



# **DEPARTMENT OF CRIMINAL JUSTICE AND CRIMINOLOGY**

## **GRADUATE HANDBOOK 2019-2020**

---

Revised September 2018

Policies apply to those entering the graduate program Fall 2019. Students who entered their respective programs prior to Fall 2019 should consult the graduate handbook in effect for the year in which they started.

## TABLE OF CONTENTS

INTRODUCTION AND GRADUATE PROGRAM OVERVIEW	3
GENERAL GRADUATE PROGRAM REQUIREMENTS	4
Advising, Program Planning, and Committee Formation	4
Program of Study and Program Checklist	4
Independent Readings' Criteria	4
Transfer Credits	5
REQUIREMENTS FOR THE M.A. IN CRIMINAL JUSTICE	6
Conventional Track	6
Course Requirements	6
Master's Committee	7
Master's Final Non-Thesis Exam and Oral Defense	7
Master's Degree with a Certificate in Global Justice and Security Track	7
REQUIREMENTS FOR THE M.A. IN CRIMINAL JUSTICE WITH A CERTIFICATE	8
General Rules	8
Course Requirements	8
Administration and Oversight	8
Student Learning Objectives	9
Desired Learning Outcomes	9
Master's to Doctoral Program Admission	9
REQUIREMENTS FOR THE PH.D. IN CRIMINAL JUSTICE	10
Course Requirements	10
Program of Study and Committee Process	11
Qualifying Exam Process	11
Preparing for the Qualifying Exam	12
Scheduling the Qualifying Exam	12
Taking the Qualifying Exam	13
The Dissertation Process	14
Dissertation Prospectus and Process	14
Use of Human Objects	15
Preparing and Defending the Dissertation	15
Student Learning Objectives	16
Desired Learning Outcomes	16
ADMINISTRATION OF GRADUATE STUDIES	17
Annual Evaluation of Academic Record	18
FUNDING OPPORTUNITIES	20
FACILITIES AND RESOURCES FOR GRADUATE STUDENTS (Pullman)	21
APPENDIX A: Department and Affiliated Faculty	22
APPENDIX B: Program Checklists	24
APPENDIX C: DCJC Faculty Annual Review of Graduate Students	27
APPENDIX D: DCJC Annual Review Student Self-evaluation	30
APPENDIX E: Application for Departmental Funding	36
APPENDIX F: Qualifying Exam Oral Defense/Appeal Rubric	38
APPENDIX G: Graduate Students' Rights and Responsibilities	40
APPENDIX H: Quick Information Page	43

## INTRODUCTION AND PROGRAM OVERVIEW

The Department of Criminal Justice and Criminology at Washington State University is designed to provide students with the skills needed to conduct and assess theoretically-based research about the causes of crime, the administration of criminal justice institutions, the exercise of discretion by actors across the criminal justice system, and the development and evaluation of policies which have an impact on criminal justice systems at the local, state, national, and international levels. The structure and content of courses, required examinations and writings stress the connections between research and policy and the ability to translate empirical findings into effective and humane criminal justice policies. At both the Master's and Doctoral levels, the aim of the graduate programs is to provide students with a broad and thorough educational experience to enable them to be successful professionals in a variety of applied, educational, and scholarly settings. Our graduate programs are explicitly designed to respond to the realities of a highly competitive job market. Over the last two decades, all of our Ph.D. graduates have obtained positions in academia or governmental agencies across the world. Moreover, M.A. students who complete our program are highly sought after in applied research settings in both the public and private sectors.

Department faculty have a wide range of research and teaching interests. The Department is nationally and internationally recognized for scholarship with a focus on problem-driven research that confronts both traditional and emerging challenges in the U.S. and throughout the world. Faculty members routinely lend their expertise to a broad range of local, state, national and international government agencies and non-governmental groups. This involvement on the 'practitioner-side' of policy serves to enrich faculty research and enhance the learning environment and opportunities for our graduate students.

The Department's Graduate Handbook provides students with the information necessary to navigate through the graduate degree programs in criminal justice at WSU. The policies and procedures in this handbook have been officially approved by our faculty and are consistent with Graduate School regulations. The handbook was developed to use in conjunction with the WSU Graduate School Policies and Procedures Manual available at <https://gradschool.wsu.edu/policies-procedures/>. Students are responsible for familiarizing themselves with and following the guidelines in both sources. The Department of Criminal Justice and Criminology will aid students in understanding the rules and regulations in both documents but ultimately, responsibility for compliance rests with each student. The Department provides all students with the current Graduate Handbook the semester they arrive. As the Handbook changes in some respects every year, the Handbook distributed as a student enters the graduate program governs the student's studies and degree requirements. That being said, specific forms, web sites, and other materials described herein or included in the appendices are subject to modification. As forms are updated, they will be made available to students.

Please note while students should rely on this Handbook in planning their program, in the unlikely event that language contained herein conflicts with Graduate School or University policies and procedures, the policies outlined in this Handbook are subservient to those outlined in the University Graduate School guidelines.

## GENERAL GRADUATE PROGRAM REQUIREMENTS

The following requirements and guidelines apply to all graduate students.

### Advising, Program Planning, and Committee Formation

The Graduate Advisor for the Department of Criminal Justice and Criminology (DCJC hereafter) will serve as advisor for students during their first year in the program. Students should seek input from the Graduate Advisor regarding course work, committee formation, and other items related to their academic program at WSU.

As soon as possible, **no later than the beginning of the second semester for MA and the third semester for PhD**, students should form a committee, composed of three *graduate* faculty, one of whom will serve as the chair. The committee chair will thereafter be the major advisor for the student's degree work at WSU and assist the student in assuring that all degree requirements are fulfilled.

### Program of Study and Program Checklist

All graduate students must submit a Program of Study to the Graduate School, **by the beginning of their second semester for M.A. and third semester for Ph.D.** Students should obtain this form from our Graduate Academic Coordinator, who will advise students on how to fill the forms out correctly. The form is also available at the Graduate School website, <http://gradschool.wsu.edu/Forms>.

All members of the student's committee must sign the Program of Study before it is submitted to the Graduate School. Once all committee signatures have been obtained, students should submit their form to the Graduate Program Coordinator (GPC). Please note that some courses are not always offered on a regular basis. Thus, it is vital to check with members of the program committee and, if necessary, the Chair of the DCJC, to anticipate when courses will be offered. Students need to file a change of program form for any changes after their initial program is approved by the Graduate School (this is a Graduate School, not a DCJC, requirement).

A Program Checklist is also available in Appendix B to help students keep track of their own progress through their respective degree program. The program checklist reflects the entire curriculum for each degree program. While this is not an official DCJC or Graduate School document, it is a useful tool in planning your academic activities. Students should consult with their Committee Chair in filling out the Program Study and the Program Checklist.

### Independent Readings' Criteria

Students may arrange to conduct independent reading with individual faculty members (CRMJ 600) for 1 to 3 ungraded graduate credit(s) — pass or fail.

Students may use independent readings to fulfill the following three purposes:

- 1) Pursuing Special Topics of Interest
- 2) Preparing for Ph.D. Qualifying Exam
- 3) Substitutes for Existing Course. This option does not apply for core courses (CRMJ 520, 522, 530, 540, 555). Reading courses may be substituted for regularly offered seminars only under extenuating circumstances, e.g., scheduling conflicts. Such as reading courses must be 3 credits and should be approved by all members of the student's committee.

Students must fill out the Independent Readings form, available in the front office, with the faculty member and select the type of evaluation as well as purpose of the course. It should be noted that such courses place an additional, non-remunerated, burden on faculty and so should be considered only as an option of last resort by students.

## **Transfer Credits**

In some cases, students may be allowed to transfer credits from other accredited graduate programs as provided for in the Graduate School Policies and Procedures Manual:

*Credits appropriate to the Program of Study (with a grade of B or higher earned in other accredited graduate schools after the awarding of the bachelor's degree) may be transferred and applied toward a student's graduate degree program. The number of such credit hours is limited to no more than half of the total graded course credits required by the program that is listed on the Program of Study. None of this credit may be applied toward another advanced degree. Individual departments/programs may choose to limit transfer credits to an amount less than what is specified above.*

*Transfer credits are subject to the usual time restrictions for Master's and Doctoral degrees and approval by the academic unit and the Graduate School. Credits cannot be more than six years old for a Master's program and ten years old for a Doctorate program at the time of submission.*

*Transfer credit is requested formally by listing the courses on the Program of Study, obtaining committee member and chair approval, and submitting it to the Graduate School for review and approval; however, preliminary determination will be made earlier upon request.*

*Students intending to request transfer credit for their Program of Study will need to submit to the Graduate School all official transcripts from colleges or universities showing such credit. A catalog description of the course must be available either in paper form or on the institution's website. The institution from which the credits are being transferred must be accredited by a recognized accreditation association. The Graduate School will review all credit to determine eligibility for transfer.*

*The Dean of the Graduate School is the final authority in determining what constitutes accredited courses or schools, and in determining exceptions to this policy. Limitations to this policy include the following: extension courses, special problems, special topics, research and thesis, workshops, and correspondence courses will not receive graduate transfer credit. For necessary interpretations, inquiries should be sent to the Dean of the Graduate School.*

In addition to the Graduate School policy, all transfer credits must be approved by the Graduate Director, department Chair of the DCJC, and the student's committee.

## REQUIREMENTS FOR THE M.A. IN CRIMINAL JUSTICE

The Program offers two tracks toward the completion of the Master's Program: a conventional track and a Master's with a Certificate in Global Justice and Security. Each track has different course requirements, which are detailed below. Both tracks are non-thesis tracks and do not require the writing of a Master's thesis.

Students should read the descriptions of the two tracks outlined below carefully. The decision which track a student wants to pursue can be decided once a student arrives on campus during discussion with the graduate advisor.

