH). In two of the cases (Brown and Garner) the Grand Juries that investigated the incidents made decisions to NOT indict either of the police officers involved in these two cases. The result has been rioting in Ferguson, MO, and protests in cities across the country. Some of these protests have occurred in the Pittsburgh area. There has been much discussion on various news programs about the impact of these types of encounters for minority citizens and communities. What seems to be absent are the views of the police.

The Pittsburgh Police Bureau provides police service to the Pittsburgh Area. There are three distinct units in the bureau, but the one that has the most direct contact with citizens is the operations unit. There are 6 zones in the Pittsburgh Police department and 518 officers in these zones (approximately 87 per zone). While Pittsburgh has a sizeable African American population, this population is more heavily concentrated in two of the zones and much less so in the other 4.

Question #1: Quantitative Methods (33% of grade).

You decide to examine the relationship between a variety of officer variables (for example, officer race, gender, age, years of service) and the degree to which these high-profile encounters have impacted their ability to work with minority citizens and communities. In order to address this issue, you should assume you would create a quantitative survey when answering the following questions:

1. State a hypothesis.
2. Discuss how you would collect a random sample of the officers. Justify your choices. Be specific and provide enough details that it is clear you understand the sampling technique you've selected.
3. Discuss which type of research design (e.g., longitudinal, cross sectional, experimental) you'd use in order to test your hypothesis. Justify the choice.
4. Provide an operational definition for your dependent variable.
5. Provide at least one survey item for your dependent variable. Include and justify the response categories.
6. What steps would you take to make sure that your measure of the dependent variable is reliable and valid?

Question #2: Qualitative Methods (33% of grade)
After completing the quantitative portion of your study, you determine that you need to gather more information from the police officers regarding their views of police encounters with minority community members and police use of force in encounters with citizens. You are also interested in their perspectives of the recent nationwide (and local) protests.

Design a qualitative study that permits you to examine these issues. Assume that you have access to each police zone and to the police officers employed in each.

1. State your overarching research question (make sure it is qualitative in nature).

2. Explain which qualitative method(s) you would use to answer your research question(s) and explain why it is superior to other qualitative approaches. *Be certain to provide enough detail to demonstrate that you understand the method you propose and*, demonstrate that you know the central differences between the qualitative and quantitative paradigms.

3. Describe your sampling strategy and the discuss who would comprise your sample – be specific

4. Discuss any human subject protection issues raised by your design, and how you would address these.

5. Discuss the way in which you will analyze your data.

6. Briefly describe the major validity threats in your study discuss the steps that you will take to assess and enhance the *validity* of your study.

January 2015
Research Methods Qualifying Exam
Afternoon Questions

Instructions: You have two (2) hours to answer the afternoon questions. Answer each part of the question and label your answers (1, 2, 3, …).

Question #3: Quantitative Analysis (34% of grade)
Using mortality data from the World Health Organization (WHO), homicide victimization rates per 100,000 were calculated separately for males and females for all 100 countries in Europe for which there were available data from 1985 to 2010.

Based on the literature aimed to specifically explain female homicide victimization relying on gender-sensitive explanations, the following hypothesis was derived to reflect the importance of gender stratification and female status on female homicide victimization rates:
Hypothesis: countries with less traditional gender roles, as defined by greater female labor force participation, will have higher female homicide victimization rates than countries with more traditional gender roles.

The dependent variable is the female homicide victimization rate calculated from the WHO data, which is generally accepted as a reliable and valid measure of cross-national crime variation that is less affected than police-reported homicide data by police corruption or bureaucratic differences.

The independent variable is the ratio of female-to-male labor force participation obtained from the World Development Indicators (WDI) database maintained by the World Bank.

1. WHO provides the numbers of female homicide victims for all 100 countries in Europe? But, instead of using these numbers of female homicide victims, this study used the female homicide victimization rates as the dependent variable. Why would using the numbers of female homicide victims be inappropriate to describe the differences among the countries? Demonstrate you know what exactly a rate is and how it is constructed.

Table 1 shows the outputs of an ANOVA specifying the regional differences (Western European Countries vs. Central European Countries vs. Eastern European Countries) on female homicide victimization rates.

Table 1.

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval Mean | |
					Lower Bound	Upper Bound
Western E.	33	2.26	2.51	.184	2.00	2.52
Central E.	34	2.06	3.59	.113	1.56	2.56
Eastern E.	33	2.03	.60	.89	1.63	2.43

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	25.815	2	6.454	1.702	.148
Within Groups	2404.602	97	3.793		
Total	2430.416	99			

2. What is the null hypothesis?

3. What is the research hypothesis?

4. What is obtained F value? And p value? Demonstrate you understand what they mean.

5. Is there *a statistically significant difference* in the female homicide victimization rates among three different regional areas? What do you conclude?

6. Interpret the 95% Confidence Intervals of the Mean (Lower bound & Upper bound) for each regional area in Europe. Demonstrate that you understand the process of statistical inference.

To examine the relationship between female labor force participation and female homicide victimization rate, the bivariate ordinary least squares (OLS) regression model was used (See the Table 2)

Table 2. Bivariate Regression Model

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	220474.194	1	220474.194	10.459	.002[a]
	Residual	1011869.252	48	21080.609		
	Total	1232343.446	49			

a. Predictors: (Constant), the ratio of female-to-male labor force participation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	102.832	88.739		1.159	.252
	Female-to-male labor participation rate	34.459	10.655	.423	3.234	.002

a. Dependent Variable: Female homicide victimization rate

7. State a two-tailed research hypothesis for the dependent and independent variables.

8. Compute and interpret the coefficient of determination.
9. Interpret the unstandardized and standardized coefficients. Demonstrate you know what they mean, and discuss the uses of each measure

10. Explain whether or not the findings support your research hypothesis.

11. Finally, you decide to recode the ratio of female-to-male labor force participation into the dummy variable as "at or above average across Europe" or "below the European average" A) Interpret the following table. B) Once you have completed the recode, what type of analysis would you conduct to determine the relationship between this recoded variable and female homicide rates?

New female-to-male labor Variable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below the European average	48	48.0	48.0	48.0
	At average or above	52	52.0	52.0	100.0
	Total	100	100.0	100.0	

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January 2015
Policy Qualifying Exam
Morning Questions

During the past decade, prisoner reentry and reintegration has become a major topic in criminal justice policy and research. This topic area spans from prisons to community corrections and has relevance beyond the criminal justice system (e.g., in the mental health and drug and alcohol arenas). Why has prisoner reentry and reintegration come to the forefront of criminal justice policy and research? Where is this movement headed in the future? In answering these questions, consider the following:

  a. Criminal justice and correctional policy and research during the past 30-40 years.
  b. The goals and roles of punishment, incapacitation, and rehabilitation within our criminal justice system, and specifically regarding prisoner reentry and rehabilitation.
  c. Specific examples of policies, programs, and practices that are relevant to the prisoner reentry and reintegration movement, as well as the research support behind them.
  d. Your recommendations to policymakers on where the field of corrections and specifically prisoner reentry and reintegration should be headed in the future.

Please incorporate the relevant literature in your answer.

January 2015
Policy Qualifying Exam
Afternoon Questions

Last year, 2014, marked the 40th Anniversary of the Juvenile Justice and Delinquency Prevention Act (JJDPA). A number of changes have occurred in juvenile justice during the intervening years.

First, provide a historical explanation of juvenile justice policy in the United States. What were some of the issues when the legislation was first enacted? What are the current issues? What does the research indicate?

What do you envision for the future of juvenile justice policy? Why?

Choose one specific policy in juvenile justice and explain how the system response has evolved or changed regarding that policy in the last 25 years.

What steps should Congress take on behalf of youth now? Why? If not Congress, which agency or organization should take the lead?

Incorporate the relevant literature in your answer.

January 2015
Theory Qualifying Exam
Morning Question

The popularity of social disorganization theory has waxed and waned. Write an essay that summarizes the history of social disorganization theory. Include in your review a comparison of Shaw's and McKay's Social Disorganization model to Collective Efficacy Theory. In your essay, **make sure to specify the new** constructs that have been incorporated into the theory and if these constructs have improved the theory. You must include in your review evidence of the theory's empirical validity.

January 2015
Theory Qualifying Exam
Afternoon Question

Bernard (among others) has argued that criminological theories are rarely abandoned. Using either the General Theory of Crime or General Strain Theory, make an argument that the theory needs to be discarded. Provide the history of the theory, clearly articulate the theory's concepts, propositions, and empirical validity, and then make an argument for why this theory should be ignored by criminologists.

August 2015 Qualifying Exam

August 2015
Research Methods Qualifying Exam
Morning Questions

Instructions: The morning session is comprised of two (2) questions. You have three (3) hours to answer the morning questions. Answer the questions asked. Read the entire question before you begin to write your answer. Each question is divided into several parts. Answer each part of the question and label your answers (1a, 1b, etc.).

In 2000 as part of the Moving to Opportunity experiment, many families were randomly assigned to obtain housing vouchers that would allow them to move to a low-poverty neighborhood (experimental group) or a standard housing voucher that would essentially keep them in a low poverty neighborhood (control group). Each of these families was originally chosen because they had children between the ages of 10-15 at the time of the move. Today, we have up-to-date information (i.e., mailing addresses) on 4,200 of these children (who are now adults). About 50% of these individuals still live in the area while the other 50% have moved out or are incarcerated.

Question #1: Quantitative Methods (33% of grade).
Your task is to design a survey that will help assess whether or not the children who were in the experimental group are less likely to be offenders as adults than those who were in the control group. You must use a quantitative survey when answering the following questions:

1. State a hypothesis.
2. Discuss how you will collect a random sample of these children (now adults). Be specific and provide enough details that it is clear you understand the sampling technique you've selected.
3. Provide an operational definition for "offender as an adult". That is, the goal is to see if the experimental group produced fewer adult offenders than the control group. So, how will you operationally define "offender as an adult".
4. Provide at least one survey item for your dependent variable. Include and justify the response categories.
5. What steps would you take to make sure that your measure of the dependent variable is reliable and valid?
6. Discuss the major ethical concerns with your study and how you would address them.

Question #2: Qualitative Methods (33% of grade)

After you complete the quantitative portion of your research project, you decide to do a follow-up study of adult offenders who are currently incarcerated and who were part of the Moving to Opportunity Experiment as a child. Specifically, you would like to explore, from the offenders' points of view, the extent to which their housing situation as a youngster impacted their criminal behavior.

You have contacted the Pennsylvania Department of Corrections (DOC) and they have provided you with access to the prisons that house these adult offenders. The prisons that you have access to are two

maximum security prisons: SCI-Pine Grove (in Indiana) and SCI-Graterford (in Philadelphia); and two minimum security prisons: SCI-Mercer (in Mercer) and SCI-Cambridge Springs which is a women's prison in Erie.

Design a qualitative study that permits you to examine this issue.

2a.   State your overarching research question (make sure it is qualitative in nature).

2b.   Explain which qualitative method(s) you would use to answer your research question(s) and explain why it is superior to other qualitative approaches. *Be certain to provide enough detail to demonstrate that you understand the method you propose and*, demonstrate that you know the central differences between the qualitative and quantitative paradigms.

2c.   Describe your sampling strategy and the discuss who would comprise your sample – be specific

2d.   Discuss any human subject protection issues raised by your design, and how you would address these.

2e.   Discuss the way in which you will analyze your data.

2f.   Briefly describe the major validity threats in your study discuss the steps that you will take to assess and enhance the *validity* of your study.

<u>**August 2015**</u>
<u>**Research Methods Qualifying Exam**</u>
<u>**Afternoon Questions**</u>

Instructions: You have two (2) hours to answer the afternoon questions. Answer each part of the question and label your answers (1, 2, 3, …).

Question #3: Quantitative Analysis (34% of grade)
Through your collaborative work with several Pennsylvanian police agencies, you notice that smaller municipalities tend to have more police per capita than the larger cities. You decide to test these anecdotal observations statistically.

You hypothesize that: *The smaller the municipal population, the more police per capita will be employed.*

To do so, you download data from the FBI's Uniform Crime Report, which includes employment data for 2013, for the commonwealth of Pennsylvania. Several variables come with the data set, including:
- *city* This is a string variable for the municipality's name
- *rate* This is a numeric variable; it is the *city*'s total number of sworn officers per 1000 population
- *pop* This is a numeric variable; it is the c*ity*'s overall population

First, in order to get a handle on the relationship between the number of police per capita and a city's population in Pennsylvania, you plot *rate* across *pop*. This is the resulting line graph:

Figure 1
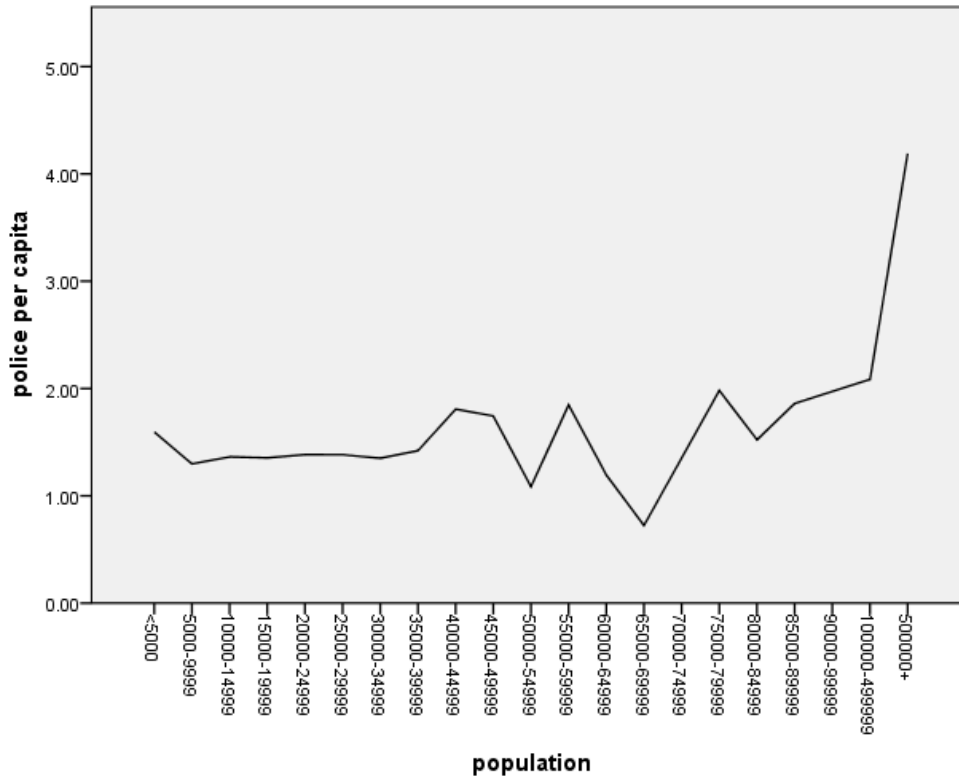
1. Looking at Figure 1, is the hypothesis supported or not? Should you continue your analysis by running a statistical model? Justify your answers.