### **Conventional Track**

The Conventional Track requires the completion of 28 hours (9 courses) of graded course credit<sup>1</sup>. Six hours (two courses) of senior level undergraduate course work may be allowed, by approval of the student's Committee, toward the completion of the 28 hours of graded course work. In addition, students must sign up for at least 4 hours of CRMJ 702 credits. CRMJ 702 credits, which are evaluated as pass or fail only, represent efforts by students engaged in independent study and the preparation of the writing portfolio discussed below.

### **Course Requirements**

#### **Core Courses (16 credits):**

CRMJ 520 – Research Methods in Criminal Justice and Criminology  
CRMJ 522 – Foundations of Quantitative Methods in Criminal Justice and Criminology  
CRMJ 530 – Criminal Justice: Processes and Institutions  
CRMJ 540 – Seminar in Criminal Justice Research and Evaluation  
CRMJ 555 – Seminar in Criminological Theory

#### **Institutional Courses (6 credits minimum):**

Select courses in two of the following three areas:  
Policing (such as CRMJ 570, 572)  
Corrections (such as CRMJ 541, 542)  
Courts (such as CRMJ 560)

#### **Electives (6 credits):**

Select two courses from within the DCJC or from other departments. Non-criminal justice courses must be relevant to a student's educational and professional goals and must be approved by the student's committee and the DCJC Graduate Advisor.

#### **Complete Master's Scholarship (4 credits minimum):**

CRMJ 702 – Master's Special Problems, Directed Study and/or Examination

---

<sup>1</sup> Master's students will be taking eight courses that are three credits per course in addition to CRMJ 522, which is four credits per course, which equals a total amount of 28 hours of graded coursework.

## **Master's Committee**

During the first semester in their program, master's students will be advised by the DCJC Graduate Advisor. During their second semester, students **must** form a committee, composed of three *graduate* faculty, one of whom will serve as the chair. Students are advised to select a committee chair early in their second semester in residence. (This professor will be the major advisor throughout the student's MA degree work at WSU.) Students should discuss their career and research interests with their chair and, based on the chair's input, form the rest of their committee based on the substantive expertise of faculty members regardless of whether the professor is based in Pullman, Spokane, or Vancouver.

All graduate students must submit a Plan of Study to the Graduate School, by **the beginning of their second semester in residence and no later than the semester before planned graduation**. Students should obtain these forms from the Graduate Program Coordinator, who will advise students on how to complete the necessary paperwork. The form is also available at the Graduate School website, <http://gradschool.wsu.edu/Forms>. All changes in an approved Program of Study must be made on the Graduate School change of program form.

## **M.A. Final Non-Thesis Exam and Oral Defense**

In addition to the course requirements, students are required to have a formal meeting with their committee in the semester of graduation, which officially serves the requirement as the final non-thesis exam for the M.A. degree. This formal meeting and oral defense needs to be scheduled in the semester of graduation and in accordance with the graduate school deadlines. There will be two dates in the semester of graduation that students can choose from to schedule their final exam meeting. Check with the Graduate Coordinator in the semester of graduation for these dates.

The performance at the oral defense is evaluated by the student's committee to ensure that the student has achieved the learning goals and objectives in the MA program. Specifically, evaluation of the oral defense considers whether the student understands the interdisciplinary nature of criminal justice, the theoretical, legal, ethical, and policy issues associated with at least one criminal justice institution, and the theoretical and applied role discretionary decision-making plays in the operation of the criminal justice system.

After the oral examination, if a student's oral defense performance is found to be deficient, after consulting with the Graduate Director but within 5 days of the defense, the committee will provide the student specific steps needed to correct such deficiencies. The student who does not successfully correct the inadequacies identified by the student's Master's Committee will be allowed to reregister for CRMJ 702 the following semester and repeat the oral exam process.

## **Master's Degree with a Certificate in Global Justice and Security Track**

This M.A. is designed as a cross-disciplinary degree combining Criminal Justice and Political Science courses which deal with the changing dynamics and configurations of security and crime patterns and issues across the world. Security threats and crime in the USA are increasingly affected by global developments and hence cannot be dealt with effectively by security and crime policies that focus solely on the USA.

This MA track requires a total of 32 semester hours, including 28 hours (nine courses) of graded course work and four hours of CRMJ 702 credits, as well as the submission of a portfolio and an oral defense/exit interview.

Nine hours (three courses) of senior level undergraduate course work may be allowed, by approval of the student's Committee, toward the completion of the 28 hours of graded course work.

# REQUIREMENTS FOR THE M.A. IN CRIMINAL JUSTICE WITH A CERTIFICATE IN GLOBAL JUSTICE AND SECURITY

## General Rules

The Certificate option is available only to students who have been admitted and have enrolled in the CRMJ MA program. In order to receive the Certificate, students will have to successfully complete ten courses in the CRMJ MA program.

To enroll in the Certificate Program, students in the CRMJ MA program have to notify the Graduate Director in the Department that they wish to pursue the Certificate option. The Graduate Director will decide whether to accept the student into the Certificate program or not and will notify the student of its decision. Being denied admission to the Certificate option does not prevent the student from receiving an MA upon successful conclusion of the required courses for the conventional MA track. Once admitted, the student's program statement form will indicate admission to the Certificate option.

## Course Requirements

A minimum of 32 semester-hours total credits is required for the certificate, including seven core graded courses, two elective graded courses, and four hours of CRMJ 702 (graded pass/fail only). Students must successfully complete at least 28 hours of graded course work, 22 hours (7 courses) of which must be at the 500-level.

## Required Core Courses

CRMJ 520:	Research Methods in Criminal Justice and Criminology
CRMJ 522:	Foundations of Quantitative Methods in Criminal Justice and Criminology
CRMJ/PS 505:	Comparative Criminal Justice. (Crosslisted course offered as either CRMJ 505 or POL S 505).
CRMJ 555:	Seminar in Criminological Theory
CRMJ 572:	Seminar in Comparative Policing
PS 424:	[M] US National Security Policy
PS 531:	Seminar in International Security

## Two elective courses selected, with approval of the Graduate Studies

### Committee for DCJC, from:

CRMJ 400: Issues in the Administration of Criminal Justice: Transnational  
Crime  
CRMJ 530: Criminal Justice: Process and Institutions  
CRMJ 540/PS 541: Seminar in Evaluation Research  
CRMJ 560: Prosecution and Adjudication  
CRMJ 570: The Police and Society  
PS 400: Political Science Issues: Homeland Security  
PS 533: Topics in Political Psychology

### Complete Master's Scholarship (4 credits minimum):

CRMJ 702: Independent Study (4 credits)

## Administration and Oversight

The Certificate program will be advised and guided by a three-faculty committee drawn from Criminal Justice and Criminology and Political Science. The committee will guide the administration of the Certificate; evaluate the suitability of proposed new course offerings and the ongoing relevance of existing courses; liaison with Political Science faculty who are teaching courses within the Certificate to consult on changes in Political Science faculty and interests; coordinate course offerings to be able to make required courses available on time and without overlap; and conduct the oral exam.

Students who have been admitted directly to the Ph.D. program with a BA degree can enroll in the



Certificate option, since they will earn the MA degree as they make progress toward the Ph.D.

### **Student Learning Objectives**

The goals and objectives of the MA in Criminal Justice and the MA in Criminal Justice with a Certificate in Global Justice and Security include:

- Understand the changing nature of security and justice problems and issues in the current global world;
- Be able to conceptualize, analyze and theorize why such changes have occurred;
- Become familiar with the political, cultural, economic and societal diversity of nations, countries and groups across the world;
- Acquire the cultural, methodological and analytical skills to interpret available information related to security and justice issues;
- Understand the basic domestic and foreign policy programs and goals adopted by the USA and other countries to deal with the new global security agenda; and
- Prepare students for careers in government and private security related organizations both in the USA and globally.

### **Desired Learning Outcomes**

Students earning the MA in Criminal Justice and the MA in Criminal Justice with a Certificate in Global Justice and Security will be able to demonstrate:

- A basic understanding of current political, economic, cultural, and security trends in the world;
- Knowledge of major factors and drivers of changes in the global and domestic security and justice environments;
- Ability to describe, in some detail, basic policy approaches and programs relevant to diverse security challenges adopted by the USA and other countries;
- The methodological and analytical ability to assess the effectiveness of various policies;
- Detailed knowledge and understanding of specific security issues relevant to their theoretical and career interests; and
- An ability to describe and evaluate global security and justice problems from a non-parochial and global perspective.

### **Master's to Doctoral Program Admission**

An internal M.A. student who wishes to apply for admission to the Ph.D. program can do so after at least one semester of 9 credits of graduate level CRM J courses have been completed. Of these 9 credits, the student must have completed CRM J 520 and CRM J 522. Additionally, the student is required to submit an updated curriculum vitae, a personal statement, and recommendation letters from at least two faculty from within the Department. Materials need to be submitted to the Graduate Coordinator by January 10<sup>th</sup> for admission taking place the following fall term. The DCJC faculty will meet and determine if the student is acceptable to the Ph.D. program, pending the successful completion of these additional requirements: (1) the student must enroll in at least 9 CRM J graduate-level credits during the spring term, and (2) the student must have at least a 3.5 cumulative GPA at the end of the spring semester. Once the student has met these additional requirements, the Graduate Coordinator will approve the *Add on Academic Program Degree Level* form and submit it to the Graduate School for processing.

## REQUIREMENTS FOR THE PH.D. IN CRIMINAL JUSTICE

To obtain a Ph.D. in Criminal Justice requires that a student complete a total of 72 semester hours, including a minimum of 48 hours of graded coursework<sup>2</sup> and a minimum of 24 hours of CRMJ 800 research credits. The following section sets out the specific coursework requirements.

### Course Requirements

#### **Core Courses (21 credits):**

CRMJ 514 – Professional Development (1 credit pass/fail)  
CRMJ 520 – Research Methods in Criminal Justice and Criminology  
CRMJ 522 – Introductory Quantitative Methods in Criminal Justice and Criminology  
CRMJ 523 – Intermediate Quantitative Methods in Criminal Justice and Criminology  
CRMJ 530 – Criminal Justice: Processes and Institutions  
CRMJ 540 – Seminar in Criminal Justice Research and Evaluation  
CRMJ 555 – Seminar in Criminological Theory

#### **Institutional Courses (9 credits):**

CRMJ 541 – Seminar in Corrections or CRMJ 542 Community Corrections  
CRMJ 560 – Prosecution and Adjudication  
CRMJ 570 – The Police and Society or CRMJ 572 Comparative Policing

#### **Advanced Method-Based Courses (3 credits minimum):**

One course in advanced methodology selected from a variety of courses already offered throughout the university, such as:

CRMJ 524 – Advanced Quantitative Techniques in Criminal Justice and Criminology (may be taken more than once)  
CRMJ 521 – Advanced Research Methods in Criminal Justice and Criminology (may be taken more than once)

#### **Electives (15 credits):**

Courses from within the DCJC or from other departments. DCJC courses include:

CRMJ 505 – Comparative Criminal Justice  
CRMJ 510 – Leadership in Criminal Justice  
CRMJ 511 – Criminal Justice Management  
CRMJ 512 – Juvenile Justice  
CRMJ 513 – Multicultural Issues in Criminal Justice  
CRMJ 521 – Advanced Research Methods in Criminal Justice and Criminology  
CRMJ 524 – Advanced Topics in Quantitative Methods  
CRMJ 531 – Drugs, Alcohol, and Crime  
CRMJ 542 – Community Corrections  
CRMJ 572 – Seminar in Comparative Policing  
CRMJ 580 – Gender and Justice

---

<sup>2</sup> Doctoral students will be taking thirteen courses that are three credits per course, in addition to CRM\_J 522 and 523, which are four credits per course. All of these fifteen graded courses will equal a total amount of 48 hours of graded coursework.

CRMJ 591 – Seminar in the Administration of Criminal Justice  
CRMJ 593 – Special Topics in Criminological Theory  
CRMJ 594 – Special Topics in Comparative Criminology and Criminal Justice  
CRMJ 595 – Advanced Topics in Criminal Justice Institutions and Processes  
CRMJ 596 – Special Topics: Criminal Justice and Public Health

**CRMJ 800 – Dissertation Research Hours (ungraded) (24 credits minimum)**

**Program of Study and Committee Process**

Primary responsibility for developing a Doctoral Program of Study rests with the student and the doctoral committee. Students will need to form a Ph.D. committee by or before mid-term of the student's third semester of residence at Washington State University. The primary criterion in the selection of the chair of a student's committee will normally be the student's expressed interest in a particular field of criminal justice as the probable area of major concentration. It will then be the program committee chair's responsibility to suggest other members of the Ph.D. committee. The Ph.D. program committee can include the same or different faculty than the MA committee.

No later than the student's third semester in residence, the student and his/her committee should develop a specific Doctoral Program of Study. It is the joint responsibility of the student and the program committee chairperson to see that these things are done and to have the results placed on record with the Graduate School. (Also, see Appendix B for the program checklist for the Ph.D.) Students who by the end of the third semester equivalent of full-time enrollment in residence have failed to form a committee and file a Program of Study (in the case of the Ph.D.) shall normally be denied continuance in any assistantship or other kind of intra-program employment, such as work with the Division of Governmental Studies and Services, Extended Degree Program courses, grant projects, or related activities.

All changes in an approved Ph.D. program must be made on forms supplied by the Graduate School or from the Academic Coordinator. Such changes require the approval of the program committee chairperson (at later stages, of the dissertation committee chairperson) and the other members of the program or dissertation committee. Final approval also requires the signature of the DCJC Chair and the Dean of the Graduate School.

A common oversight is failure by students and their advisors to file a specific dissertation title as a "change of program" where the program originally indicated only the intended general area of the dissertation. Such changes should be officially recorded as soon as the title has become specific and has the approval of the thesis committee. ***Please provide the Academic Coordinator with a copy of all documents submitted for any changes requested.*** Any later alterations in a formally approved and recorded title must also be treated as a program change and made part of the official record by processing the usual forms.

**Qualifying Exam Process**

The purpose of the qualifying exam is to assess the student's ability to integrate and synthesize core knowledge in the field, and to determine the student's preparation and readiness following completion of the program's core courses. This requires an ability to recognize, recall, explain clearly and precisely, apply, and synthesize the major research concepts, findings, theories, methodologies, and debates within the field, including any assumptions and policy implications and/or consequences.

The Qualifying Exam consists of both written and oral examinations. The Qualifying Exam is administered in two segments: (1) Statistics and Methods and (2) the Criminal Justice System.

**Segment 1: Statistics and Methods.** Students shall take the Statistics and Methods segment of the exam at the beginning of their fourth (4<sup>th</sup>) semester of study. Segment 1 will include a written exam followed

by an (optional) oral exam giving the student an opportunity to defend their answers.

The Statistics and Methods exam will be based on the following courses:

- CRMJ 520 – Research Methods in Criminal Justice and Criminology
- CRMJ 522 – Introductory Quantitative Methods in Criminal Justice and Criminology
- CRMJ 523 – Intermediate Quantitative Methods in Criminal Justice and Criminology
- CRMJ 540 – Seminar in Criminal Justice Research and Evaluation

**Segment 2: The Criminal Justice System.** Students shall take the Criminal Justice System segment of the Qualifying Exam at the end of the fifth (5<sup>th</sup>) semester. Segment 2 will include a written exam followed by an oral exam giving the student an opportunity to defend their answers.

The Criminal Justice System segment of the Qualifying Exam will be based on the following courses:

- CRMJ 530 – Criminal Justice: Processes and Institutions
- CRMJ 555 – Seminar in Criminological Theory
- CRMJ 541 – Seminar in Corrections or CRMJ 542 Community Corrections
- CRMJ 560 – Prosecution and Adjudication
- CRMJ 570 – The Police and Society or CRMJ 572 Comparative Policing

Please be advised that students may not register for advanced statistics courses until they have passed the Segment 1: Statistics and Methods segment of the Qualifying Exam. Students may not advance to take Segment 2: Criminal Justice System portion of the exam, until they have successfully passed the Segment 1: Statistics and Methods Exam.

Please note that if the student does not take the exam segment in the semester indicated, the grading committee will provide a failing grade. Under extraordinary circumstances (i.e. illness or family emergency), on the recommendation of the student's committee and program chair, the Dean of the Graduate School may approve alternate arraignments. For those students approved for part-time status and not receiving department funding, both exam segments are to be scheduled in the semester following the completion of the courses listed (which may not be fourth and fifth semesters).

### ***Preparing for the Qualifying Exams***

The purpose of the qualifying exams is to demonstrate quality of knowledge gained from coursework, and it is not designed to reward mere memorization of facts. The students should bear in mind that when a student "sits" for the exams, he or she is seeking to be recognized as an aspiring scholar and peer of the examiners.

There is no "set" or "magic" way to prepare for the exams. A solid course background is, of course, an indispensable asset. In preparation for the exams, the student will review the reading lists (i.e. course syllabi) utilized for each of the core courses. For courses taught by different faculty members during a student's period of residency in the graduate program, students are responsible for material contained in each syllabus, which will be made available to students upon request. The successful student will also have reviewed course material, will have consulted faculty teaching in these fields regarding appropriate reading preparation strategies, and will be thoroughly informed regarding relevant methodology. Samples of previous exams are available on the DCJC web site.

### ***Scheduling the Qualifying Exam***

Qualifying exams will be administered during both the Spring and Fall semesters. Both segments will be provided in both the Spring and Fall, if needed. Again, students are to make arrangements to take the

appropriate exam following their fourth and fifth semesters. When possible, the exam will take place the week prior to classes beginning in the fall, and the week prior to classes beginning in the spring semester when the dates do not conflict with the New Year's Holiday. Specific dates will be listed on the department website or can be provided by the Graduate Coordinator. Schedules and timing of these exams will be provided to students at least two semesters in advance.

In the event of an unexpected departure from the program (i.e., a leave of absence), a student may alter their qualifying examination test semester. Official graduate leave has time limitations and must be approved by the Graduate School, CRMJ Graduate Director and Department Chair prior to the departure (see Graduate School's *Graduate Leave* form). If a leave is granted, upon returning to the program, the student will be required to take their qualifying examination at the next scheduled exam period. If the student is granted a leave, departmental funding may be suspended. Segment 2 must be schedule with the graduate school at least 10 working days before the examination is in the Examination Scheduling Form students need to select the examination type as "Doctoral Preliminary Oral Exam" and check the "written Examination (Major)" to schedule both written and oral portions.

### ***Taking the Qualifying Exam***

On the day of the exam, the student will be provided a computer to complete the exam. The exam will be proctored by a faculty member. Students will not be allowed to bring any study or reference materials into the exam room. For **Segment 1** of the exam (statistics and methods), the student will be given four hours to provide short answers to a variety of questions testing their abilities in research methods, interpretation and data analysis, policy, and evaluation. For **Segment 2** of the exam (criminal justice system), the student will be given six hours to complete the exam and to elaborate on the topic using their selected area of focus/expertise (i.e. corrections, courts, policing, or theory).