You then run a bivariate correlation using Pearson's *r*. Here is the SPSS output:

Figure 2
Correlations

		rate	Population
rate	Pearson Correlation	1	.055
	Sig. (2-tailed)		.100
	N	885	885
Population	Pearson Correlation	.055	1
	Sig. (2-tailed)	.100	
	N	885	885

2. Which hypothesis does Figure 2 support? That is, should you choose to reject or not reject the null hypothesis? Explain your answer fully.

You are curious if this pattern persists at the national level. You therefore download the entire 2013 UCR, recreating the steps above but for the nation as a whole, first by plotting *rate* across *pop*:

Figure 3
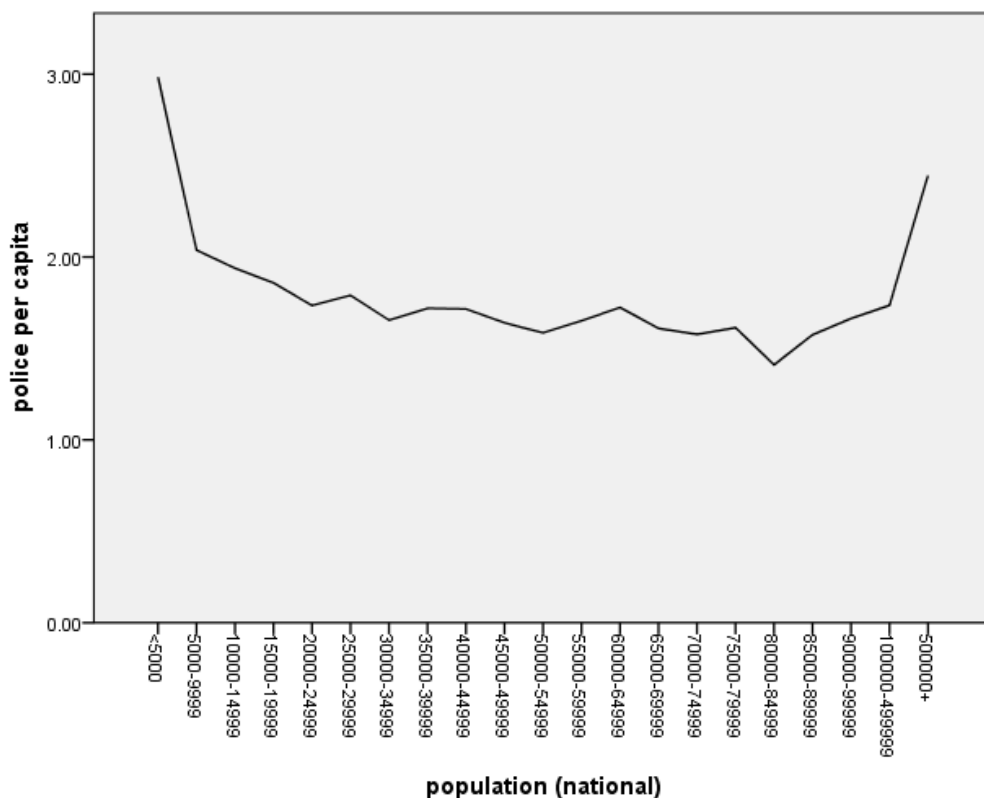
3. How does the graph in Figure 3 compare to Figure 1? Speculate how your results at the national level may differ from your results for Pennsylvania as you proceed in your analysis.

Figure 4

Correlations

		rate	population
rate	Pearson Correlation	1	-.025[*]
	Sig. (2-tailed)		.018
	N	8841	8841
population	Pearson Correlation	-.025[*]	1
	Sig. (2-tailed)	.018	
	N	8841	8841

*. Correlation is significant at the 0.05 level (2-tailed).

4. Does the correlation matrix in Figure 4 suggest a relationship between *rate* and *population*? Why or why not? If it does suggest a relationship, describe this relationship.
5. Assuming that there appears to be a relationship between *rate* and *population* at the national level, you think it might be a good idea to regress *rate* on *population*, using Equation 1. Why would this be a good idea, even though, like Pearson's *r*, it is a bivariate model?

Equation 1

$$y_{rate} = \beta_0 + \beta_1 X_{population} + e$$

Figure 5

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.025[a]	.001	.001	2.68401

a. Predictors: (Constant), population

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.597	1	40.597	5.635	.018[b]
	Residual	63675.167	8839	7.204		
	Total	63715.764	8840			

a. Dependent Variable: rate
b. Predictors: (Constant), population

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.420	.029		83.522	.000
	population	-5.828E-7	.000	-.025	-2.374	.018

a. Dependent Variable: rate

6. Figure 5 contains the SPSS output for the bivariate regression model. Assess the model fit of the regression equation.

7. Fully interpret the output under the "Coefficients" table in terms of the research hypothesis.

Now, reconsider the regression equation in light of Figure 3. Which assumption or assumptions does the equation break? What could you do to "fix" the broken assumption(s)? Briefly discuss the implications of these broken assumptions on the regression model of Figure 5.

August 2015
Policy Qualifying Exam
Morning Questions

You have been asked by state government officials to assist the Governor and Commissioner of Corrections to develop a strategy for downsizing or reducing the prison population. This is partly due to the changes that occurred in California and that State's response. First, can it be accomplished? Why?

Next, address the following questions/issues:

The role for the county jail or county house of corrections in this process

Problems or issues that will have to be addressed

Reentry planning

Justice reinvestment

Mental Health and offenders

Disproportionate minority offenders and drug offenders

Elderly in prison and other special populations

Evidence based policies or practices

Strategies to reduce the return of offenders to the institution shortly after release

Answer all parts of this question.

Please incorporate the relevant literature in your explanation.

August 2015
Policy Qualifying Exam
Afternoon Questions

Riots in Baltimore, Maryland and Ferguson, Missouri were related to a police shooting and/or police custodial practice in cases involving two Black men. Other police shootings reported in the media in the last year occurred in New York, South Carolina, Oklahoma, and Ohio.

You have been asked to review two police departments, one in a major metropolitan area and the other in a smaller city, and to advise them how best to proceed.

Before you begin to address the various sections identified below, explain the following three dimensions of criminal justice policy and how they relate to this particular case: media, ideology, and politics.

Using either the seven-stage model of planned change presented by Welsh and Harris, <u>OR</u> the five types of evaluation research for criminal justice policy presented by Mears, discuss the important components of your reviews of the police departments. In doing so, include a discussion of some of the hurdles that you expect to encounter.

Who are the relevant stakeholders?

What evidence-based practices can you incorporate?

What do you recommend for future recruitment and retention of officers? Why?

You will need to answer all parts of the question. Be sure to cite the relevant literature in your response.

August 2015
Theory Qualifying Exam
Morning Questions

What do you see as the 3 most significant (i.e., important, promising) theoretical themes (perspectives) in criminology today? Explain these perspectives and your decision. Of course, you may cite various theorists who may have given their own views, but also what are your thoughts?

August 2015
Policy Qualifying Exam
Afternoon Questions

Let us assume that you are able to bring back from the dead one, and only one, pioneer in criminological theory. You will be spending the day talking with the pioneer. Discuss how you believe your chosen pioneer will view modern society in USA in 2015. In other words, after talking with the pioneer you will have to report how the pioneer thinks his early theoretical ideas have remained relevant or not relevant in today's American socio-cultural world. Fortunately, today they all speak fluent English. Here are your choices:
Cesare Beccaria;
Emile Durkheim;
Karl Marx
Robert Merton
Edwin Sutherland

January 2016 Qualifying Exams

January 2016
Research Methods Qualifying Exam
Morning Questions

Instructions: The morning session is comprised of two (2) questions. You have four (4) hours to answer the morning questions. Answer the questions asked. Read the entire question before you begin to write your answer. Each question is divided into several parts. Answer each part of the question and label your answers (1a, 1b, etc.).

Question #1: Quantitative Methods (33% of grade).

We are interested in learning more about serious violence between inmates in prisons. While prisons report official statistics regarding instances of violence in their facilities each year, as researchers we believe that these statistics vastly underreport the true extent of violence behind bars. In addition, we strongly believe that the level of violence in a facility is different based upon the gender of the inmates (i.e., male, female). Thus, we believe that a study that surveys inmates about their participation in prison violence is in order.

For this project, you should assume that the Pennsylvania Department of Corrections (DOC) has given you access to all of the 26 state run facilities. Of these facilities, two (2) are specifically for women. These two facilities house roughly 2500 female inmates total. The other 24 facilities combined house 45,500 male inmates

In order to complete this study, you should assume you would create a quantitative survey when answering the following questions:

1.   State a hypothesis.

2.   Discuss how you would collect a random sample of the inmates. Justify your choices. Be specific and provide enough details that it is clear you understand the sampling technique you've selected.

3.   Discuss which type of research design (e.g., longitudinal, cross sectional, experimental) you'd use in order to test your hypothesis. Justify the choice.

4.   Provide an operational definition for your dependent variable.

5.   Provide at least one survey item for your dependent variable. Include and justify the response categories.

6.   Discuss the major ethical issues related to this study AND how you would address them.

Question #2: Qualitative Methods (33% of grade).

After you complete the quantitative portion of your research project, you determine that there are still aspects of the issue of violence between inmates that you don't fully understand, and you decide to conduct a qualitative study to further explore this issue.

As stated above you should assume that the Pennsylvania Department of Corrections (DOC) has given you access to all of the 26 state run facilities. Of these facilities, two (2) are specifically for women. These two facilities house roughly 2500 female inmates. The other 24 facilities combined house 45,500 male inmates. You also have access to the Corrections Officers at these facilities. Design a qualitative study that permits you to examine some aspect of this issue.

2a.   State your research question (make sure it is qualitative in nature) *and be certain that it is a specific research question.*

2b.   Explain which qualitative method(s) you would use to answer your research question(s) and explain why it is superior to other qualitative approaches. *Be certain to provide enough detail to demonstrate that you understand the method you propose and* demonstrates that you know the central differences between the qualitative and quantitative paradigms.

2c.   Describe your sampling strategy and then discuss who would comprise your sample – be specific

2d.   Discuss any human subject protection issues raised by your design, and how you would address these.

2e.   Discuss the way in which you will analyze your data.

2f.   Briefly describe the major validity threats in your study and discuss the steps that you will take to assess and enhance the *validity* of your study.

<u>**January 2016**</u>
<u>**Research Methods Qualifying Exam**</u>
<u>**Afternoon Question**</u>

Instructions: You have two (2) hours to answer the afternoon questions. Answer each part of the question and label your answers (1, 2, 3, …).

The Criminal Justice Training Center (CJTC) requires all applicants to take the MMPI-2 in order to help screen out applicants who are potentially unfit for police service. Given recent events, they have also decided to administer Harvard's Implicit-Association Test (IAT), a screening that tests for underlying racial bias. Although the CJTC does not plan on using the results of these tests to screen out applicants, they do plan on using the results to determine the need for a new curriculum on police-community relations. They have asked you to analyze the results of the most recent recruit class.

Realizing you need a baseline; you decide to take a random sample of IUP students to whom you will administer the IAT and the MMPI-2. Table 1 below presents the psychopathology scores for the MMPI-2 and IAT scores of both groups. Note the following:

2) A higher MMPI-2 score suggests a more psychopathic personality, that is, one that is combative and responds poorly to authority.
3) The IAT is scored such that the lower the score, the more biased a person is.
1) Numerical scores are presented both at the continuous level and as being collapsed into categorical variables (see Table 1 for a description of the cut-points); for example, for the MMPI-2, 6 cadets scored between 26 and 50, and for the students, 44 scored between 26 and 50.
Your research questions, then, are: do police cadets score differently on the MMPI-2 and the IAT compared to a general student population?

1. Given the results in Table 1, do you anticipate a statistical difference between cadets and the general student population on MMPI-2 scores, and on IAT scores? Explain your answer.

2. You decide first to run a *chi square test of association* for both the MMPI-2 categories and the IAT categories across your two groups (cadet and student) using the collapsed categorical measurements. Why does it make sense to use this particular statistical model?

Table 2 presents the results from your *chi* square tests.

Table 1. Frequency statistics.

		Cadets		
	MMPI 2		**IAT**	
	continuous	categorical	continuous	categorical
mean	64.97	≤ 25 0	-0.177	≤ -0.65 18
sd	9.39	≤ 50 6	0.688	≤ -0.35 12
range	40	≤ 75 50	3.263	≤ -0.15 8
		> 75 11		≤ 0 3
				≤ 0.15 1
				≤ 0.35 6
				≤ 0.65 13
				> 0.65 6

		Students		
	MMPI 2		**IAT**	
	continuous	categorical	continuous	categorical
mean	48.16	≤ 25 0	0.008	≤ -0.65 14
sd	9.81	≤ 50 44	0.696	≤ -0.35 5
range	44	≤ 75 23	3.131	≤ -0.15 5
		> 75 0		≤ 0 7
				≤ 0.15 6
				≤ 0.35 9
				≤ 0.65 11
				> 0.65 10

3.   *Fully* interpret Table 2 in light of your research questions.

To further investigate any differences between students and police cadets on scores of MMPI-2 and the IAT, you decide to also employ two bivariate regression models with the continuously measured scores, using the following equations (1 and 2):

Equation 1

$$y_{MMPI2} = \beta_0 + \beta_1 x_{student\ type} + \epsilon$$

Equation 2

$$y_{IAT} = \beta_0 + \beta_1 x_{student\ type} + \epsilon$$

where *student type* is defined as 0=student and 1=cadet

Table 2. *Chi* square test of association.