A committee of three faculty members will be formed each academic year to grade the exams. These faculty may be drawn from Criminal Justice and Criminology faculty at the three participating campuses (Pullman, Spokane, and Vancouver). Graders will focus on a student's understanding of the substantive items relevant to the question, the depth of their understanding, the organization of their answer, and the analytical skill utilized to formulate a suitable answer. Each committee member will provide blind scoring of the exam using a grading rubric to be posted/provided to students prior to the exam. To the degree possible, the students' responses and the identity of the graders will be kept anonymous until the committee has made its final decision. The committee will evaluate and deliberate on students' answers returning grades within two weeks following the completion of the exam. The candidate shall pass if the number of affirmative votes is 2/3rds voting. A grade of 'pass' or 'fail' will be returned to the student along with general comments detailing the reason for the grade. If a student fails either segment they will be given the option to appeal via an oral defense of their written answers. Students that pass both written segments will be required to orally review their answers after completing **Segment 2** of the exam. The oral defense/review, following the completion of **Segment 2** will constitute a formal exam, scheduled through the Graduate School. Successful completion of the written portions **Segment 1, Segment 2,** the oral component, and 40 (out of 46) graded credits, will constitute All But Dissertation (ABD) status.

If the student decides to appeal a failing grade of either written segment, written notice must be provided to the Graduate Director within five days of the delivery of the notice of failing the exam was to the student. Once notice is received by the Graduate Director, an oral examination shall be held within ten days. The oral defense will be limited to one hour. The student is encouraged to review their responses and the committee's critique. The committee will design 3-5 probative questions (per exam/question) to be presented to/asked of the student during the oral defense. The intent of the oral component is to defend and clarify to the committee responses provided during the written segment(s) and NOT to restructure or present a new response. The oral component will be graded with a rubric that is posted and available to the student prior to the defense. Grading of the oral defense is designed

to identify if the student has sufficiently answered the exam questions and has adequate knowledge to continue in the PhD program.

If a student does not pass either segment on the first attempt, they may make a second attempt the following semester. However, students must pass **Segment 1** before advancing to take **Segment 2**. Students taking the exam for a second time will do so using the committee formed for that exam “in the semester the exam is offered.” If the qualifying exam committee assigns a failing grade on both the first and second attempt (including optional oral defenses), the student will not be allowed to continue in the PhD program and will be recommended to the Graduate School for dismissal from the PhD program. However, if a student fails the qualifying examination (following their second failure) they still have the option of completing the MA final oral exam and leaving the department, receiving a terminal Master’s degree, if all other master’s degree requirements are met.

**NOTE: The student will be qualified for ABD status after passing both Segment 1 and Segment 2 of the Qualifying Exam AND completion of all 47 credits of graded coursework requirements.**

### **The Dissertation Process**

The next requirement for the Ph.D. candidate beyond the qualifying exam is preparation, under the guidance of a dissertation committee, of a dissertation presenting the results of a thorough and systematic investigation of a significant problem related to one of the specialty areas of the candidate. The dissertation committee will normally be composed of the chairperson and two other members of the Graduate Faculty. The subject matter of the dissertation will, of course, have an important bearing on the committee’s composition.

The dissertation must consist of original scholarship and contribute to the body of knowledge on criminal justice and criminology. The dissertation topic must be approved by the student’s supervisory committee. The dissertation prospectus and the dissertation itself must be approved by the supervisory committee.

### ***Dissertation Prospectus and Dissertation Process***

The dissertation is a three-stage process including the dissertation prospectus, the writing of the dissertation, and the final dissertation defense. The prospectus shall comprise the first three chapters of the dissertation—that is, the introductory statement of the problem, the literature review that sets up the research question, and the proposed methods for answering the research question. Exceptions to this format will be at the discretion of the committee chair. The prospectus is expected to be reviewed by the student’s dissertation committee and successfully defended and approved by the committee prior to the completion of the dissertation. The student is encouraged to pursue the defense of a prospectus as soon as possible following the completion of coursework and the qualifying exam.

The prospectus defense must be a public (i.e., can be attended by those who are not on the dissertation committee). The finished document will be provided to the Graduate Coordinator prior to the presentation date for review and an invitation to attend the defense will be sent out to the faculty and graduate students. Presentation of the project lasting not less than 20 and not more than 40 minutes. After the committee has asked its questions of the presenting student, those also in attendance may question the student at the discretion of the chair. Presentations must be clear, comprehensive, and accessible even to those who have not read the document. Dissertation defenses shall follow an identical format, although the expectation is that presentations may run longer on average. Once the prospectus is approved by the dissertation committee, the student will begin the writing and review process determined in coordination with the chair of the dissertation committee. Students must plan to give the dissertation committee sufficient time to evaluate the prospectus and dissertation documents. The committee chair is allotted three weeks to return edits and changes to the student, who will then revise the document. This is iterative—although a chair may turn drafts around more

quickly, students must allow for this interval each time. With the chair's approval, the student submits the document to the other committee members and they also are allotted, at minimum, three weeks to return edits and changes. This process is also iterative. After the final drafts are returned, the student has three weeks to schedule the prospectus defense. These rules pertain to the academic year only; no committee member is obligated to consider drafts during the summer except at that individual's discretion.

The incorporation of a fourth committee members located either outside the Department or outside the University can have potential benefits. Students may benefit from a skill set or knowledge base that the Department does not possess as well as broadening their academic network outside the Department, University, and/or discipline. Committee chairs will encourage students to consider whether a fourth outside member on the committee is to their benefit. This outside committee member is invested with all of the voting rights as department members and will be afforded the same editorial timing considerations for both the prospectus and dissertation defense. The fourth member will also attend the defense in person or via electronic means such as an interactive video meeting or a conference call.

### ***Use of Human Subjects***

Federal and university policies require that all projects conducted by faculty, staff and students using human subjects must be reviewed and approved by the Institutional Review Board (IRB) *prior* to initiating any portion of the project. Students using research tools such as surveys, questionnaires, existing data, etc. to gather information for their thesis must have approval from their committee chair and Chair of the DCJC prior to submitting their project to the IRB for approval. Students should consult with their committee chair for assistance in completing this requirement.

Additionally, the student must have completed the human subjects training courses – CITI – before an application can be submitted to the Institutional Review Board (IRB). The training course can be accessed at <http://www.irb.wsu.edu/citi.asp>. Then, the student must complete the form required by the WSU IRB under the supervision of the committee chair, and obtain approval before beginning research if that research will involve human subjects. IRB forms can be obtained at <http://www.irb.wsu.edu/forms.asp>.

### ***Preparing and Defending the Dissertation***

After the prospectus is successfully defended, students need to review and summarize the relevant literatures, prepare the necessary and agreed methodological tools, collect the information, which will be used to answer the dissertation question and write up the first draft of chapters. The student should provide regular progress reports to the committee chair as research is conducted and the dissertation begun. Students should consult with their chair if they have questions about how much information they should provide to other committee members and when. Of course, a student should call upon members of his/her committee whenever the student wants or needs their expertise. At least once a semester, students should make a point of acquainting each committee member with their progress.

Once the dissertation is completed and approved by the committee chair, students should provide each member of the committee with a copy of the dissertation. Once each member deems it acceptable, it is time for the student to schedule an oral defense. Note that under existing Graduate School policies, a defense cannot be scheduled until the dissertation is ready for presentation to the Graduate School and for deposit in the University library. The final oral examination usually centers on the dissertation, but, as the Graduate School regulations indicate, the student must be prepared to meet questions relating to any of the work he or she has done for the degree.

Each member of the committee must attend the defense. Other faculty and students may attend as well. A dissertation defense lasts at least one hour and may not exceed two and one-half hours. Students are encouraged to talk with the chair about how the defense will be conducted. Members of the

committee will ask questions about how the research was conducted, data analyzed and so forth. Other faculty may ask questions as well. In the unlikely event that a student fails the defense, the Graduate School allows that “a second and last attempt may be scheduled after a lapse of at least three months.”

A final copy of the dissertation (and related required forms) must be submitted in digital format to the Graduate School within five working days for final acceptance. When dissertations are electronically submitted to the Graduate School, paper copies of the title page, abstract and signature pages are still required. These should be on 100% rag bond with the signature page signed in black ink by all committee members. For additional formatting guidelines, see:

<http://gradschool.wsu.edu/Documents/PDF/DissertationAndThesisGuidelines.pdf>.

## **Student Learning Objectives**

The goals and objectives of the Ph.D. in Criminal Justice include:

- Develop an analytical, critical and reflective social science approach and perspective to the investigation of theoretical and policy relevant issues and controversies in criminal justice;
- Understand the strengths and limitations of the scientific approach to the study of human behavior;
- Acquire the necessary and accepted qualitative and quantitative skills to design research, collect information, and analyze the results;
- Acquire the cultural, methodological and analytical skills to interpret available information related to security and justice issues;
- Enhance the ability to write lengthy papers and articles in an organized, precise, and persuasive manner;
- Understand the need to become socialized to the habits and conventions of the social science community of scholars;
- Develop and strengthen teaching skills at all undergraduate levels;
- Understand the changing nature of crime, order, security and justice problems and issues in the current societal environment of the USA;
- Be able to conceptualize, analyze and theorize the changing contours of criminal justice related problems in the USA and worldwide;
- Become familiar with the political, cultural, economic and societal diversity of identity groups (e.g., race, gender, ethnicity, lifestyles, and religion) within the USA;
- Understand the basic domestic policy programs and goals adopted by the different levels of government in the USA to deal with the changing criminal justice environment and issues; and
- Prepare students for careers in academia, government and private security related organizations both in the USA and globally.

## **Desired Learning Outcomes**

Students earning the Ph.D. in Criminal Justice will be able to demonstrate:

- The ability to write lengthy, well organized, well written, precise and persuasive papers and articles;
- A clear understanding of the conduct of scientific inquiry investigating theoretical and policy related questions and arguments;
- The ability to easily design research appropriate for the questions and topics to be investigated;
- A basic understanding of current political, economic, cultural, and security trends in the USA and worldwide;



- Knowledge of major factors and drivers of changes in the domestic security and justice environments;
- Ability to describe, in some detail, basic policy approaches and programs relevant to diverse security challenges adopted by the USA;
- The methodological and analytical ability to assess the effectiveness of various policies;
- Detailed knowledge and understanding of specific security issues relevant to their theoretical and career interests; and
- Their ability to describe and evaluate security and justice problems from an objective perspective.