	MMPI-2		
	cadets	students	*row totals*
≤ 25	0	0	0
≤ 50	6	44	50
≤ 75	50	23	73
> 75	11	0	11
column totals	67	67	*Grand total* = 134
			$\chi^2 = 46.797, p < 0.01$
	IAT		
	cadets	students	*row totals*
≤ -0.65	18	14	32
≤ -0.35	12	5	17
≤ -0.15	8	5	13
≤ 0	3	7	10
≤ 0.15	1	6	7
≤ 0.35	6	9	15
≤ 0.65	13	11	24
> 0.65	6	10	16
column totals	67	67	*Grand total* = 134
			$\chi^2 = 11.013, p = 0.138$

4.   Having already conducted *chi* square tests of association, why would it make sense to run another bivariate model, in this case, bivariate regression?

5.   Based on the frequency statistics in Table 1, as well as your statistical knowledge, do these particular regression equations break any of the assumptions of the general linear model?

The results of equations 1 and 2 are found below in Table 3.

6.   *Fully* interpret Table 3 in light of your research questions.

8.   What would you report back to the CJTC?

Table 3. Bivariate regression results.

MMPI-2 model

Multiple R	0.661				
R Square	0.437				
Adjusted R Square	0.433				
Standard Error	9.602				
Observations	134				
ANOVA					
	df	*SS*	*MS*	*F*	*Significance F*
Regression	1	9461.761	9461.761	102.616	0.001
Residual	132	12171.134	92.206		
Total	133	21632.896			
	b Coefficients	*Standard Error*	*t Stat*	*P-value*	*Lower 95%*	*Upper 95%*
Intercept	48.164	1.173	41.057	0.000	45.844	50.485
Student type	16.806	1.659	10.130	0.000	13.524	20.088

IAT model

Multiple R	0.134				
R Square	0.018				
Adjusted R Square	0.011				
Standard Error	0.692				
Observations	134				
ANOVA					
	df	*SS*	*MS*	*F*	*Significance F*
Regression	1	1.154	1.154	2.4101	0.123
Residual	132	63.216	0.479		
Total	133	64.370			
	b Coefficients	*Standard Error*	*t Stat*	*P-value*	*Lower 95%*	*Upper 95%*
Intercept	0.008	0.085	0.0975	0.9226	-0.1597	0.175

| Student type | -0.186 | 0.1195 | -1.5525 | 0.123 | -0.422 | 0.0515 |

| Student type | -0.186 | 0.1195 | -1.5525 | 0.123 | -0.422 | 0.0515 |

January 2016
Policy Qualifying Exam
Morning Question

In recent months, the Sentencing Reform and Corrections Act of 2015 has been advancing in the U.S. Senate, receiving a notable degree of bipartisan support. The Act contains a variety of proposed reforms, including the key provisions listed below. Using the available research findings on the problems these reforms are to address and the existing scientific evidence for these reforms, state and explain your support for, or opposition to, the Sentencing Reform and Corrections Act of 2015. The key provisions of the Act that your answer should address include the following:

- Reduces enhanced mandatory minimum sentences, and eliminates the 3-strike mandatory life provision, for repeat drug felons.
- Expands the reach of enhanced mandatory minimum sentences for the use of a firearm during a crime of violence or drug crime to those with either prior federal or state firearm convictions but reduces the length of the mandatory minimum sentence from 25 years to 15 years.
- Creates new mandatory minimum sentences for interstate domestic violence and for exporting weapons and other defense materials to prohibited countries and terrorists.
- Requires the Department of Justice and Bureau of Prisons to conduct risk assessments to classify all federal inmates and to use the results to assign inmates to appropriate recidivism reduction programs, including work and education programs, drug rehabilitation, job training, and faith-based programs.
- Allows eligible offenders who have completed recidivism reduction programs to earn early release and spend up to 25% of their remaining sentence in home confinement or a halfway house.
- Limits the use of solitary confinement for juveniles housed in federal prisons; provides the possibility of parole for juveniles who have served at least 20 years of a life sentence in the federal system; and permits non-violent juveniles who are tried in adult federal court to obtain sealing or expungement of their convictions.
- Allows certain federal inmates over the age of 60, with no record of violence, as well as terminally ill offenders who have served a large portion of their sentence, to be released from prison.

Please incorporate the relevant literature to address the proposed legislation.

January 2016
Policy Qualifying Exam
Afternoon Question

Recent policy discussions have emphasized prisoner reentry from both prisons and jails. In particular, advocates have stressed the importance of reducing the collateral consequences associated with felony convictions, community efforts to implement ban the box initiatives, mental health issues, and meaningful vocational training and educational programs for offenders during incarceration. There has also been considerable discussion about changing strategies for drug offenders including the possibility of expungement. You have been invited by Governor Tom Wolf to brief him and the Commissioner of Corrections on strategies to improve reentry efforts.

In your discussions with the Governor and his staff, include the three dimensions of criminal justice policy and how they relate to reentry: media, ideology, and politics. How can these three dimensions guide the Governor's actions? Why?

Explain the importance of reentry and the issues listed above. Include the relevant literature.

Articulate your position for addressing reentry initiatives including the seven-stage model of planned change presented by Welsh and Harris, <u>OR</u> the five types of evaluation research for criminal justice policy presented by Mears.

Finally, in a recent article in *Criminology & Public Policy*, Monteiro and Frost (2015) contended that "…community-based justice reinvestment is a vision not yet fully realized" (p. 460). What do you think needs to be done to change Montiero's and Frost's assessment? Is it feasible? Why?

August 2016 Qualifying Exams

August 2016
Research Methods Qualifying Exam
Morning Question

Question #1: Quantitative Methods.
Situational theories (such as rational choice theory, routine activity theory, and crime pattern theory) focus on the settings for crime, rather than upon those committing criminal acts. Consequently, the question is not why people commit crime per se but where, when, and what creates opportunities for a specific crime to occur. The types of crime are expected to vary along with the typical spatial-temporal distribution of potential victims and with the nature of the personal contacts in which these potential victims are routinely engaged.

Homicide researchers suggest that the homicide itself is not a monolithic form of offense, but that it is a complex crime contingent on a variety of interactions between actors, motive, the immediate environment, and sibling offenses. That is, certain circumstances influence the occurrence of "specific" types of homicide.

You decide to examine the various situational variables of different homicide types. Specifically, your research assesses whether the specific types of homicide vary along with the basic demographic, temporal/weather, and incident characteristics. Because this study aims to conduct a comprehensive exploration of circumstances of homicide, it might be necessary to collect a variety of data sources. You are going to use quantitative method(s) to complete your study. Describe and discuss each of the following components of the study you would like to complete:

1. State a specific hypothesis you would like to test, identifying the independent and dependent variables
2. Explain your specific population of interest, and the sampling frame you would employ.
3. Discuss the method of sampling you would utilize, and the procedures you would use to select your sample. Justify your choices. Be specific and provide enough details that it is clear you understand the sampling technique you've selected.
4. Discuss the method of data collection you would utilize, and what steps you would use to enhance the quality of the data.
5. Describe conceptualization and operationalization of the independent and dependent variables from your hypothesis, including examples of specific items that you would use to measure your variables.
6. Discuss what steps you would take to make sure that your measures of the variables are reliable and valid.
7. Discuss possible strengths and limitations of your proposed study; generalizability of the findings, and key ethical issues

August 2016
Theory Qualifying Exam
Morning Question

Question #2: Qualitative Methods (33% of grade)
For approximately the past 30 years problem solving courts have been in existence. There are a number of these courts operating across the country including drug courts, mental health courts and domestic violence courts. The most recent problem-solving courts to evolve are the veteran's courts. The goal of these courts is

to "assist veterans charged with crimes who are struggling with addiction, mental illness or co-occurring disorders and come in contact with the criminal justice system" (*The Unified* JUDICIAL SYSTEM *of* PENNSYLVANIA). Veterans courts utilize the drug court model but have a unique feature – veteran mentors. The mentors are veterans of various branches of the military who volunteer to work with those who are sentenced offenders. In addition, sentenced individuals are supervised by specialized probation officers.
Pennsylvania has the fifth largest population of veterans in the country and there are now 18 veterans' courts in the Commonwealth. The counties in Pennsylvania are classified based upon population and the classifications range from Class 1 (the largest counties) to Class 8 (the smallest counties). Two of the veteran's courts are in Pennsylvania's largest counties (Allegheny and Philadelphia). Of the remaining 16, two courts are in Class 2 counties, seven courts are in Class 3 counties, five courts are in Class 4 counties, and two are in Class 5 counties, as indicated in the table below.

County Classification	Number of Courts	Counties
One	2	Allegheny and Philadelphia
Two	2	Delaware and Montgomery
Three	7	Berks, Chester, Dauphin, Erie, Lackawanna, Lancaster, York
Four	5	Beaver, Butler, Cambria, Fayette, Washington
Five	2	Mercer, Northumberland

In order to be successful, individuals who are sentenced by these courts must maintain their sobriety, attend scheduled treatment sessions, and have no additional criminal acts. Some veterans are more successful than others in meeting these requirements.
You begin to wonder why many sentenced individuals are successful while others are not. You decide that the individuals who could help you understand this are the veteran mentors and the specialized probation officers.
Design a qualitative study that permits you to examine this issue. Assume that you have access to all of the courts and the mentors and probation officers who work in them.
1.   State your research question (make sure it is qualitative in nature) *and be certain that it is a specific research question.*

2.   Develop three questions (data collection questions) that you would ask to answer your research question.

3.   Explain which qualitative method(s) you would use to answer your research question(s) and explain why it is superior to other qualitative approaches. *Be certain to provide enough detail to demonstrate*

that you understand the method you propose and demonstrate that you know the central differences between the qualitative and quantitative paradigms.

4.   Describe your sampling strategy and the discuss who would comprise your sample – be specific

5.   Discuss any human subject protection issues raised by your design, and how you would address these.

6.   Briefly describe the major validity threats in your study and discuss the steps that you will take to assess and enhance the *validity* of your study.

August 2016
Research Methods Qualifying Exam
Morning Question

Question #3: Statistics (33% of grade)
You are interested in the effect that the presence of religious institutions may have on a municipality's crime rate. Your interest is independent of adherence, the social activities of religious groups, or even beliefs; rather, you accept as *prima facie* that religions are social constructs and are literal manifestations of informal social control. To this end, you anticipate that the number of religious institutions, narrowly understood as churches, synagogues, mosques, temples, etc., will exhibit an inverse relationship with the crime rate.

Formally, your research question is: to what extent does the presence of religious institutions impact a municipality's crime rate? Your hypothesis is therefore: municipalities with more religious institutions will exhibit lower crime rates than those municipalities with less religious institutions.

To answer your research question and test your hypothesis, you take data from a sample of *n* = 500 municipalities in the United States. Frequency statistics suggest that your sample is comparable to the United States in terms of crime rates, number of religious institutions, and other important demographic variables. Your dependent variable is *violent crime rate*; it is the total number of Index I violent crimes for a single calendar year divided by the municipality's total population, multiplied by 1000 (ie., a per capita rate). Your independent variable is *religious institutions*; it is the per capita rate of all churches, mosques, synagogues, temples, etc., located in the municipality. The mean and standard deviation for your two variables are as follows:

	mean	*standard deviation*
Violent crime rate per capita	33.95	11.20
Religious institutions per capita	1.43	1.06

First, to get a handle on how your data behave together, you plot your two variables against each other. This is graphically represented in figure 1:

Figure 1.
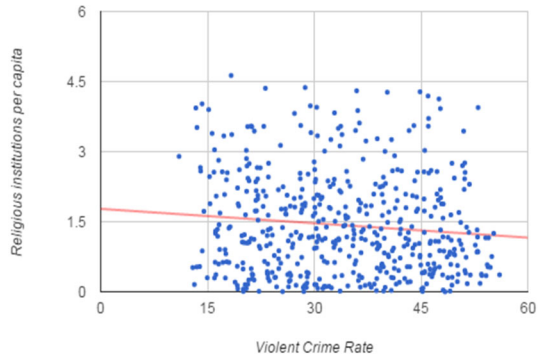
1. Considering figure 1, do you anticipate support for your hypothesis? Fully explain your answer.

Your next step is to run a bivariate Pearson's product-moment correlation.

2. Why would a Pearson's product-moment correlation be an appropriate statistical model for your data and research question?

The result of your Pearson's product-moment correlation is $r = -0.1081$, $p < 0.05$.

3. Discuss your hypothesis and research question in light of this product. Make sure to include in your answer a discussion of both statistical and substantive significance.

4. What are some limitations to Pearson's product-moment correlation? What are the implications of these limitations for your response to question 3?

You then decide to run a new model using bivariate regression.

5. What advantages does bivariate regression have over bivariate correlation?

Table 1 presents your results:

Table 1.

	b	β	SE	t
Religious institutions per capita	-1.1385	-0.1081	0.4692	-2.43
Intercept	35.67		0.8345	42.63

$F(1, 498) = 5.89$, $p < 0.05$, $R^2 = 0.0117$

6. Assess the model fit of your bivariate regression model. Explain why the model may or may not fit your data well.

70

7. Fully interpret the coefficients in light of your research question and hypothesis. Make sure to include in your answer a discussion of both statistical and substantive significance.

8. Which Gauss-Markov assumptions are most at risk of being violated in the model described by Table 1? Justify your answers. What would you do to reduce the risk of violating any of these assumptions?

August 2016
Policy Qualifying Exam
Morning Question

When the Supreme Court decided *Brown v. Plata* (2011) and Governor Brown signed the California Public Safety Realignment Act in 2011, reforms occurred in California that resulted in a decline in the prison population. What does the subsequent research on corrections in California suggest?
You have been asked by Governor Tom Wolf to help institute similar kinds of initiatives in the Commonwealth of Pennsylvania. Specifically, which legislative changes will you propose? Elaborate on the draft legislation.
Then, explain the proposal in a brief to the Governor which he can modify for the legislature's consideration.
In your brief, please include the following:
Will public safety be affected by any realignment in PA? What does the research suggest?
What about public support for such efforts?
Limits and advantages of decentralization of corrections from the state to local jurisdictions
Mentally ill offenders and healthcare
Research and Evaluation
Accountability of local jurisdictions
Evidence based approaches and research
Funding commitments and contingencies
Inclusion of proactive approaches to prevent crime
Relevant stakeholders

Please answer all parts of the question and incorporate the relevant literature.