## **ADMINISTRATION OF GRADUATE STUDIES**

The DCJC faculty oversees the Graduate Program, acts on student requests and petitions, and proposes changes in the Graduate Program. Generally, proposals for policy changes in graduate curriculum must be approved by a vote of the faculty. The Chair of the DCJC is the administrative head of the Department and ultimately responsible to the College and University Administration for the performance and activities of the Department.

The Graduate Advisor of the DCJC interprets University rules and regulations; advises Criminal Justice students until they have advanced to form a program committee; acts as a counsel and an advocate for graduate students when individuals come forward with issues; organizes the first-year student orientation; organizes the orientation for teaching assistants and graduate instructors; updates the graduate handbook each year; coordinates the admissions process; coordinates the allocation of teaching assistantships; facilitates the distribution of soft-funding to graduate students; coordinates the assignment of TAs to classes; coordinates faculty supervision of graduate students teaching independent sections; writes the required annual performance evaluation for each graduate student; and evaluates and informs students who are academically deficient. A Graduate Studies Committee, appointed by the Chair of DCJC, assists the Graduate Advisor in her/his duties.

The Academic Coordinator is responsible for administrative details of the Graduate Program, maintaining graduate files, generating offer letters to graduate students, and providing students with information concerning the Program, forms, and examinations on file, placement information, and access to handbooks.

### **Annual Evaluation of Academic Record**

In compliance with Graduate School policy each graduate student will be evaluated annually. The evaluation will take place by the student's committee chair. If a student does not yet have a committee chair, the Graduate Director will complete the evaluation.

If students do not have any academic deficiencies, they will receive a letter that states they are making satisfactory progress in the program. There are two sets of governing policies guiding academic progress, the Graduate School and the CJC Department. Students who do not meet the minimum qualifications of the Graduate School will be considered deficient and terminated from graduate study by the Graduate School unless petitioned by the department for reinstatement. Students not making adequate progress according to CJC Department degree requirements may also be found deficient.

If a student is found to be deficient according to Graduate School requirements, the student will receive a letter of notification from the Graduate School indicating the student's termination from graduate study. The student may petition the faculty for reinstatement according to Graduate Policy (<https://gradschool.wsu.edu/chapter-six-c/>). If a student is found to be deficient according to CJC

Department policy, the student will receive a letter indicating the specific deficiencies and be requested to provide a plan of action to achieve future success. If the student does not resolve the deficiency in a reasonable amount of time and after consultation with the CJC Chair, Graduate Director, and the student's graduate committee, he or she may be terminated from the CJC Graduate Program in accordance with Graduate School policy. All letters will be sent to the student and placed in his or her graduate file.

See Appendix C for the evaluation form Student progress will be considered unsatisfactory if they fail to file a Program of Study in a timely manner, fail to enroll or complete required coursework with a GPA equal to or greater than a 3.0 in any one semester, accumulate or fail to remove "incompletes" within one year, fail qualifying examinations, fail to complete the publishable paper, or make inadequate progress in the completion the dissertation.

See Appendix C for the evaluation form which is completed each year by the Graduate Advisor, with input from faculty, for each student in the Graduate Program. Please review it carefully. Student progress will be considered unsatisfactory if they fail to file a Program Statement in a timely manner, accumulate or fail to remove "incompletes" from their transcript, fail to complete their dissertation in a timely manner, fail qualifying examinations, fail to enroll or complete required coursework, or receive a grade below a B-.

## FUNDING OPPORTUNITIES

The DCJC has several types of funding available for graduate students. These include teaching assistantships, research assistantships, online course instructor appointments, and support grader appointments.

**Teaching Assistants:** Teaching Assistants are obligated to provide 20 hours of instruction-based service per week. The awarding of teaching assistantships is a very competitive process. There are two types of TAs: support and independent section TAs. Support TA positions assist a faculty member teaching a large course, usually with over 80 students. Independent section TAs teach their own class. All TAs should strive for the highest quality of instructional pedagogy and delivery of services to students. All grading and other responsibilities should be fulfilled thoughtfully and in a timely manner.

**Research Assistantships:** Research assistantships are funded from external grants and contracts obtained by individual faculty members. RAs are employed and selected at the discretion of the faculty Principal Investigator (PI) on the grant or contract. RAs are expected to work 20 hours a week on research under the direction of a faculty member. Generally, announcements will be made to all students when a RA position becomes available.

**Departmental Funding:** Students funded by the department as a TA or RA receive a specified stipend each month (for nine months), health insurance benefits, and an in-state tuition waiver (for WA state residents). Stipends differ depending on whether a student is a TA-I (premasters) or TA-II (post-master). Out-of-state tuition is waived the first year until the student establishes residency.

**Residency:** To qualify for resident tuition, state law requires you be a state resident for 12 months. If you are a U.S. citizen or Permanent Resident and have come to WSU from out of state, establish residency in order to avoid paying out-of-state tuition. To establish residency, get your Washington State Driver's license within 30 days of arrival; register your car; register to vote; establish a bank account; and live in-state for one year (<http://access.wa.gov/living/resources/residency.aspx>).

**Payroll Options:** Graduate students receiving an assistantship are paid, like the faculty, on the 10th

and 25th of the month. You can receive your paycheck via inter-university mail or by direct deposit in your bank account. By going to the Payroll Office (French Administration Building) and completing the necessary forms, university fees can be deducted from your paycheck and spread over 8 pay periods. This must be done each semester. Current information about fees can be viewed at <http://www.wsu.edu/studacct/tuitionFees.htm>. If you have any questions concerning payroll, contact Ann Marie Gooch at: [amgooch@wsu.edu](mailto:amgooch@wsu.edu).

**Graders:** Each semester the DCJC hires a number of graduate students who assist instructors with undergraduate course grading. Graders are assigned to support individual courses and are paid a set amount for a set number of hours.

**Research Positions in the Division of Governmental Studies and Services (DGSS):** DGSS is an applied research unit within the College of Arts and Sciences and affiliated with the DCJC. This unit pursues and administers contracts to conduct a variety of research projects in Washington State. Each year, DGSS employs a number of graduate students to work on research. This work is generally paid on an hourly basis. Students who work in DGSS are normally work study eligible. If you are interested, you should apply for work study eligibility with the financial aid office and then submit a curriculum vita to DGSS.

### **Teaching Assistantship Awards**

The following criteria (not necessarily in order of rank) are used in awarding TAs:

1. Grades – This typically includes overall GPA, but may also focus on grades in more recent years (especially for students whose education covers more years than usual or for students whose grades show substantial change over time) and on grades in the degree area.
2. Faculty Evaluations of current students – each student’s performance in the program will be evaluated by the Chair of his/her committee.
3. Work Performance – current TAs who have performed well on the job are likely to be continued on appointment for up to four years.
4. GRE Scores.
5. Letters of Recommendation for students applying to our program – new students who are interested in receiving a teaching assistantship should encourage those writing letters of recommendation on their behalf to speak to their potential classroom strengths.
6. Relevant Course Background – students who have had a substantial amount of course work in criminal justice are more likely to receive funding, other things being equal, than are students with little or no relevant course work.
7. Special Concerns – some of the TA slots include instructional duties, including teaching independent sections and leading sections of large classes. For these slots, previous TA or teaching experience is important (particularly for independent sections). A record of excellent performance in relevant courses is also important, especially for the independent sections. Some effort is also made to assess potential for effective performance in the classroom.

### **Procedures for Application**

The deadline for application for teaching assistantships is February 15<sup>th</sup> of each year for the following academic year. Current students must submit an application to the Academic Coordinator to indicate their interest (see Appendix D for the application, subject to modification). This application should include: a narrative of progress, a description of academic achievement in courses at WSU (with grades), a summary of research (conference papers, collaborative work with faculty, research grants, etc.), and a concise statement of goals for the next year in the program. Applicants should also include an updated Curriculum Vita. During March, the full-time faculty members of the Criminal Justice and Criminology Department will examine each student’s record and will rank all of the students according to the above criteria. These

rankings will be used as a guide to award teaching assistantships and, to a certain degree, other aid. It is important to note that these rankings are fluid and changing and are only an instrument for better decision making. Because of this, these rankings are confidential.

### **Assignment of TAs to Courses**

1. The DCJC Chair will be responsible for preparing initial TA teaching assignments and for meeting with both faculty and students in the semester prior to the semester of assignment. Independent section assignments for the Spring semester will be discussed in December; assignments for the Fall semester will be discussed in May.
2. Instructional support TA assignments cannot be made until likely enrollments are known via pre-enrollment registration data, or final registration data the Friday before the first day of classes for each semester.
3. Each TA will have a faculty supervisor. In the case where the student is assisting in a course, the faculty supervisor will be the course instructor. During the first week of a given term, both the advisor and the assigned TA will meet to discuss TA responsibilities. At this time, the TA and the advisor will agree, in writing (on the Advisor/TA Agreement Form) to these duties. Any changes in TA responsibilities will require consultation and agreement between the faculty supervisor and TA. When the TA is involved primarily in grading, these opportunities are recognized to be limited. In these cases, faculty are encouraged to have their grading TA present for at least one lecture and/or have primary responsibility for conducting review/study sessions.
4. TAs teaching independent sections will be assigned a faculty supervisor. The faculty supervisor and the graduate instructor will sign a TA Agreement Form. The graduate student will see to it that all educational materials relating to his or her teaching responsibilities are made available to the supervisor. The supervisor and the student will discuss the minimum teaching expectations and the criteria for evaluation of teaching performance. The supervisor will review the student's teaching materials and will arrange times when the supervisor can observe the student in the classroom. At the mid-point of the semester, the student and his/her supervisor will meet for an informal session where course progress and teacher development skills should be discussed. This meeting is to be viewed as informal. Based on whatever form of feedback the advisor has developed for the assessment of the student's performance, the advisor should give the student a good sense of her/his performance of responsibilities. Suggestions for change or alteration of performance should be a feature of this discussion as well. As teaching skills are improved over time (even for seasoned faculty), students are encouraged to ask faculty for additional help in improving their performance.
5. After the semester is over, the advisor will issue a report on the student's performance of his/her duties and a general evaluation of his/her potential as a classroom instructor. This report will be shared with the student, the student will sign the report to acknowledge having read it, and it shall be placed in her/his graduate file. The student has the right, and will be given the opportunity, to comment on the semester report if he/she wishes. These rejoinder comments will be shared with the advisor and placed in the student's file as well.
6. It should be remembered that TA appointments qualify the student to be an employee of both the university and the state. Students are expected to uphold the standards of professional conduct that are implied by this status. In particular, students should be familiar with policies regarding inappropriate workplace conduct, amorous relationships, and respect for undergraduate students. Unsatisfactory performance of TA responsibilities could result in a discontinuation of funding as determined by the Chair in consultation with relevant faculty.