August 2016
Policy Qualifying Exam
Afternoon Question

The Governor of your state returned from Washington energized by the release of the *Smart on Crime Report* prepared by the Smart on Crime Coalition, a group of more than 40 bipartisan organizations and individuals. The report offers nearly 100 detailed policy recommendations across 16 criminal justice areas and is designed to assist the Congress and the President with an analysis of the problems that plague the federal justice system and how best to improve the system. Recommendations to reform the justice process were included only after consideration of the following five principles – fairness, accuracy, effectiveness, scientifically proven, and cost-efficiency.

Your Governor has decided that policies enacted by the state's criminal justice system should undergo a similar review and has invited you to bring your comprehensive knowledge of the academic research on criminal justice policy to assist her office in this endeavor.

For each component of the justice system (law enforcement, courts, and corrections), provide the Governor with what the academic research literature informs us about one key problem plaguing this component of the justice system and any recommendations for changes in policy that might ameliorate the identified problems. Be certain that your review and recommendations consider the same guiding principles articulated by the Smart on Crime Coalition.

Please refrain from repeating recommendations/policies discussed in your morning question.

Incorporate the relevant literature in the field in your response.

August 2016
Theory Qualifying Exam
Morning Question

One of your colleagues has asked you to guest lecture in their undergraduate class. It is an introductory class on "research methods." Your colleague would like you to discuss the relationship between research and theory. Before you go into the classroom, you develop a thorough outline of what you will talk about for your lecture. Consider how your outline will be structured and what specific content will be included that focus on the relationship between research and theory. Following your outline, explain in as much detail (in paragraph formatting) as time permits, what you will discuss in your lecture.

August 2016
Theory Qualifying Exam
Afternoon Question

We all have our own views, pros and cons, about the numerous criminological theories developed over the past 250 years. Many (if not most) of the various theories have fluctuated in their degree of acceptance and popularity over the decades, if not the past century. Discuss what you view as a "most" acceptable criminological theory to explain criminal behavior today. Explain why you think your choice of theory is so acceptable. Include relevant sources to support your points. Also, what do you see as a "least" acceptable theory for explaining criminal behavior and explain your views.

January 2017 Qualifying Exams

January 2017
Theory Qualifying Exam
Morning Question

One crime fact is that women commit less crime than men. Each theoretical perspective addresses or dismisses this fact. Using one theory of your choice, thoroughly explain the gender gap in crime. Be sure to explain:

- why the gap exists
- how the theory accounts for female offending
- how the theory accounts for male offending
- how the theory is uniquely able to explain differences in patterns of offending

January 2017
Theory Qualifying Exam
Afternoon Question

Today, the federal government is reducing sentences of nonviolent drug offenders who are housed in federal prisons. Using a theoretical position, explain how this trend could impact perceptions of crime from positivism and classical approaches to crime. Your response should include....

- basic tenets and development of each perspective
- how the two perspectives overlap and divert in this trend
- their specific application to the trend
- applying each of these perspectives to this trend, how might society respond to those types of offenders in the future

January 2017
Policy Qualifying Exam
Morning Questions

After *the Brown v. Plata* decision, California took steps to downsize its prison population. First, what were the issues in the case and what did the U.S. Supreme Court decide? How did California legislators and the Governor respond?

Although California made some progress initially, it is not clear that the momentum will continue. Using the current research, explain why you think that the strides that California has made might be successful in the long term. What changes have to occur?

What might prevent that progress from continuing? Is it feasible to think that we can successfully "downsize" prison populations in the United States? What are some barriers?

List and explain specific reforms you would recommend to the Governor and the Legislature to reduce the "mass imprisonment" that has characterized corrections in the United States in the last thirty years.

Are there lessons from other countries? Explain.

Finally, expound on the role of justice reinvestment and evidence-based policy. Identify two or three successful correctional strategies that might ease prisoner reentry and reduce recidivism rates.

Please incorporate relevant current literature in your answer. Be sure to answer all parts of the question.

January 2017
Policy Qualifying Exam
Afternoon Questions

You have been asked to assess the delivery of services and treatment for probationers and parolees in your state. What are the critical areas?

For parolees, what issues are most closely associated with prisoner reentry? Why?

Explain how you will extend or improve existing programs or implement new programs/policies that address areas that you have identified. If there are existing programs, are they working? Can you improve the effectiveness of these services? How?

What are the most pressing needs of offenders? How will you ensure that the population is served? Are probationers' needs different? Explain. What issues are likely to affect successful completion of probation? What services do they need?

States like Hawaii have utilized Project HOPE (Hawaii's Opportunity Probation with Enforcement) for over a decade. Probationers in other states have been assigned to similar kinds of programs. What is the overall theme of these kinds of programs? Do they work? What does the research suggest? What is the role of technology? Do electronic monitoring, GPS, and other tracking devices improve the quality of supervision and treatment associated with parole and probation? Will they be used more frequently in the future? What about electronic probationer/parolee visits? These would involve a video visit where the officer and client are in two different locations. Are they a good option? What have you learned about community-based corrections and sanctions that will inform your response?

Answer all parts of the question. Please incorporate the relevant recent literature.

January 2017
Research Methods Qualifying Exam
Morning Questions

Question #1: Quantitative Methods.

Police often meet individuals under community supervision. A study of four California cities, for example, found one in five arrests involved a probationer or parolee (Council of State Governments Justice Center, 2013). Both federal government and professional organizations in community policing and community corrections have encouraged and facilitated the forging of police-probation/parole partnerships to prevent recidivism of probationers and parolees. The National Institute of Justice (1999) defines a police-corrections partnership as "a formal or informal collaboration between police and correctional agencies that: (1) involves staff from each agency in the joint performance of a line or support function and (2) provides benefits to both agencies."

There have been several state-level studies on the prevalence of police-probation/parole partnerships and a few national-level studies. These studies found that the overwhelming majority of law enforcement agencies do not have such partnerships. You decide to compare between police agencies with formal partnerships with community corrections agencies and police agencies without such

partnerships on the organizational capacity (ex. funds, resources, size of agencies, jurisdictions they serve, etc.) and the personnel's willingness to truly collaborate.

You are going to use quantitative method(s) to complete your study. Describe and discuss each of the following components of the study you would like to complete:

8. Explain your specific population of interest, and the sampling frame you would employ.
9. Discuss the method of sampling you would utilize, and the procedures you would use to select your sample. Justify your choices. Be specific and provide enough details that it is clear you understand the sampling technique you've selected.
10. Discuss the method of data collection you would utilize, and what steps you would use to enhance the quality of the data.
11. State a specific hypothesis you would like to test, identifying the independent and dependent variables
12. Describe conceptualization and operationalization of the independent and dependent variables from your hypothesis, including examples of specific items that you would use to measure your variables.
13. Discuss which steps you would take to make sure that your measures of the variables are reliable and valid.
14. Discuss possible strengths and limitations of your proposed study; generalizability of the findings; and key ethical issues

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January 2017
Research Methods Qualifying Exam
Morning Questions

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Question #2: Quantitative Methods.
You have been contacted by the Office of National Drug Control Policy to be part of a team tasked with re-imagining the Arrestee Drug Abuse Monitoring II (ADAM) program, subsequently to be titled ADAM III. ADAM II was administered to arrestees upon booking from 2007 to 2012 across ten geographically diverse sites across the country. It was the successor to ADAM, which was administered from 1998 to 2003. Collectively, the ADAM programs have monitored drug use and related behaviors (e.g., age of first use, employment, comorbidity, criminal activity, etc.) in adult male arrestees.

The task force has been given free rein in developing the revisions, with the following qualifications:
- A focus on substance use and abuse must be retained.
- A focus on administration within 48 hours of being arrested must be retained.
- The research design must be driven by the existing research and theory; that is, ADAM has traditionally been focused on generating an inventory of "risk factors" for drug use and related behaviors. Now, after over a decade of such investigation, the ONDCP expects to be able to use your data to answer relevant research questions.

For this question, you must design a qualitative study to respond to the mandate to revise ADAM II. In doing so, your answers should be guided by one overarching research question of potential interest to the ONDCP.

2a.   State one overarching research question (make sure it is qualitative in nature) *and be certain that it is a specific research question.*

2b.   Explain which qualitative method(s) you would use to answer your research question(s) and explain why it is superior to other qualitative approaches. *Be certain to provide enough detail to demonstrate that you understand the method you propose and*, demonstrate that you know the central differences between the qualitative and quantitative paradigms.

2c.   Describe your sampling strategy and discuss who would comprise your sample – be specific.

2d.   Discuss any human subject protection issues raised by your design, and how you would address these.

2e.   Discuss the way in which you will analyze your data.

2f.   Briefly describe the major validity threats in your study discuss the steps that you will take to assess and enhance the *validity* of your study.

<u>January 2017</u>
<u>Research Methods Qualifying Exam</u>
<u>Afternoon Question</u>

Instructions: You have two (2) hours to answer the afternoon questions. Answer each part of the question and label your answers (3a, 3b, …).

Question #3: Quantitative Methods.

Roughly a decade ago, the Pennsylvania State Police (PSP) would have seen about 15,000 applicants for less than 50 open trooper positions. Now, they are witnessing less than 5000 applicants for more than 200 open trooper positions. It has been suggested to you that this is due to the perceived increase in animosity against the police nationally which has manifested in riots, social media campaigns, judicial intervention, and even violence against police. That is: individuals who would normally become police officers are not willing to do so given current feelings against law enforcement throughout society.

You formulate the following research question to explore this idea empirically: Will individuals who desire to become police officers resist applying for law enforcement positions out of concern over the perceived levels of animosity against police?

To this end, you randomly sample all seniors at IUP majoring in criminology ($N = 158$), and ask them the following questions:

   a.   *Did you major in criminology because you were interested in law enforcement?* This question was coded such that $0 =$ No and $1 =$ Yes
   b.   *Do you still want to become a police officer?* This question was coded such that $0 =$ No and $1 =$ Yes

This lets you create a "change" variable that indicates whether their career goal has changed since declaring criminology as a major, where 0 indicates no change and 1 indicates a change from wanting to be a police officer to no longer wanting to be a police officer.

> c. *On a scale of 0 to 10, where 0 indicates "everyone dislikes the police", and 10 indicates "everyone loves the police", how would you rank society's opinion about the police generally?*

Table 1 presents the frequency statistics for the "change" variable along with the ranking variable for all students who initially wanted to become a police officer (in other words, you removed all students who initially did *not* want to become a police officer (referred to as a "law enforcement officer", labeled as "LEO" in the tables, below), reducing your final *n* to 82).

Table 1.

		n	*%*
Do you still want to be an LEO?			
	Still want to be an LEO	39	47.56%
	No longer want to be an LEO	43	52.44%
How would you rank society's opinion about the police generally?			
		mean	*SD*
		5.24	3.78

3a.   Based on table 1 alone, what can you say about senior criminology students who started out wanting to be a police officer relative to your research question?

Consider Table 2, which disaggregates *How would you rank society's opinion about the police generally* by group:

Table 2.

How would you rank society's opinion about the police generally		*n*	*mean*	*SD*
	Still want to be an LEO	39	4.62	3.45
	No longer want to be an LEO	43	5.81	3.25

3b.   Based on the data from Table 2, do you anticipate a statistically significant difference in how each group ranked society's opinion about the police? Explain your answer.

3c.   To answer your research question, you decide to use an independent samples *t-test*. Why is this an appropriate statistic for this study?

The results of the *t-test* are presented in Table 3.

Table 3.

How would you rank society's opinion about the police generally?						
Still want to be an LEO				No longer want to be an LEO		
n	*mean*	*sd*		*n*	*mean*	*sd*
39	4.62	3.45		43	5.81	3.25
Mean difference = 1.19, t = -1.6199, p = 0.054						

3d.   Fully interpret Table 3 in light of your research question.

Finally, you run a bivariate regression to more fully explore your research question.

3e.   What are the advantages of bivariate regression over the *t-test* you've already run?

The results from your bivariate regression are presented in Table 4.

Table 4.

How would you rank society's opinion about the police generally?					
	b	*SE*	*t*	*CI*	
Change to no longer want to be an LEO	1.20	0.74	1.62	-0.27	2.67
Intercept	4.61	0.54	8.61	3.55	5.68
$F_{1,80} = 2.62, p = 0.101, R^2 = 0.032$					

3f.   Fully interpret Table 4 in light of your research question. Be sure and discuss model fit in addition to a comprehensive discussion of the coefficients.

3g.   Given the results of your study, what would you tell Colonel Blocker about the current trend in PA State Police applicant numbers?

August 2017 Qualifying Exams

August 2017
Theory Qualifying Exam
Morning Question

Narcan use to battle drug overdoses that typically stem from heroin and other opioids is increasing significantly in Western Pennsylvania. First responders, high school nurses, and even some local residents now have ready access to Narcan. Additionally, IUP has provided Narcan use training on campus in the last years. As previous literature and news accounts attest to, drug activity also includes various criminal involvements. Consider this scenario…You are asked to serve on a special panel at a community seminar on 'Drugs and the Indiana Community' at the Kovalchick Center. You agree to serve on a special panel with a high school teacher, a police officer, an assistant/district attorney, and an emergency room physician. You are asked to represent a criminological perspective on the panel. The panel is tasked with answering this question…what is the cause of the increasing overdoses in the community/Western PA, and what can be done about it? Keeping in mind the context of the seminar, panel, and your role, discuss a criminological theory that provides insight into this problem and use that theory to discuss prevention and/or action to reduce this problem.

August 2017
Theory Qualifying Exam
Afternoon Question

One of the well-documented empirical observations in criminology is that of the age-crime curve. Choose ONE theory that best explains this phenomenon. In your response, be sure to address:
- the relationship between age and crime
- the major tents and historical development for the theory that best explains the age-crime relationship
- summarize and critically evaluate the theory's empirical validity
- provide cost effective and ethical policy implications based on this perspective that might reduce crime during the crime prone years

August 2017
Policy Qualifying Exam
Morning Question

The U.S. Supreme Court decided *In re Gault* on May 15, 1967. How has juvenile justice policy evolved in the last 50 years?
Briefly explain why this case is important and the Court's decision.
Provide a narrative on juvenile justice policy. How has it been transformed?
Include the role of the Supreme Court, the relevant research, and legislative changes.
Which specific changes or developments do you think were the most significant? Why? Support your selection with the literature.