### **Disqualification from Eligibility for Funding**

Graduate students shall not be given aid through the program (assistantships, etc.) in the fall semester if they are carrying a grade of "I" for any course other than 600, 702, or 800 received in a non-contiguous semester. Also, students who by the end of the third semester of full-time enrollment in residence have failed to form a committee and file a program (in the case of the Ph.D.) shall normally be denied continuance in any assistantship or other kind of employment.

## **FACILITIES AND RESOURCES FOR GRADUATE STUDENTS (Pullman)**

**Graduate Students Association.** All graduate students in the Department belong to the Departmental and University Graduate Students Association (GSA).

The Departmental GSA serves as the representative for all graduate students. Graduate students elect officers each year to represent their interests, views and concerns to the Department.

The GSA also facilitates interactions and support among graduate students; serves as informal advisors to new graduate students on all practical and academic matters; organizes social events; and generally seeks to create a spirit of comradeship and cooperation among all graduate students.

**Office Space.** Due to space limitations, only students who are funded by the DCJC are provided with office space. As space is limited, offices are assigned on a priority basis and are generally limited to teaching assistants who are teaching an independent section and support TAs.

**Mailboxes.** Students will receive their mail in individual boxes in the main office. Students should make a habit of regularly visiting their mailboxes as it is the only reliable way of getting important information to the student. Phone calls for graduate students are received in the main office, where messages will be taken.

**Photocopying Machine.** Graduate students have at their disposal a copying machine in the seventh floor copy room. TAs will receive a copy number for their instructional copies. Students may not use this photocopy number for their own copies. All graduate students may obtain a copy number for their own use from the office staff and will be charged for all copies made on this machine in advance.

## APPENDIX A

### DEPARTMENT AND AFFILIATED FACULTY 2019 – 2020

#### *Criminal Justice and Criminology Faculty*

**DAVID BRODY**, Professor (Ph.D., SUNY-Albany; JD University of Arizona). Years at WSU: 1997 - present.

Research Interests: Criminal law; Criminal procedure; Administration of justice; Judicial evaluation; Judicial selection systems; Prosecution and adjudication; Law and social control; and the Jury system.

**LAURIE DRAPELA**, Associate Professor (WSU-Vancouver), (Ph.D., University of Texas). Years at WSU: 2001 - present.

Research Interests: Implementation and operation of therapeutic courts; Social Supports in Correctional Settings; Neurodiversity and Justice Practice; Offending desistance trajectories among youth.

**KATHRYN DUBOIS**, Associate Professor (WSU-Vancouver), (Ph.D., Simon Fraser University). Years at WSU: 2007 – present.

Research Interests: Epidemiology of intimate partner violence and sexual assault; violence in small towns; rural criminology; environmental criminology, alcohol and drug policy.

**ZACHARY HAMILTON**, Associate Professor (Ph.D., Rutgers University). Years at WSU: 2010 – present.

Research Interests: Offender risk-needs assessment, intersection of criminal justice and public health, offender programming, and quantitative methods.

**CRAIG HEMMENS**, Professor (Ph.D. Sam Houston State University; JD, North Carolina Central University). Years at WSU: 2013 - present.

Research Interests: Criminal Procedure; Courts; Corrections.

**SHANNON LINNING**, Assistant Professor (Ph.D., University of Cincinnati). Years at WSU: 2019 - present.

Research Interests: Environmental Criminology; Crime and Place; Crime Prevention; Crime Science; Place Management; Urban Redevelopment.

**FAITH LUTZE**, Professor (Ph.D., Pennsylvania State University). Years at WSU: 1995 – present.

Research Interests: Institutional Corrections; Community Corrections; Gender and Justice; Correctional Industries; Drug Courts; and Violence toward women.

**DAVID MAKIN**, Associate Professor (Ph.D., Washington State University). Years at WSU: 2012 – present.

Research Interests: Technology and Police Practice (training, decision-making, incident management), Sustainable Technology Integration, Intelligence-Led Policing, Forensic Practice and Policy, Technology, Crime, and Criminal Justice, Social Systematic Event Modeling, and Advanced Research Methodologies.

**MELANIE-ANGELA NEUILLY (Wolf)**, Associate Professor (Ph.D. in Criminal Justice, Rutgers University; and in Psychology, University of Rennes, France). Years at WSU: 2011 – present.

Research Interests: Lethal violence; public health; medico-legal practices; mortality statistics; comparative criminal justice; qualitative methods.

**AMELIE PEDNEAULT**, Assistant Professor (Ph.D. in Criminology, Simon Fraser University).  
Years at WSU: 2015- present.

Research Interests: Sexual offending; Situational Crime Prevention; Environmental criminology.

**MARY STOHR**, Professor (Ph.D., Washington State University). Years at WSU: 2013 – present.

Research Interests: Correctional organizations; Inmate needs and assessments; Program evaluation; Green criminal Justice; Drug Policy and implementation.

**DALE WILLITS**, Assistant Professor (Ph.D. in Sociology, University of New Mexico-Albuquerque).

Years at WSU: 2015 - present.

Research Interests: Policing (Race and Policing, Police-Community Interactions, and Organizations); Drug Policy (Effect of legalization and persistence of illicit drug market); Violence (Situational etiology of violence, gun violence, and homicide).

### **Clinical Research Faculty**

**ALEX KIGERL**, Assistant Research Professor (Ph.D., Washington State University). 4 Years at WSU:

Research Interests: Corrections, personality theory, and cybercrime with a focus on illicit email spam

### ***Affiliated Criminal Justice and Criminology Faculty***

Robert Barnoski, Ph.D.	Affiliate Associate Professor, Retired WSIPP
Martha Cottam, Ph.D.	Professor, Political Science, WSU Pullman
Kay Heinrich, Ph.D.	Associate Superintendent, WA State Department of Corrections
Carl McCurley, Ph.D.	Affiliate Associate Professor, WA State Admin. Office of the Courts
Thomas Preston, Ph.D.	Professor, Political Science, WSU Pullman
Jennifer Schwartz, Ph.D.	Professor, Sociology, WSU Pullman
Jacqueline van Wormer, Ph.D.	Assistant Professor, Whitworth College

## APPENDIX B

### PROGRAM CHECKLIST FOR CONVENTIONAL CRIMINAL JUSTICE M.A.

Name: \_\_\_\_\_ ID: \_\_\_\_\_

Semester 1 (fall)		
Course:	Credit:	Grade:
CRM J 514 (optional)	1	
CRM J 520	3	
CRM J 522	4	
CRM J 530	3	
Total Credits: 10		
Semester 2 (spring)		
Course:	Credit:	Grade:
CRM J 555	3	
Institution:	3	
Elective:	3	
CRM J 702	1	
Total Credits: 10		
Semester 3 (fall)		
Course:	Credit:	Grade:
CRM J 540	3	
Institution:	3	
Elective:	3	
CRM J 702	3	
Total Credits: 12		

**\*2 electives required (6 credits); minimum of 4 credits of 702 required.**



## CRIMINAL JUSTICE M.A. WITH CERTIFICATE IN GLOBAL JUSTICE AND SECURITY PROGRAM CHECKLIST

Name: \_\_\_\_\_ ID: \_\_\_\_\_

Semester 1 (fall)		
Course:	Credit:	Grade:
CRM J 514 (optional)	1	
CRM J 520	3	
CRM J 522	4	
CRM J 572	3	
Total Credits: 10		
Semester 2 (spring)		
Course:	Credit:	Grade:
CRM J 555	3	
CRM J 505	3	
Elective:	3	
CRM J 702	2	
Total Credits: 11		
Semester 3 (fall)		
Course:	Credit:	Grade:
PS 424	3	
PS 531	3	
Elective:	3	
CRM J 702	2	
Total Credits: 11		

**\*2 electives required (6 credits); minimum of 4 credits of 702 required.**

## CRIMINAL JUSTICE PH.D. PROGRAM CHECKLIST

Name: \_\_\_\_\_ ID: \_\_\_\_\_

Course:	Credit:	Grade:
CRM J 514	1	
CRM J 520	3	
CRM J 522	4	
CRM J 530	3	
CRM J 800	3	
Total Credits: 14		
Course:	Credit:	Grade:
CRM J 555	3	
CRM J 523	4	
Institution: CRM J 570	3	
CRM J 800	3	
Total Credits: 12		
Course:	Credit:	Grade:
CRM J 540	3	
Institution: CRM J 560	3	
Adv. Method: CRM J 524	3	
CRM J 800	3	
Total Credits: 12		
Course:	Credit:	Grade:
Institution: CRM J 541	3	
Elective: <i>Adv. Method- CRM J 521</i> <i>(counts as elective)</i>	3	
CRM J 800	3	
Elective:	3	
Total Credits: 12		
Course:	Credit:	Grade:
Elective:	3	
Elective:	3	
Elective:	3	
CRM J 800	3	
Total Credits: 12		

**\*5 electives required (15 credits); minimum of 26 credits of 800 required.**

## APPENDIX C

### Department of Criminal Justice and Criminology Faculty Annual Review of Graduate Students

---

Q1 First and last name of the student you are evaluating:

\_\_\_\_\_

---

Q2 Are you part of this student's graduate committee?

- Yes
- No
- Maybe (student has not submitted 'Committee Change form' to Graduate School to make it "official")
- 

Q3 Was this student in your graduate course? If yes, please write the name of the course.

- Yes \_\_\_\_\_
- No
- Not applicable
- 

Q4 Please rate the student on the categories below from 1-10, where '0' is the lowest and '10' is the highest. If not applicable, please leave blank:

\_\_\_\_\_ Academic Performance  
\_\_\_\_\_ Research Performance  
\_\_\_\_\_ Work Habits  
\_\_\_\_\_ Technical Skills  
\_\_\_\_\_ Rate of Progress  
\_\_\_\_\_ Communication Skills  
\_\_\_\_\_ Overall Rating

---

Q5 Comment on the students' progress for the calendar year for the following categories (e.g. academic performance, research performance, work habits, technical skills, rate of progress, communication skills, and overall rating):

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

---

---

---

Q6 Expectations for the upcoming the calendar year:

---

---

---

---

Q7 Is the student making progress toward completing their degree requirements? If you answered 'Not applicable' please explain why:

- Completed
- Satisfactory Progress
- Unsatisfactory Progress
- Not Applicable \_\_\_\_\_

Q8 If the student's progress toward completing their degree requirements is considered unsatisfactory, please explain why:

---

---

---

---

Q9 Summarize what you believe are the student's strengths during this past calendar year:

---

---

---

---

Q10 Summarize what you believe are the areas of improvement for this student during this past calendar year:

---

---

---

---

---

Q11 Overall, do you consider this students' annual performance satisfactory?

- Yes
- No
- Not applicable

Q12 If you answered 'No' (considered unsatisfactory) or 'Not applicable', please explain why:

---

---

---

---

---

Q13 Any additional information you would like to provide:

---

---

---

---

---

## APPENDIX D

### Department of Criminal Justice and Criminology Annual Review Student Self-evaluation

---

#### Part 1 - General Information.

*The annual review of students in the Ph.D. or M.A. in Criminal Justice and Criminology requires a student self-evaluation. The following outline is provided to prompt your thinking as your self-evaluation for the current academic year. Please submit any documents you believe will support your statements (i.e. completed publications, CV, notifications of awards, etc.). **Please send your self-evaluation by November 10<sup>th</sup>.***

---

A. Your first and last name:

---

B. Name of your current academic chair (for current calendar year):

---

C. Name of your current committee members (for current calendar year):

---

D. Starting semester and year in program:

---

E. Expected date of graduation:

---

F. Where you a Teaching Assistant (TA) or Research Assistant (RA) during the academic year for the CRM\_J department?

Yes (1)

No (2)

*Skip To: Part 1. #G. If Where you a Teaching Assistant (TA) or Research Assistant (RA) during the academic year for t... = Yes*

*Skip To: Part 2. #A. If Where you a Teaching Assistant (TA) or Research Assistant (RA) during the academic year for t... = No*

G. Please write the name of your supervisor for your TA or RA assistantship for the academic year.

\_\_\_\_\_

H. Did you remain your full-time student status (at least 10 credits as defined in Graduate School policy manual, chapter 9) during the period of appointment?

Yes (1)

No (2)

I. Did you maintained a 3.0 cumulative GPA during the period of appointment?

Yes (1)

No (2)

H. Did you meet the service appointment of an average of 20 hours per week for 0.5 FTE as scheduled by the department/supervisor (or based on hours required for partial FTE appointment)?

Yes (1)

No (2)

**Part 2 - Academic Performance.**

A. List any benchmarks reached this academic year (qualifying exam, preliminary (prospectus), etc.).

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

B. List all courses taken, and grades earned during this past calendar year.

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

---

C. Summarize what you believe are your **current strengths** as they relate to the academic program.

---

---

---

---

---

---

D. Identify any area(s) you believe are **relatively weak** when you consider your academic performance during this past calendar year.

---

---

---

---

---

---

E. Identify those areas for which you desire specific faculty assistance/support in working through weaknesses.

---

---

---

---

---

---

**Part 3 - Graduate Level Research and Writing Skills.**

*Responses to the following items will vary based on your status in the program (e.g. number of years enrolled, and number of credit hours completed).*

---

A. List the types of experiences you have had this year that specifically supported your growth toward competence as a researcher (e.g. critiques of articles, a review of literature, participation in data collection, data analysis, designing a study, executing a study).

---

---

---

---

---



B. Describe any research activities you have pursued during this past academic year. Indicate the progress you have made in such areas as literature review, research design, data collection, data analysis, preparation of a written support.

---

---

---

---

---

---

C. List proposals and/or abstracts you prepared and submitted for conference presentations during the calendar year.

---

---

---

---

---

---

D. List manuscripts submitted, accepted, or published during this past year, giving details in about authors, titles, and journals. Indicate status (e.g. under review, revised and resubmitted, in press, published, as well as corresponding dates).

---

---

---

---

---

---

E. List grant applications in which you have been involved. Provide the title, agency and PI information, date submitted, and personal role.

---

---

---

---

---

---

F. Identify those areas for which you desire specific faculty assistance/support in working through perceived weaknesses that might not be addressed in coursework.

---

---

---

---

---

---

**Part 4 - Professional Development.**

*Development in the professional area of choice is on-going throughout one's career. Professional development includes coursework, independent readings, communications with scholars and practitioners near and far, attendance at conferences and workshops, and presentations of your own for collegial discussion.*

---

A. Describe your participation during the past year in professional development activities of all kinds. Include your participation in program colloquia, professional conferences, teaching experiences, independent study, and other experiences that have enhanced your development as the professional you are in the process of becoming.

---

---

---

---

---

---

B. Identify areas of professional development that you specifically intend to focus on in the coming year.

---

---

---

---

---

---

C. Do you think you are making satisfactory progress in the program? If not, please explain.

---

---

---

---

---

---

D. Are you getting the advising you need? If not, what do you feel you are missing?

---

---

---

---

---

E. Are there any issues or problems you wish to make the Department Chair or Graduate Director aware of?

---

---

---

---

---

## APPENDIX E

### APPLICATION FOR DEPARTMENTAL FUNDING

#### Graduate Student Funding Application

Name: \_\_\_\_\_

Student ID # \_\_\_\_\_

1. Please identify the type(s) of funding you are interested in being considered for and provide a statement regarding how receiving funding will assist you in your graduate studies. (Select all that apply.)

Research Assistantship \_\_\_\_\_

Teaching Assistantship \_\_\_\_\_

Grader \_\_\_\_\_

Adjunct Teaching \_\_\_\_\_

Other (please specify) \_\_\_\_\_

2. What year did you enter the program? \_\_\_\_\_

3. Are you currently...

\_\_\_\_\_ on a departmental assistantship (TA/RA)?

If yes, how many years total of departmental funding have you had prior to this year? \_\_\_\_\_

\_\_\_\_\_ on an assistantship outside the department (e.g., within the Graduate School, etc.)?

\_\_\_\_\_ on a university fellowship?

\_\_\_\_\_ working in the department on a grant?

\_\_\_\_\_ on any other kind of soft/hard funding?

If yes, describe: \_\_\_\_\_

4. Please provide your Undergraduate GPA \_\_\_\_\_ Graduate School GPA: \_\_\_\_\_

5. If you are a Ph.D. student:

Have you taken your qualifying exams? Yes \_\_\_\_\_ No \_\_\_\_\_

6. Please provide information on your accomplishments as a researcher/scholar:

Are any of your scholarly articles or papers published or submitted for publication?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if yes, attach reference only)

Have you made any professional presentations?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if yes, attach reference only)

Have you won any awards or received other recognition for your scholarly activities?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if yes, describe)

7. Are there additional accomplishments or factors you would like to call to our attention?

**Note: Along with this application, please also submit your vita and Program of Study form. For first year graduate doctoral students submitting program of study in their second semester at WSU is strongly encouraged but not required. All required information must be submitted to the chair of DCJC.**

## APPENDIX F

### QUALIFYING EXAM ORAL DEFENSE/APPEAL RUBRIC

PhD Criminal Justice Written Qualifying Examination Oral Defense/Appeal Rubric – Completed by: \_\_\_\_\_  
 Date: \_\_\_\_\_

*To be completed by each committee member.*

*Please check boxes for all evaluation criteria that you feel are appropriate within each attribute category. After all attribute boxes are checked, selected the most appropriate cell and score the exam.*

As per the Graduate Handbook, the intent of the oral defense/appeal is to defend and clarify to the committee the responses provided during the written segment(s) and NOT to restructure or present a new response. The oral answer should demonstrate that the student has adequate knowledge to continue in the PhD program.