Elaborate on the dimensions of ideology, politics, and the media on juvenile justice policy.
What is the role of evidence-based research?
During the last decade, there appears to be a shift in policy. Provide at least one specific example of the developments that have occurred. How do you explain it?
Which area of juvenile justice policy do you think is the most critical and requires more research and greater attention?
What do you envision for the future?

Please incorporate relevant current literature in your answer. Be sure to answer all parts of the question.

August 2017
Research Methods Qualifying Exam
Morning Questions

Instructions: The morning session is comprised of two (2) questions. You have four (4) hours to answer the morning questions. Answer the questions asked. Read the entire question before you begin to write your answer. Each question is divided into several parts. Answer each part of the question and label your answers (1a, 1b, etc.).

Question #1: Quantitative Methods. (33% of grade)

In response to recent high-profile school shootings and general concerns with violence in schools, school resource officer (SRO) programs have gained widespread popularity across the nation. Advocates for police presence in schools argue that SROs are effective in reducing school violence, mentoring students, supporting teachers and administrators, and proactively keeping school grounds secure from outside threats. However, SROs have been blamed for contributing to the school-to-prison pipeline. This occurs when SROs criminalize minor infractions of school rules that were once handled by school administrators.

Despite widespread implementation, little is known about the satisfaction of SROs with their duties. The purpose of your study is to assess the predictor(s) of the job satisfaction among SROs.

You are going to use quantitative method(s) to complete your study. Describe and discuss each of the following components of the study you would like to complete:

15. Explain your specific population of interest, and the sampling frame you would employ.
16. Discuss the method of sampling you would utilize, and the procedures you would use to select your sample. Justify your choices. Be specific and provide enough details that it is clear you understand the sampling technique you've selected.
17. Discuss the method of data collection you would utilize, and what steps you would use to enhance the quality of the data.
18. State a specific hypothesis you would like to test, identifying the independent and dependent variables
19. Describe conceptualization and operationalization of the independent and dependent variables from your hypothesis, including examples of specific items that you would use to measure your variables.
20. Discuss potential control variable(s) in your study. Be specific and provide enough details that it is clear you understand the concept and role of control variable.

21. Discuss what steps you would take to make sure that your measures of the DEPENDENT variables are reliable and valid.

Instructions: Answer the questions asked. Read the entire question before you begin to write your answer. Each question is divided into several parts. Answer each part of the question and label your answers (2a, 2b, etc.).
Question #2: Qualitative Methods (33% of grade.

In 2015, the U.S. Department of Justice launched the "Second Chance Pell Grant" pilot for incarcerated individuals. This initiative was part the Obama administration's commitment to reforming the criminal justice system and to combat the impact of mass incarceration. This pilot program allows incarcerated individuals to receive Pell Grants to pursue postsecondary education with the goal of helping them reintegrate into society upon release. Research also shows that education has been shown to reduce recidivism rates. Thus, correctional education can ultimately save taxpayer money. It is also possible that inmates who are involved in an educational program have better views of themselves and experience fewer problems in the prison.

Indiana University or Pennsylvania was selected as one of the universities selected for participation in the Second Chance Pell grant pilot. In the Fall, 2016 semester, two classes were taught at SCI-Pine Grove. There were 30 students enrolled in each course.

You are asked to design a study to examine if program goals are being met and/or if other positive impacts are occurring as a result of taking college courses. You have access to the 60 students who took a college course, to 30 Correctional Officers at SCI-Pine Grove who supervised the housing units in which the incarcerated students live, and to the two instructors who taught the courses.

Design a qualitative study that permits you to examine some aspect of this issue.

2a.   State your research question (make sure it is qualitative in nature) *and be certain that it is a specific research question.*

2b.   Explain which qualitative method(s) you would use to answer your research question and explain why it is superior to other qualitative approaches. *Be certain to provide enough detail to demonstrate that you understand the method you propose and to demonstrate that you know the central differences between the qualitative and quantitative paradigms.*

2c.   Describe your sampling strategy and then discuss who would comprise your sample – *be specific.*

2d.   Discuss any human subject protection issues raised by your design, and how you would address each of these.

2e.   Discuss the way in which you would analyze your data.

2f.   Briefly describe the major validity threats in your study and discuss the steps that you could take to assess and enhance the *validity* of your study.

August 2017
Research Methods Qualifying Exam
Afternoon Question

Instructions: You have two (2) hours to answer the afternoon questions. Answer each part of the question and label your answers (1, 2, 3, …).

Question #3: Quantitative Analysis (34% of grade)
The intersection of *mental health* and the *criminal justice system* has always been complex. This complexity was compounded during the 1980's when state run mental health facilities were deinstitutionalized. One result of deinstitutionalization was an increase in the volume of interactions between the police and those with mental health problems. Throughout the 1980's and 1990's, police agencies struggled with how to work with such suspects. Only in the last decade or so have police departments nationwide implemented *crisis intervention training* (CIT). CIT is designed to train police officers in the best approaches to working with those with mental illness in a variety of settings. In addition, such training also includes information on diversion opportunities, publicly available mental health resources, and the variety of responses law enforcement agents can bring to bear when their suspect suffers from a mental health problem.
Knowing this background, you pose the following research question: What is the relationship between CIT and police use of force against suspects with mental health problems?
You hypothesize that the more CIT a police agency requires of its officers, measured in *hours*, the less frequently their officers will use force against suspects with mental health problems.
Using agency data from several public resources (LEMAS, Police-Public Contact Survey, the UCR, etc.), resulting in a final $N = 764$, you create a dataset that includes the following key variables:
- *CITHOURS* This is the number of hours police officers are expected to receive CIT annually. It is measured as a continuous variable, with a range of 0-56, a mean of 27.255 hours, and a standard deviation of 16.498 hours.
- *FORCE* This is the annual rate per 1000 officers of *use of force incidents* that officers used against those with mental health problems. It is measured continuously, with a range of 0.000-0.993, with a mean of 0.051, and a standard deviation of 0.120.

1.   Prior to running any statistics, you consider the following figure (1). Speculate on the outcome of your analysis: do you anticipate support for your hypothesis? Explain your answer.

Figure 1.
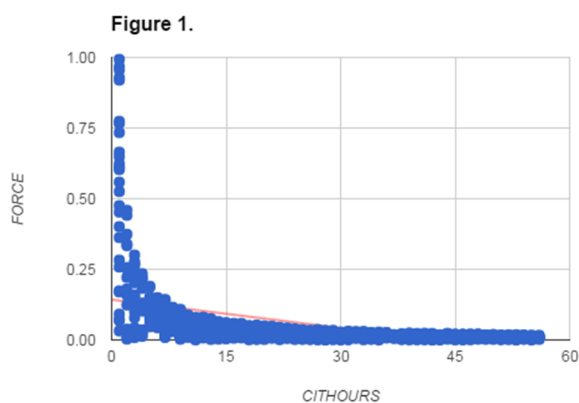
2.   To test your hypothesis, you choose to first use a bivariate Pearson's correlation. Why is this an appropriate statistic to use in this case?

3.   The results of your bivariate correlation are as follows: $r_{CITHOURS, FORCE}$ = -0.46, $p < 0.001$. Fully interpret these results in light of your hypothesis.

4.   Having run a bivariate correlation, you then decide to submit your data to a bivariate regression model using an ordinary least squares approach. Why might you do this next step even though it is still a bivariate model? That is, what do you expect to learn from regression that you did not learn from correlation?

The results of your regression are presented below in the table. They are based on the following equation.

$$y'_{FORCE} = \beta_0 + \beta X_{CITHOURS} + \epsilon$$

5.   Identify and explain each part of the above equation.

Table 1. Regression results.

	b	SE	t
CITHOURS	-0.003	0.000	-14.309
Constant	0.143	0.007	19.143

$F_{1,762}$ = 204.739, $p < 0.001$, $R^2 = 0.212$

6.   Fully interpret your regression results from the table above in light of your hypothesis. Be sure to discuss both model fit and your coefficients.

7.   Now, reconsider your data and the regression equation ($y'_{FORCE} = \beta_0 + \beta X_{CITHOURS} + \epsilon$) in light of Figure 1. Which assumption or assumptions of the linear model (that is, the Gauss-Markov Assumptions) does the equation break? What could you do to "fix" the broken assumption(s)? Briefly discuss the implications of these broken assumption(s) for the regression model in the table above.

8.   Finally: answer your research question.

August 2017
Policy Qualifying Exam
Afternoon Question

Please prepare a policy proposal for Pennsylvania legislators on strategies for reducing, maintaining, OR increasing the current prison population (about 47,000 according to a recent DOC report) in the Commonwealth.

Utilize the seven-stage model of planned change that Welsh and Harris advocate.
Explain your proposal.
What does the current research suggest?
Are there lessons from other states?
How can Pennsylvania save money and protect the public from criminals?
Who are the relevant stakeholders?
Which specific issues/areas do you think are the most critical today?
What does the research suggest about job training/vocational programs in prisons/jails?
Discuss some of the "special" populations in corrections. Are they included in your plan?
Can we "reinvent" community corrections as some scholars in the field suggest?
What is the role of evidence-based policy?
Elaborate on the limitations or drawbacks.

Please incorporate relevant current literature in your answer. Be sure to answer all parts of the question.

January 2018 Qualifying Exams

January 2018
Theory Qualifying Exam
Morning Question

James and John share identical demographic characteristics; same age, same race/ethnicity, same social class position, single parent household, both freshman in high school, both play football and soccer, both are B+ students, parent works full time outside of the home, have extended family within a 10 mile radius, and both have friends. One difference in comparing James and John…James lives in an inner-city rental house, while John lives in a suburban rental home. The other difference between them is that John has been arrested multiple times for shoplifting, trespassing, and physical assault. He has also been suspended from school twice for fighting in sixth and eighth grades. James has never been arrested or suspended from school.

Provide a theoretical explanation in why John has engaged in criminal activities and why James has not, given the limited information provided, and information you may need to include or assume for your discussion (i.e. father involved or not involved; school intervention or no intervention). Be cognizant of your unit of analysis in the theory choice and discussion (i.e. individual or community). Discuss the theories. Apply it to James and John. Explain why that theory is most appropriate and identify its relevance to their situations. Provide relevant research to support your explanation. Identify appropriate intervention for James and John specific to the theories chosen.

January 2018
Theory Qualifying Exam
Afternoon Question

In a review of criminological theory research, Bernard and Snipes (1996) suggested that criminological research is filled with "a million modest conclusions." What they were suggesting is that no theory is completely validated, and that research has led criminologists to much evidence of partial support, rather than full support. Review a theory that has not been completely validated by empirical research. Write an argument that proves that either the theory is wrong conceptually, or that the research has been flawed methodologically. Make sure to cite relevant research to support your argument. With either explanation, be certain to review what needs to be done to make the support for this theory more substantial.

NOTE: No Policy Qualifying Exam Questions were administered.

January 2018
Research Methods Qualifying Exam
Morning Questions

Instructions: The morning session is comprised of two (2) questions. You have four (4) hours to answer the morning questions. Answer the questions asked. Read the entire question before you begin to write your answer. Each question is divided into several parts. Answer each part of the question and label your answers (1a, 1b, etc.).

Question #1: Quantitative Methods. (33% of grade)

Although prison rape has been recognized for years, it began to receive increase attention in the USA following the passage of the Prison Rape Elimination Act (PREA).

Correctional officers are the people who most completely affect and direct the everyday lives of inmates. Because of correctional officer's status, his or her beliefs and attitudes toward prison rape can have a great impact on the rules and culture of the penal institutions that he or she oversees. You want to examine personal, job-related, and attitudinal factors that affect the attitudes of correctional personnel towards prison rape.

You are going to use quantitative method(s) to complete your study. Describe and discuss each of the following components of the study you would like to complete:

1a. Explain your specific population of interest, and the sampling frame you would employ.
1b. Discuss the method of sampling you would utilize, and the procedures you would use to select your sample. Justify your choices. Be specific and provide enough details that it is clear you understand the sampling technique you've selected.
1c. Discuss the method of data collection you would utilize, and what steps you would use to enhance the quality of the data.
1d. State a specific hypothesis you would like to test, identifying the independent and dependent variables
1e. Describe conceptualization and operationalization of the independent and dependent variables from your hypothesis, including examples of specific items that you would use to measure your variables.
1f. Discuss what steps you would take to make sure that your measures of the variables are reliable and valid.
1g. Discuss possible strengths and limitations of your proposed study; generalizability of the findings, and key ethical issues

Instructions: Answer the questions asked. Read the entire question before you begin to write your answer. Each question is divided into several parts. Answer each part of the question and label your answers (2a, 2b, etc.).

Question #2: Qualitative Methods (33% of grade.

The Pennsylvania Department of Corrections [DOC] is concerned about the effectiveness of treatment programs offered in the State Correctional Institutions. They are most interested in the views of the corrections officers as they have the most contact with the inmates who take part in the

treatment programs. Some of the treatment programs include: Thinking for change; batterer's intervention programs; violence prevention; and programs for sex offenders. The 'Thinking for change' program is available in each correctional institution (26) but the other programs are limited to the prisons that house the specific type of offender that the programs target (i.e. violent inmates, inmates who have battered partners, and inmates who are sex offenders). The batterer's intervention program is offered at two specific prisons; the violence prevention program is offered at two specific prisons; and the sex-offender treatment program is offered at two specific prisons (for a total of six prisons).

Design a qualitative study that permits you to examine this issue. Assume that you have access to each correctional institution and to the correctional officers employed at each.

Be sure to address the following in your answer (*and please number each subsection*):

2a. State your *specific* research question (make sure it is qualitative in nature).
2b. Describe the qualitative method (or methods) that you would utilize to answer your research questions. Be sure to provide enough detail to demonstrate that you understand the method(s) you propose.
2c. Develop at least two data collection questions that align with your research question
2d. Describe your sampling strategy.
2e. Discuss the analysis strategy(ices) that you would use.
2f. Discuss the human subject protection issues raised by your design.
2g. How would you improve the validity of your study?

<u>January 2018</u>
<u>Research Methods Qualifying Exam</u>
<u>Afternoon Question</u>

Instructions: You have two (2) hours to answer the afternoon questions. Answer each part of the question and label your answers (1, 2, 3, …).

Question #3: Quantitative Analysis (34% of grade)
Your research question is: *does population density impact DUI rates?* To answer this question, you hypothesize that *the larger a city's population density (per square mile) the higher the DUI rate (as measured in* per capita*) will be.* To test this hypothesis, you sample *n* = 498 municipalities throughout the United States. Your independent variable is therefore *population density* and your dependent variable is *DUI rate.* Table 1 presents the frequency statistics associated with your data, and figure 1 presents a scatter gram of your two variables.
Table 1.

	mean	*SD*	*min*	*max*
population density	29192.219	17383.086	12.000	59880.000
DUI rate	15.210	14.002	0.000	56.261

Figure 1.
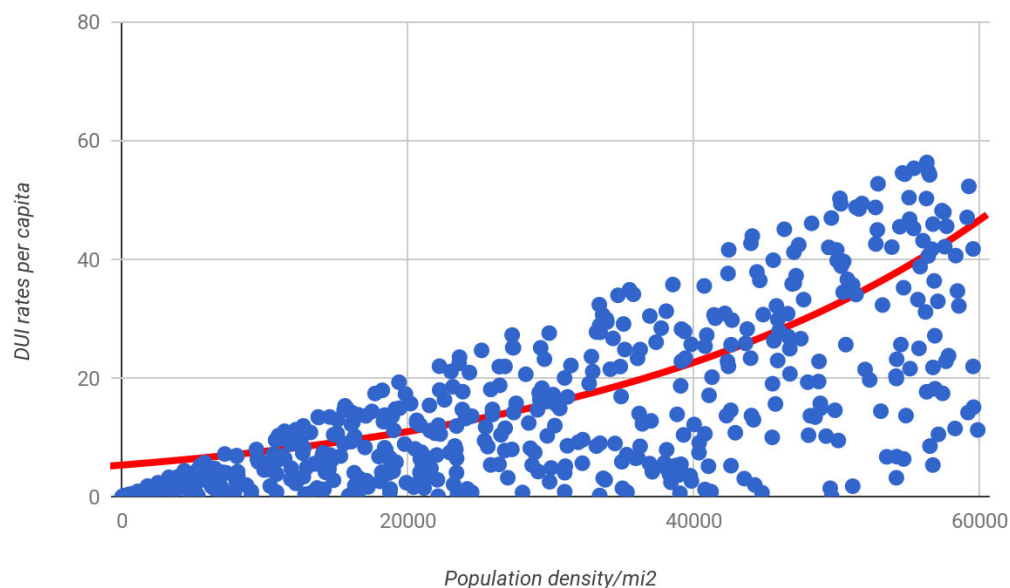
1. Based on table 1 and figure 1, do you anticipate rejecting the null hypothesis? Explain your answer.

To test your hypothesis, you first run a bivariate Pearson's r correlation.
2. Why is Pearson's r an appropriate statistic to employ with these data?
The results of your correlation are $r = 0.705$, $p < 0.05$.
3.   Fully interpret this coefficient in light of your hypothesis.
You decide to further investigate your hypothesis by appealing to a bivariate regression (using an ordinary least squares modelling procedure).

4. Even though you have already used a bivariate statistic (Pearson's r), why would a bivariate regression still be a good idea?
Your regression equation looks like this: $y'_{DUI} = \beta_0 + \beta x_{\{pop\ density\}} + \epsilon$
5. Explain each part of the equation.

6. Now, explain how the regression equation relates to ANOVA.
The results of your bivariate regression model are found below in Table 2.
Table 2.

	b	SE	t	sig
population density	0.001	0.0001	22.114	0
constant	-1.358	0.872	-1.557	0.12
$R^2=0.496$, $F=489.021$, $p<0.01$				

7. Fully interpret Table 2 in light of your hypothesis. Make sure and include a conversation about model fit, as well as interpreting the model coefficients.

8. Identify and expound on one of the Gauss-Markov assumptions that your regression model is in danger of breaking.

9. Finally, answer your research question. What are some practical implications given your results?

August 2018 Qualifying Exams

August 2018
Theory Qualifying Exam
AM Question

Two classic criminological theories make vastly different predictions about the role of sanctions. Labeling theory anticipates that sanctions will generate further crime while deterrence theory anticipates that sanctions will inhibit further crime.

Discuss these theories, the evidence supporting their predictions, and which perspective you think provides the best theoretical framework to think about sanctions and why. In your discussion, be sure to include the basic assumptions about human nature, key concepts, propositions and hypotheses, strengths and weaknesses, and policy implications for *each* theory.

August 2018
Theory Qualifying Exam
PM Question

Association with delinquent peers is one of the strongest correlates of delinquency. Even so, there is much debate about why association with delinquent peers is correlated with delinquency. Two different interpretations of the correlation come from Akers' social learning theory and Gottfredson's and Hirschi's general theory of crime.

1) Compare and contrast these two interpretations of the correlation between delinquent peer association and delinquency.
2) How does each theory explain offending (concepts, unarticulated and articulated propositions)?
3) What is the empirical support about the scope of each theory to explain delinquent behaviors?
4) Drawing on empirical evidence, which do you believe is the better interpretation? Be sure to justify your position.

August 2018
Policy Qualifier Exam
Morning Question

A recent article in the *Pittsburgh Post-Gazette* summarized the work of the Columbia University Justice Lab's Research Scientist, Vincent Schiraldi. He reported that Pennsylvania has 296,000 offenders on probation and parole, and that the Commonwealth of Pennsylvania has the highest rate of citizens on probation and parole in the Northeastern United States and the third-highest rate (after Georgia and Idaho) in the US.

That rate also affects prison and jail incarceration data: Schiraldi's study found that violations of parole or probation account for one-third of state prison inmates and more than half of the county jail population. In addition, the length of parole and probation terms and the conditions are problematic. Governor Tom Wolf, the Secretary of Corrections, John Wetzel, and the Pennsylvania Board of Probation and Parole have asked you to advise them how best to proceed. Their concerns include the extensive use of and the length of probation and parole, the revocations and violations that result in offenders returning to prison and/or ordered to jail, and the best strategies to reduce the number of offenders on probation and parole, cut costs, and improve recidivism.

First, explain the problem and the issues.

Can they be addressed by a policy change? Justify your position.
Which policies do you recommend? Why?
What steps have to be taken?
Who are the relevant stakeholders?
What are other states doing?
What is the role of various rehabilitation and treatment programs like educational programs? For example, the Pompoco et al. (2017) study on education in the Ohio prison systems and its effect on recidivism (defined as returning to prison). Or, programs funded by the Second Chance Act (SCA)? Incorporate evidence-based policy research.
Will you advocate for specific treatment programs? Explain with relevant research
How will you evaluate your policy?
What do you anticipate for the future? Why?

Can we "reinvent" community corrections as some scholars in the field suggest? Explain.
Elaborate on the limitations or drawbacks.

Please incorporate relevant current literature in your answer. Be sure to answer all parts of the question.

August 2018
Policy Qualifier Exam
Afternoon Question

Due to the proposed Federal legislation, "The First Step Act", you have been asked to give a research presentation to the Governor and the state legislature. The House Bill would authorize $50 million per year over five years for job training, drug treatment, education, and mental health. It offers incentives for inmates to participate in the programs. The presentation is intended to guide the Governor and the legislators in identifying issues and potential problems with servicing and responding to special populations in contact or involved with the criminal justice system.
Select a special population (i.e., sex offenders, mentally ill offenders, elderly offenders, drug offenders, or juveniles.). Please note that you cannot discuss probation or parole offenders as a special population for this question.
Discuss your policy recommendations for that population.
First, explain the problem. Justify your focus on the particular special population. Why is it important that criminal justice system professionals and agencies address this group of offenders?
Which policies/programs are likely to be most effective for servicing and responding to the special population you have selected?
Include research on evidence-based strategies.
What is the role of media and politics in the public's perception of this special population?
What are other states or countries doing?
Who are the relevant stakeholders?
Identify the agencies and organizations that you will include or partner within the policies/programs you recommend.
What barriers do you envision will affect implementing and delivering the policies/programs? How can these barriers be addressed?
Explain your plan to evaluate the proposed policy recommendations.

Please incorporate relevant current literature in your answer. Be sure to answer all parts of the question.

August 2018
Theory Qualifying Exam
AM Question

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August 2018
Theory Qualifying Exam
PM Question

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2) How does each theory explain offending (concepts, unarticulated and articulated propositions)?

3) What is the empirical support about the scope of each theory to explain delinquent behaviors?

4) Drawing on empirical evidence, which do you believe is the better interpretation? Be sure to justify your position.

January 2019 Qualifying Exams

January 2019
Theory Qualifying Exam
AM Question

Since the 1990s, the prominence of general theories has increased. Successful examples of this development might include Agnew's General Strain Theory and the self-control theory proposed by Gottfredson and Hirschi. Despite this, typological explanations and offender and offense-based profiling never seem to go away. Select either general strain or self-control theory to argue the benefits of a generalized approach. In your response, be sure to:

- identify the important theoretical components
- discuss the etiology of delinquent/criminal behavior in accordance with the assumptions of the specific theory
- summarize and critically evaluate the empirical evidence that has served to verify or refute this theory
- provide a convincing argument in favor of a generalized approach to criminological theory

January 2019
Theory Qualifying Exam
PM Question

Over the course of our history in the United States, virtually all major theoretical perspectives have been expanded or more fully developed. During this time, which perspective (classical, biological, psychological, learning, control, conflict, etc.) has had the greatest impact on our crime control policies, and why? Be sure to justify your answer by developing the theoretical perspective through history as well as the impact of the crime control policies associated with the selected perspective.

January 2019
Policy Qualifying Exam
AM Question

The Senate is considering a version of the First Step Act that the House voted on earlier last Fall. One of the Senate's contentions concerns provisions that would allow judges to depart from the mandatory minimum sentence requirements. Senators have expressed their unwillingness to support legislation that appears to provide more lenient treatment of offenders. The House's version of the legislation focused on federal inmates who are serving prison terms for drug offenses and aimed to reduce the sentences of a few thousand inmates. The expanded proposal before the Senate has the goals of sentence reform and prison rehabilitation programs. It is unclear that this legislation will be voted on before the current session of the Congress ends in December. If not, assume that this will be re-introduced in the new Congress in January.

You have been asked to take a position in support of the legislation's goals. Rather than outlining specific provisions, discuss this kind of legislation and what it has the potential to do.

In your answer, please address the following:

1. Explain the problem. Elaborate on the federal prison population and drug offenders. Is it important to address? Why? Include the relevant literature.

2. Are there examples of successful policies that have reduced drug offender sentences/other non-violent offenses on the state level? What do they indicate?

3. Design a policy for early release or shortened sentences for current federal drug offenders who are serving sentences for non-violent crimes.

4. Can prison sentences be decreased without affecting the safety of the community?

5. Include evidence-based policies for the federal legislation to model.

6. What do you anticipate will be the biggest obstacles to enacting and applying this proposed legislation? What about designing and delivering this new policy? How will you address them?

7. Who are the relevant stakeholders?

8. What are the limitations of your proposed policy?

9. How will you involve the correctional staff? Communities?

10. How will you evaluate the policy?

11. Do you anticipate more emphasis on reducing prison populations for other kinds of offenses in the next five years? What do the evidence and reports from other states suggest?

Check your response to make certain that you have answered every part of this question. Incorporate the relevant literature throughout your answer.

January 2019
Policy Qualifying Exam
PM Question

You have been asked to develop a policy to deal with a special offender population. The adult offenders are either incarcerated OR on parole or probation. The juvenile offenders are either in juvenile residential facilities OR on probation in Pennsylvania. First, select one of these populations. Indicate whether the policy you propose is for offenders who are in custody or in the community on probation or parole:

Elderly Offenders

Juvenile Offenders

Mentally Ill Offenders

1. Explain the problem. Who are these offenders? What has contributed to the existing difficulties that this population faces? Why do we care about this offender group? What specifically informs your planned policy?

2. Give a detailed description of the policy proposed. Are there specific policies from other states that can be emulated?

3. What are some of the difficulties you anticipate in implementing this policy?

4. How will you convince the legislature and the corrections professionals to adopt this policy?

5. What specific evidence-based policies and research are relevant?

6. Are there limitations to your proposed policy? If so, explain them.

7. Identify the relevant stakeholders.

8. How will you evaluate this policy?
Please review your answer to make sure that you have addressed all parts of this question. In addition, incorporate the relevant literature throughout your answer.

January 2019
Research Methods Qualifying Exam
AM Questions

Instructions: The morning session is comprised of two (2) questions. You have four (4) hours to answer the morning questions. Answer the questions asked. Read the entire question before you begin

to write your answer. Each question is divided into several parts. Answer each part of the question and label your answers (1a, 1b, etc.).

Question #1: Quantitative Methods. (33% of grade)

Prison Rape Elimination Act (PREA) was enacted in 2003 to prevent prison rape by mandating a zero-tolerance policy for prison rapes, developing national standards for detection and system responses, and increasing the accountability of prison of prison officials. The PREA also requires the Bureau of Justice Statistics (BJS) to collect comprehensive national data on the incidence and prevalence of prison rape (Moster & Jeglic, 2009). BJS has collected the data by conducting surveys of correctional administrators (Beck, Berzofsky, Caspar, & Krebs, 2013; Beck & Johnson, 2012; Rantala, 2018; Rantala & Beck, 2016).

BJS's most recent data reported by adult correctional administrators revealed that there were 24,661 allegations of sexual victimization in adult correctional facilities in 2015 (Rantala, 2018). There is general agreement that these estimates of prevalence from administrators seem to be underestimated as inmates fail to report rape.

Given this limitation of the BJS's official data from correctional administrators, you want to collect data from inmates regarding their prison rape experience.

You are going to use quantitative method(s) to complete your study. Describe and discuss each of the following components of the study you would like to complete:

22. State a specific hypothesis you would like to test, identifying the independent and dependent variables
23. Describe conceptualization and operationalization of the independent and dependent variables from your hypothesis, including examples of specific items that you would use to measure your variables.
24. Discuss potential control variable(s) in your study. Be specific and provide details that it is clear you understand the concept and role(s) of control variable.
25. Discuss what steps you would take to make sure that your measures of the variables are reliable and valid.
26. Explain your specific population of interest, and the sampling frame you would employ.
27. Discuss the method of sampling you would utilize, and the procedures you would use to select your sample. Justify your choices. Be specific and provide enough details that it is clear you understand the sampling technique you've selected.
28. Discuss the method of data collection you would utilize, and what steps you would use to enhance the quality of the data.

Instructions: Answer the questions asked. Read the entire question before you begin to write your answer. Each question is divided into several parts. Answer each part of the question and label your answers (2a, 2b, etc.).

Question #2: Qualitative Methods (33% of grade)

Qualitative Design Question

You have been hired to conduct an exploratory study of the impact of opioid addiction on the family members of addicted young adults. Your goal is to understand the collateral consequences of addiction for the families of young addicts. You have access to an opioid treatment facility; staff have agreed to help you recruit participants.

Please number the subsections of your answer.

a. Sample: Who will you include in your study? _Describe_ and _justify_ your sample design.

b. Data collection:

    i. Assume your primary data collection method will be interviews. Briefly _describe which type_ of interview (one to one, group, phone, online, etc.) you plan to use, and _justify_ your decision.

    ii. Select one additional qualitative data collection method that you can use to expand your understanding of the impact of addiction on family members. Briefly _describe_ and _justify_ your choice of method; be sure to include an explanation of how the methods complement each other.

c. Data analysis: Describe how you will analyze the data.

d. Data quality:

    i. Explain validity as it pertains to qualitative data.

    ii. What steps will you take to assess and enhance validity?

e. Limitations: What is the main limitation you see in your design?

January 2019
Research Methods Qualifying Exam
PM Question

Instructions: You have two (2) hours to answer the afternoon questions. Answer each part of the question and label your answers (1, 2, 3, …).

Question #3: Quantitative Analysis (34% of grade)
The chief of police of a local department has asked you to assist in evaluating a new training paradigm. The new training concerns how to approach calls for service involving individuals with mental health concerns. Specifically: it exposes officers to local mental health resources that they can call on, when appropriate, rather than relying solely on arrest and holding. The chief's question is whether officers who receive this training are more likely to refer such mental health calls for service to these various resources.

The training has been rolled out in a loosely structured format, such that some officers will have received little (or no) hours of training to several hours of training *per quarter* (that is, every three months). This provides you with a sort of quasi-natural experiment to work with. You have two

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variables: *hours of in-service training per quarter*, and *number of referrals to a mental health provider per quarter*. Your frequency statistics are presented in table 1:

	hours of training	*number of referrals*
mean	4.7	1.98
st dev	2.081665999	1.230750777
min	0	1
max	10	7
mode	5	1
median	5	2

1. What do these frequency statistics tells you about the nature of your data?

In anticipation of your hypothesis testing, you generate the following scatter gram:
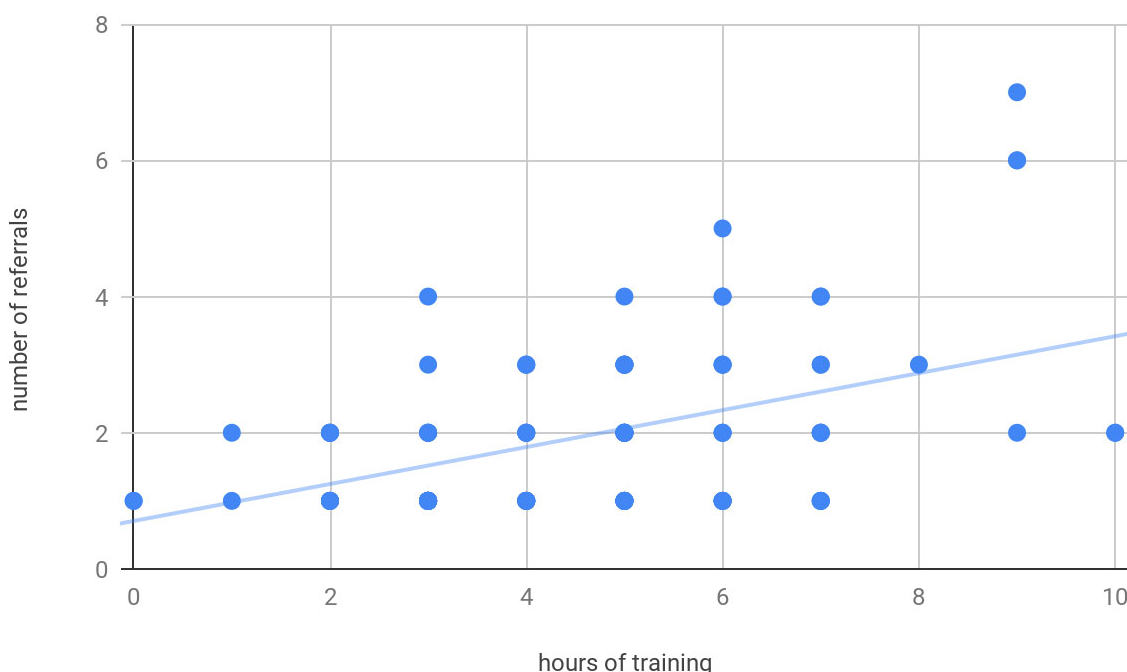
2. Based on the scatter gram, do you expect to reject or fail to reject your null hypothesis? Explain your answer.

3. Your next step is to run a bivariate model with your variables. You choose Pearson's Product-Moment Correlation Coefficient. Why is Pearson's r an appropriate statistic for your data?

4. Your Pearson's r equation results in $r = 0.46$, $p < 0.001$. Fully interpret this coefficient in light of the chief's question.

5. You now decide to run a bivariate ordinary least squares regression model. Why do you choose to do this, having already run a bivariate model, that is, the Pearson's r?

6. The tables below detail the results of your regression equation. Discuss model fit, and then fully interpret your coefficients.

Multiple R	0.459
R Square	0.211
Standard Error	1.099
Observations	100

ANOVA

	df	SS	MS	F	Sig F
Regression	1	31.583	31.583	26.146	0.000
Residual	98	118.377	1.208		
Total	99	149.96			

	b	SE	t Stat	Lower 95%	Upper 95%
Intercept	0.7048	0.2725	2.5859	0.1639	1.2456
Hours of training	0.2713	0.0531	5.1133	0.1660	0.3766

7. Having interpreted your model, what would you tell the chief of police?

8. Now, consider the nature and behavior of your data and your models. Which assumptions of the linear model are you concerned about? How would you diagnose any such problems, and how could you potentially correct them?

August 2019 Qualifying Exams

August 2019
Policy Qualifying Exam
AM Question

Pennsylvania has a large number of offenders in prison (approximately 46,000) and on probation and parole. Parole violators comprise a significant portion of the prison population.

Governor Wolf has asked you to develop a policy with two goals. First, he would like to reduce the prison population in Pennsylvania. Second, he intends to focus on offenders who are addicted to opioids and other drugs. Governor Wolf contends that a well-developed drug treatment strategy will enable offenders to transition successfully from prison to the community. Governor Wolf's ultimate goal is to help offenders become law-abiding citizens and reduce the prison population.

1. Explain the problem. Briefly, how did Pennsylvania get to this point?

2. What do you know about prior attempts that will guide you? Are there lessons from other states or the federal government that can be modified or emulated?

3. Compared to 1967, when President Johnson's Commission examined the issue of prisons and drugs, what has changed? In their review of research on prisons and drugs, what do the experts suggest fifty-two years later? Does this literature inform your policy? How?

4. Develop the policy using Welsh and Harris's framework.

5. What are the biggest obstacles you anticipate? Why?

6. What will be the role of the wardens (i.e., superintendents) in the prisons?

7. What evidence-based policies inform your proposed policy?

8. Elaborate on the role of correctional officers. How will your secure staff "buy in"?

9. Be sure to include the various stakeholders and why you will engage them in the process.

10. What are the limitations of your proposed policy?

11. Explain how you will evaluate the policy you are proposing.

12. What other considerations have scholars proposed that should be addressed when proposing a new or modified policy?
Check your response to make certain that you have answered every part of this question. Incorporate the relevant literature throughout your answer.

August 2019
Policy Qualifying Exam
PM Question

Increasingly, there is concern about the costs and effectiveness associated with incarceration, parole, and probation. The Governor and the Attorney General have asked you to propose alternatives to help reduce these costs and to increase offenders' likelihood to succeed. One frequently referenced program, HOPE (Honest Opportunity Probation and Enforcement) has received considerable attention. Its components include swift, certain, and fair sanctions to deter probationers from engaging in violations of probation conditions.

Develop a strategy that will enable Pennsylvania to move toward more intermediate sanctions in the next ten years.

Explain how you will proceed.
1. Elaborate on intermediate sanctions. What are some examples of intermediate sanctions? What does the research suggest regarding intermediate sanctions?

2. What can communities do to ensure that dangerous individuals do not remain in the community, but simultaneously avoid "net-widening"?

3. Explain your proposed policy.

4. Can we encourage more local involvement in dealing with offenders? It is more economical and easier for judges to send an offender to prison than to have the local government deal with the criminal behavior/actions. How will you address that?

5. What evidence-based policies can inform this approach? Why? Are there any concerns with evidence-based policies?

6. What about public support? Explain.

7. What kinds of formal state incentives will be or are necessary to establish a system that is committed to utilizing intermediate sanctions? Are there penalties for local communities that do not adopt intermediate sanctions? Why?

8. What about justice reinvestment? Explain.

9. What about the individual's risk level? How does that affect sanctions?
10. How will you evaluate your policy? In addition, what are the limitations of your proposed policy?

Check your response to make certain that you have answered every part of this question. Incorporate the relevant literature throughout your answer.

August 2019
Research Methods Qualifying Exam
AM Questions

Instructions: The morning session is comprised of two (2) questions. You have four (4) hours to answer the morning questions. Answer the questions asked. Read the entire question before you begin to write your answer. Each question is divided into several parts. Answer each part of the question and label your answers (1a, 1b, etc.).

This fact situation applies to both morning questions: You will be designing research projects to explore attitudes toward eliminating money bail in criminal cases.
Imagine that there is a proposal to eliminate money bail in Pennsylvania. Several jurisdictions are considering this step (e.g. New York, California) or have already taken it (Washington D.C.). Essentially, alternatives to money bail involve programs of risk assessment and ROR (release on own recognizance).
The main concern about money bail is its disproportionate burden on the poor. Defendants with adequate resources can post bail and remain free while awaiting their hearings. Those who do not have the money to post bail must either pay a nonrefundable fee to a bail bondsman (typically 10% of the bail amount) or remain in jail until trial.
The consequences of pretrial incarceration – both on subsequent CJS decisions and on personal circumstances (jobs, housing, custody of children) – can be enormous. It is frequently reported that innocent defendants will plead guilty to avoid pretrial incarceration. Further, it is estimated that up to two-thirds of the jail population is being held pretrial at significant cost to the taxpayer.
Prior research suggests that support for ending money bail is related to matters such as knowledge about alternatives and beliefs about their effectiveness, jail population levels, and relative emphasis on community safety and individual rights.

Question 1: Quantitative Methods (33% of the grade)
Design a quantitative survey to determine attitudes among PA magisterial district judges toward the proposed policy to eliminate money bail.

FYI: In PA, bail is set by magisterial district judges; there are 544 magisterial district judges throughout the Commonwealth. More populous counties are served by more magistrates. Assume you have contact information for all 544 magisterial district judges and the support of the Administrative Office of PA Courts.

1A.   State your general research question _AND_ a specific research hypothesis that could be tested by a quantitative survey.
1B.   Describe and justify your sample design. Be sure to provide enough information to demonstrate that you understand the logic of sampling and can apply that knowledge to this specific fact situation.

1C.   Describe how you would operationalize "attitudes toward the policy of eliminating money bail" and write two example survey items that you would use to measure the dependent variable.

1D.   How could you increase the reliability and validity of the survey instrument?

1E.   What do you see as the main limitations of your proposed study?

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Question 2: Qualitative Methods (33% of the grade)

You realize that you need a more in-depth understanding of the bail process in PA and the thinking of the magistrates who set bail. Design a qualitative study of bail in Pittsburgh.

FYI: There are 12 magisterial justices in serving in Pittsburgh, and each interacts with other members of the courthouse work group (most notably, defense counsel and prosecutors).

2A.   First, justify the value of qualitative study on this topic. That is, what does qualitative research offer in this instance? Your answer should demonstrate that you know the central differences between the qualitative and quantitative paradigms.

2B.   State your overarching research question (make sure it is qualitative in nature).

2C.   What qualitative method(s) would you use to answer your research question? Explain and justify your choice(s). Be sure your discussion demonstrates your knowledge of the method(s).

2D.   Who would you include in your study, and what sample design would you use?
        Why?

2E.   What challenges do you foresee in gaining access to the research participants? How would you address them?

August 2019
Research Methods Qualifying Exam
PM Questions

Instructions: You have two (2) hours to answer the afternoon questions. Answer each part of the question and label your answers (1, 2, 3, …).
Question #3: Quantitative Analysis (34% of grade)
Recent research has revealed that non-supportive reactions toward rape victims are still prevalent among members of the criminal justice (CJ) community (Sleath & Bull, 2015, 2017). According to Suarez and Gadalla (2010), *rape myths*- "prejudicial, stereotyped, or false beliefs about rape, rape victims, and rapists" (Burt, 1980, p.271)-help to explain the sociocultural context of CJ professionals' adverse reactions toward rape victims.

While a small number of studies increased understanding of Rape Myth Acceptance (RMA) of criminology and criminal justice (CCJ) students overall, we have yet to determine important variables that are related to this bias for curriculum implication. The present study attempts to fill in some of this gap by comparing RMA levels of students who want to be police officers versus others who desire different careers in criminal justice. In order to measure RMA, this study used the revised version of the Illinois Rape Myths (IRMA) Scale. Higher scores reflect a greater acceptance of rape myths. The overall scale reliability was .93.

The total CCJ sample consisted of 414 respondents. Among all occupational categories offered to students in the survey instrument, law enforcement was considered to be highly attractive for many

students in our sample; 176 students reported their desired career as law enforcement, representing 42.5% of the sample, compared to 8.5% for corrections (n = 35), 14.0% for legal field (n = 58), 13.0% for victim service (n = 54), and 22.5% others (n = 93).

Although our sample was fairly similar in terms of gender (55.3% female, n = 229, and 44.7% male, n = 185), the majority of students who want to be police officers were male (57.8%), while the other career interest areas were more likely to be female (70.7%). Before testing the relationship between desired career and RMA, the gender effect on the RMA was tested. Table 1 presents the results of a bivariate comparison between male and female students on the self-reported measures of the dependent variable, RMA.

Table 1. Means and Standard Deviations of Variable (RMA score) by Gender (N = 414)

	Female (N = 229)		Male (N = 185)		95% Confidence Interval of the Difference		t value	p value	Cohen's d
	M	SD	M	SD	Lower	Upper			
RMA score	38.24	10.94	47.79	12.46	-11.84	-7.25	-8.17	.049	.82

1. State the research and the null hypotheses for a two-tailed test.

2. Interpret the 95% Confidence Interval of the Difference of the Independent Samples t-Test (Lower: -11.84 & Upper: .-7.25). Demonstrate that you understand the process of statistical inference.

As shown in Table 1, the t-test results indicate t = -8.17, p = .049. In your own words, (1) what does it mean to say "p = .049"? (2) Provide a statement to summarize the findings in terms of *statistical* significance. (3) Explain whether or not the finding supports your research hypothesis.

As shown in Table 1, the result indicates the effect size, Cohen's d = .82. What do you conclude about the gender difference in RMA scores? Provide a statement to summarize the findings in terms of *substantial* significance.

Next, you want to investigate the difference in the level of RMA across students' desired careers. For the measure of the desired career, students were asked to choose one of the following five options: corrections, law enforcement, legal field, victim services, other. What type of analysis would you conduct to determine this difference? (1) Explain your choice. Also, (2) discuss which assumption(s) should be satisfied and how to test the assumptions to use the statistical analytic method you choose.

To assess previous research suggesting that law enforcement students hold higher levels of RMA, the bivariate regression ordinary least squares (OLS) analysis was performed by entering the dummy variable of the desired career, operationalized as either law enforcement (coded 1) or others (coded 0). Table 2 presents the results of bivariate regression by the desired career.

Table 2. Bivariate Regression Model (N = 414)

	RMA		
	b (SE)	Beta	p value
(Constant)	2.54 (1.60)		.000
Desired career (Others = 0, Law enforcement = 1)	3.35 (.04)	.09	.049
Model R^2 (adjusted R^2)	.008 (.006)		

Dependent Variable: Rape Myth Acceptance (total score)

1. State the research and the null hypotheses for a two-tailed test.

2. Explain whether or not the findings of regression analysis support the research hypothesis. Can we conclude that the impact of students' desired career is STATISTICALLY and/or SUBSTANTIALLY significant? Why or Why not?

3. Interpret the unstandardized and standardized coefficients.

4. Descriptive statistics revealed a considerable variation in RMA score among CCJ majors. You decide to recode the continuous variable of RMA into the variable of three categories as "above the average (top 25%)" "at average (middle 50%)" or "below the average (bottom 25%)." With this new categorical variable of RMA, you want to investigate the difference in the level of RMA between students who want to be police officers versus others who desire different careers in CJ. What type of analysis would you conduct to determine this difference? (1) Explain your choice. Also, (2) discuss which assumption(s) should be satisfied and how to test the assumptions to use the statistical analytic method you choose.

August 2019
Theory Qualifying Exam
AM Question

Contemporary social disorganization theory identifies several structural correlates of crime rates across communities but acknowledges that additional factors mediate the relationship between these structural factors and crime. Discuss, in detail, both the exogenous structural conditions of social disorganization theory necessary for crime as conceptualized by Shaw and McKay as well as the factors that mediate the effects of disorganization on crime rates. Review the research that tests the relationships proposed by contemporary social disorganization theory and take a position on whether variation in crime rates across communities can be explained by variation in the community's level of disorganization. Be sure to defend your answer thoroughly.

August 2019
Theory Qualifying Exam
PM Question

Mass shootings in schools and other public spaces have become an all too common occurrence in the United States. Selecting a different theory than the one discussed in the morning question of this exam, describe the theory that is *most useful* for explaining mass shootings *in schools*. In doing so, discuss the theory's basic assumptions about human nature, its scope, key concepts and propositions, hypotheses, and how well research supports it. Be sure to frame your discussion of these elements around mass school shootings as best you can. Finally, discuss the limitations of the theory to explain school shootings and what policy implications might stem from the theory to curtail the future occurrence of these events.

January 2020 Qualifying Exams

January 2020
Research Methods Qualifying Exam
Morning Questions

Instructions: The morning session is comprised of two (2) questions. You have four (4) hours to answer the morning questions. Answer the questions asked. Read the entire question before you begin to write your answer. Each question is divided into several parts. Answer ALL parts of each question and underline your answers (1a, 1b, etc.). Both Question 1 and Question 2 are related to the same general research issue. The issue to be addressed for this exam is explained below.

To address the risk of active shooting incidents at schools, a local school board has enacted policies focused on preparation and protection through physical security and emergency management/response. The school district includes one high school with approximately 1,000 students, a junior high school, with approximately 500 students, and three elementary schools with approximately 200 students at each school. The new security strategies include: limited building access, installation of metal detectors at all entrances, restrictions on the use of backpacks/bags carried by students and teachers, allowing teachers to carry firearms and other deadly weapons, and the use of "shelter in place," emergency evacuation, and first-aid drills. The new policy changes are controversial with parents, students, teachers, and school administrators voicing divergent opinions.

Question 1: (33% of the grade)

Design a quantitative survey to assess the relationship between the perceived risk of shooting incidents and attitudes about these new security strategies among students. Your response must demonstrate that you understand quantitative methods and are able to apply these methods to this specific situation.

1A.   Provided a brief overview of your research strategy. In this overview, state your general research questions and specific research hypotheses that could be tested by a quantitative survey.

1B.   Describe and justify your sample design. Be sure to provide enough information to demonstrate that you understand the logic of sampling and can apply that knowledge to this specific fact situation. Access to the elementary school students is not available.

1C.   Describe how you would operationalize the risk of school shootings and student attitudes related to the new security measures and write two example survey items that you would use to measure these variables.

1D.   Describe the strategies that you would use to increase the reliability and validity of your survey instrument.

1E.   Identify the known limitations that might be inherent in your approach and how you might minimize the effect of them.

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Question 2: Qualitative Methods (33% of the grade)

Your study is intended to explore the views of principals and teachers about their perceptions of the new security strategies and the risk of armed violence in their schools.
Please remember that your answer must demonstrate that you understand qualitative research and can apply your understanding to this fact situation.

> 2A. Provide a *brief* overview of your research design. In a few sentences, describe your research question and how you plan to answer it.

> 2B. Describe and justify the qualitative method(s) you plan to use.

> 2C. Describe and justify your sample design and whether you anticipate any issues with access.

> 2D. Describe the general strategy you would use to analyze the data.

> 2E. Describe how you will assess the validity of your data and include a description of at least one technique you will use to validate your data in the context of this research project.

> 2F. Describe any human subject protection issues that you anticipate and how you will address them.

January 2020

Research Methods Qualifying Exam
Afternoon Questions

Instructions: You have two (2) hours to answer the afternoon questions. Answer each part of the question and label your answers (1, 2, 3, …).

Question #3: Quantitative Analysis (34% of grade)

3A. Discuss the differences between statistical significance (p-value) and substantial significance (effect size) in statistical analysis.

3B. For each of the following bivariate statistical tests, explain (1) levels of measurements required, (2) the null and alternative hypotheses, (3) decision and interpretation of the statistical significance of the results, and (4) decision and interpretation of the effect size of the results.
   a. t-test,
   b. ANOVA,
   c. Chi-square
   d. Correlations
   e. Regression

3C. Recent statistics show that rural areas have experienced at least equal to or higher rates of violence compared to urban areas (Donnermeyer, 2016; Jennings, Khey, Maskaly, & Donner, 2011; Rennison & DeKeseredy, 2017). School violence in rural areas has not received much academic attention, while there is a large body of literature on school violence in urban areas. The generalizability to rural schools of research results for urban schools still remains unanswered. To fill this gap in the literature, the current study investigates the impact of school locations on school violence incidents and compares predictors of school violence in rural and urban schools.

Table 1 presents the results of a bivariate comparison between urban schools and rural schools on the number of school violence incidents in 2019.

Table 1. Means and Standard Deviations of School Violence Incidents by School Locations

	Urban Schools (n = 1,940)		Rural Schools (n = 636)		95% Confidence Interval of the Difference		t value	p value
	M	SD	M	SD	Lower	Upper		
School Violence	15.42	2.729	15.59	2.352	-.969	.638	-.407	.051

(1) State the research and the null hypotheses for a two-tailed test.

(2) Interpret the 95% Confidence Interval of the Difference of the Independent Samples t-test (Lower: -.969 & Upper: .638). Demonstrate that you understand the process of statistical inference.

(3) As shown in Table 1, the obtained p was "p = .051." Can we conclude that the impact of school location on school violence is STATISTICALLY and/or SUBSTANTIALLY significant? Why or Why not?

(4) You decide to recode the school location into the variable of three categories as "Urban" "Suburban" and "Rural." With this new categorical variable of school location, you want to investigate the impact of school location on the number of school violence incidents. What type of statistical analysis would you conduct to determine this association? (a) Explain your choice. Also, (b) discuss which assumption(s) should be satisfied.

To assess the influence of implementing school resource officers on the school violence, and the extent to which they vary by school locations, two bivariate ordinary least squares (OLS) regression models were used. The first model regressed the number of school resource officers on reported school violence incidents in urban schools. The second model assessed the influence of this same variable on reported school violence incidents in rural schools. Table 2 presents results of bivariate regression by school locations.

Table 2. Summary of Bivariate Regression Equations by School Locations

	Urban Schools (n = 1,940)			Rural Schools (n = 636)		
	b (β)	*p*	SE	b (β)	*p*	SE
School Resource Officers	.136 (.092)	.481	.168	-.945 (-.392)	.020	.264
R² (adjusted R²)	.181 (.084)			.239 (.138)		
F (p-value)	1.866 (.681)			2.380 (.001)		

Dependent Variable: Number of Reported School Violence Incidents

(5) For each regression model, state a research hypothesis.

(6) For each regression model, interpret the coefficient of determination.

(7) For the regression model of Rural Schools, interpret the unstandardized and standardized coefficients.

(8) For each regression model, explain whether or not the findings support your research hypothesis.

<u>**January 2020**</u>
<u>**Policy Qualifier Question**</u>
<u>**Morning Question**</u>

1. In 2011, The U.S. Supreme Court affirmed in *Brown v. Plata* that the State of California had violated the 8th Amendment protection against cruel and unusual punishment because of rampant overcrowding within the prison and jail systems. As a result, California was required to reduce its prison population by roughly 40,000 inmates in five years. In a very possible future, Pennsylvania and other states may be required to significantly reduce their incarcerated population under a similar timeframe. You have been tasked to prepare for this transition of first-time non-violent felons that are currently incarcerated in the Commonwealth of Pennsylvania to various community corrections and supervision agencies and programs in the next five years. You are to report to Governor Wolf outlining what types of Community Corrections programs and strategies are most effective in reducing recidivism.

In your proposal to Governor Wolf, please be sure to address the following:

The Principles of Effective Intervention and RNR model including how they are used within community corrections.

How specialty courts, intermediate sanctions, community corrections programs and any other treatment modalities have demonstrated empirical evidence that they can reduce recidivism in lieu of incarceration.

How programs can achieve maximum efficiency (i.e., dosage, program integrity, reliability, measurement, and training).

Be sure to incorporate the relevant literature in your answer. Answer all parts of the question.

January 2020
Policy Qualifier Question
Afternoon Question

Pre-trial detention has become one of the major issues in criminal justice. Simultaneously, there has been considerable discussion about Artificial Intelligence (AI) and the use of risk assessment tools. Specifically, a number of states have adopted these tools to determine whether a person should be detained (pre-trial) and also whether a person should be incarcerated or placed under some type of community supervision post-conviction.

The Commonwealth of Pennsylvania is one of the states confronting the pre-trial detention dilemma, and it is considering adopting such a system. Governor Wolf has contacted you and requested that you advise him how best to proceed.

First, Governor Wolf asked you to brief him on pre-trial detention. Then, he would like you to prepare a policy for reducing the Commonwealth's reliance on it. Explain the alternatives you would recommend. What empirical evidence and research can you cite to support your position?

Secondly, Governor Wolf would like you to explain how risk assessment tools work. Are they accurate? The Governor is interested in knowing the advantages and disadvantages of such a system. Please provide him with a comprehensive review and explanation of some of the benefits and drawbacks. Do you have an alternative or modification to risk assessment instruments to propose? Are such tools valid and reliable for both pre-trial and post-conviction? Explain.

Please address all the Governor's concerns.

When you respond, also consider the following:

Current situation

Cost

Relevant stakeholders

Partnerships and collaborations

Evaluation

Future Directions

Be sure to incorporate the relevant literature in your response. Answer all parts of the question.

January 2020
Theory Qualifying Exam
AM Question

The nature versus nurture debate has occupied a central position in explanations of human behavior in general. Select one criminological theory whose propositions mainly favor the nature side of the debate and one that mainly favors the nurture side of the debate. Explain in detail how each theory makes its argument and review the evidence that supports each theory as they relate to criminal behavior. Formulate a well-supported argument as to which approach you find most compelling.

January 2020
Theory Qualifying Exam
PM Question

Two criminological theories make vastly different predictions about the role of sanctions. Labeling theory argues that sanctions will generate further crime while deterrence theory argues that sanctions will reduce further crime. Discuss these theories in detail, including the evidence supporting their propositions, and which perspective you think provides the best theoretical framework for thinking about the effects of sanctions.

Signature Page

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

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

_____

Print Name

_____

Signature

_____

Date

Submit to Dr. Bitna Kim by September 6, 2020

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