Attribute	Descripti	Poor (0)	Adequate (1)	Good (2)
Pointed Answer	While defending their written answer, the student provides a complementary and clarified answer that is focused on the probative questions asked and answered all portions.	Unacceptable oral answers include any of the following: - An answer that is off topic or only tangentially related; - Answer does not respond to question in its entirety; - An answer that lacks a position.	Oral answer defends the written answer by addressing the probative questions directly and in all portions, but lacks refinement and clarity at times. The combination of the oral and written answers constitutes an acceptable answer.	Oral answer addresses the probative questions directly and clearly, in all portions. Nuances and refinement are present. The combination of the oral and written answers constitutes a strong answer.
Depth and Breadth of Knowledge	The oral answer builds upon the written answer and demonstrates depth and breadth of knowledge of the topic under examination. Depth of knowledge refers to mastery of topical area, while breadth refers to ability to connect and critically position the answer in its larger context (i.e., system or research methodology).	Unacceptable oral answers include any of the following: - An answer that lacks depth and demonstrates an undergraduate level of topical knowledge (e.g., no sophistication, no nuance, overgeneralizations and sweeping statements); - An answer that lacks breadth, is not connected to its context, and devoid of critical thinking about implications.	Oral answer demonstrates some breadth and depth of knowledge, but one of these facets is weaker and open to criticism. The student should be able to provide a reasonable rebuttal or response to criticism. The combination of the oral and written answers show an acceptable level of knowledge.	Oral answer demonstrate advanced and nuanced knowledge of the topical area, clearly represents the connections of the answer to its larger context and discusses implications. The combination of the oral and written answers shows a strong body of knowledge.
Accuracy of Argument	The oral answer provided is substantively and factually accurate.	Unacceptable answers include: - Seriously flawed (i.e., substantive misstatement of fact that demonstrates clear lack of understanding of fundamental concept); - Repetition of incorrect statements to the point where the tenets of the students' argument are invalidated.	Most tenets of the oral answer provided are correct and accurately represent the content of graduate coursework. Some aspects are not well represented, without invalidating the whole answer.	The substance and facts of the oral answer is rigorous and accurate.

Sources	The oral answer establishes the relevance of the sources included in the written answer by discussing them in depth and critically. It is possible to add new sources if necessary to answer the committee's probative	Unacceptable answers include: <ul style="list-style-type: none"> <li>- Supporting citations are often factually incorrect;</li> <li>- Supporting citations are absent;</li> <li>- Supporting citations are irrelevant to the argument.</li> </ul>	The majority of sources are acceptable. The supporting citations are factually correct and mostly related to the argument.	The oral answer is based on a factually correct and advanced understanding of the sources used. These sources are evaluated critically and contribute to the development of a cogent answer to the questions.
---------	--	--	--	---

## APPENDIX G

### GRADUATE STUDENTS' RIGHTS AND RESPONSIBILITIES

**Last Revision: Fall 2018**

The Graduate Student Rights and Responsibilities document describes procedures for channeling graduate student complaints, grievances, and concerns to faculty, staff and administrators for appropriate action. In conjunction with this document, graduate students must adhere to the Graduate School's Policies and Procedures available on the Graduate School's website: <http://gradschool.wsu.edu/>. While these rights and responsibilities outline the complaint process, students are encouraged to use the Graduate School Deans for guidance and advice on conflicts that may arise at any point during their course of study at the University.

This document covers policies and guidelines pertaining to academic advancement and grievances only. Student disciplinary proceedings for misconduct including plagiarism and cheating are covered by the policies and procedures in the Washington Administrative Code and in the Student Conduct Code. For disciplinary matters, please view on-line the information at the following links:

Student Conduct Standards: <http://app.leg.wa.gov/wac/default.aspx?cite=504-26>

Student Conduct Policy Violations: <http://conduct.wsu.edu/policies/>

Student Conduct Code Procedures: <http://apps.leg.wa.gov/WAC/default.aspx?cite=504-04>

Academic Integrity Standards and Procedures: <https://academicintegrity.wsu.edu/>

Alcohol and Drug Policy: <https://conduct.wsu.edu/policies/alcohol-and-drug-policy/>

In all instances, the University seeks fair and expeditious action on academic and conduct issues. Resolutions must uphold the highest standards of academic freedom and integrity, while honoring the rights and dignity of all individuals in the University community.

#### **Part 1: Students with Disabilities.**

##### **Requesting Reasonable Accommodations**

Graduate students with identified disabilities should contact the Access Center before the semester that they plan to attend to initiate the accommodations process. Accommodations are unique for each individual and some require a significant amount of time to prepare for, so it is essential that students notify the Access Center as far in advanced as possible. Students with a disability that is identified during the semester should contact the Access Center as soon as possible to arrange for an appointment and a review of their documentation by an Access advisor. All accommodations must be approved through the Access Center located on each campus (Pullman: Washington Building, Room 217, and Spokane: Student Affairs in the Student Academic Center, Room 130). All students requesting reasonable accommodation must meet with the instructor prior to or during the first week of the course to review all proposed accommodations in relation to courses content and requirements. Exceptions to this time frame will be granted only upon a showing of good cause.

##### **Working with the Access Center**

The Access Center can be reached at (509) 335- 3417 or [access.center@wsu.edu](mailto:access.center@wsu.edu). The website has additional information regarding documentation guidelines and typed of accommodations: <https://accesscenter.wsu.edu/>.

#### **Part 2: Complaints by and/or against Members of the University Faculty, Administration, or Students.**



Any graduate student who believes that he or she has been subjected to unlawful discrimination, including sexual harassment, or who believes his or her rights have been violated by a member of the academic community, is strongly encouraged to contact the Office for Equal Opportunity (<http://oeo.wsu.edu/>). If the complaint involves discrimination or harassment by a student, a complaint may also be filed with the Office of Student Conduct (<https://conduct.wsu.edu/>).

### **Discrimination and Harassment**

The University's policy prohibiting discrimination and sexual harassment can be found at: <https://policies.wsu.edu/prf/index/manuals/executive-policy-manual-contents/ep15-discrimination-sexual-harassment-sexual-misconduct/>

### **Part 3: Academic Dishonesty.**

Students and faculty share in the responsibility of upholding and protecting academic honesty standards within the University. At Washington State University, all cases of academic dishonesty or academic misconduct, including cases of plagiarism, will be handled according to the process in Washington Administrative Code (<http://apps.leg.wa.gov/wac/default.aspx?cite=504-26>) through this process, the offending student will get notice of his or her offense and an opportunity to respond. The Code of Student Conduct covers cheating, plagiarism, or other forms of academic dishonesty including but not limited to the following:

- unauthorized collaboration on assignments,
- facilitation of dishonesty including not challenging academic dishonesty,
- obtaining unauthorized knowledge of exam materials,
- unauthorized multiple submission of the same work or sabotage of others' work,
- knowingly furnishing false information to any University official, faculty member, or office,
- forgery, alteration, or misuse of any University document, record, or instrument of identification.

For a complete definition of academic dishonesty, see <https://academicintegrity.wsu.edu/academic-dishonesty/>

### **Part 4: Graduate and Professional Student Grievance Procedures for Academic Progress and Other Complaints.**

The graduate student grievance process may involve several steps depending on the nature of the grievance. There are many avenues available to Washington State University graduate and professional students to resolve differences that may arise during the pursuit of an advanced degree. In general, the operational principal that should be followed is to maintain open communication at the most immediate point of access and to work upwards from there when appropriate. This means that the student should work with their major professor or advisor to resolve matters if possible. The next level would be the Department Chair or School Director. If the complaint involves a complex or multi-campus issue, the Dean of the College may get involved at this point in the process. There are cases, of course, where this is difficult. In these cases, graduate and professional students should make an appointment with one of the Associate Deans of the Graduate School for further advice. An important role of the Graduate School is to serve as an impartial arbitrator in these matters and to provide advice to both students and faculty that will result in the student continuing in good academic standing.

### **Part 5: Satisfactory Progress towards Degree.**

Graduate students are expected to make satisfactory progress in their studies and are responsible for meeting the Graduate School's continuous enrollment policy, general academic requirements, and the specific requirements associated with their degree (see the Graduate School's Policies and Procedures Manual).

Programs may have additional requirements, and students are expected to contact their program director and/or faculty advisor for information on these requirements.

**Part 6: Scholarship and Research.**

The following is information regarding data that graduate students may collect during their research. (For Responsible Conduct of Research training, visit <http://myresearch.wsu.edu>). For additional information on the University's data policies see [http://www.wsu.edu/~forms/HTML/EPM/EP8\\_University\\_Data\\_Policies.htm](http://www.wsu.edu/~forms/HTML/EPM/EP8_University_Data_Policies.htm).

## **APPENDIX H**

### **QUICK INFORMATION PAGE**

Please note that this information can be found in the various guides that have been sent to you from the Graduate School, International Programs, and the Department. You should have the following guides from the Graduate School: Guide to Graduate Study, Graduate Study Bulletin, Graduate School Policies and Procedures, and a Guide to Life in Pullman. From the Department you should have received summary descriptions of our degree programs and the departmental handbook when you arrive in August. Obtaining these guides and reading them over carefully will contribute greatly to your success in our program and to your life in Pullman during your graduate work. Additional useful phone numbers, email addresses and websites are provided below.

Department of Criminal Justice and Criminology (509) 335-8611 / [crmj.wsu.edu](http://crmj.wsu.edu)

Office Staff:

DeeDee Torgeson, Academic Coordinator, (509) 335-4249 / [torgeson@wsu.edu](mailto:torgeson@wsu.edu)

M. Rebeca Orozco, Graduate Coordinator, (509) 335-8611 / [maria.orozco@wsu.edu](mailto:maria.orozco@wsu.edu)

Sisouvanh Keopanapay, Undergraduate Advisor, (509) 335-1204 / [siskeo@wsu.edu](mailto:siskeo@wsu.edu)

Tina Krauss, Undergraduate Advisor, (509) 335-5467 / [tina.krauss@wsu.edu](mailto:tina.krauss@wsu.edu)

Graduate School: 335-6424 / [gradsch@wsu.edu](mailto:gradsch@wsu.edu) / <http://gradschool.wsu.edu>

Benefits Office: 335-4589

Student Health and Wellness Center: 335-3575 / [hws@wsu.edu](mailto:hws@wsu.edu)

Graduate and Professional Student Association: 335-9545

On-Campus Housing Office: 335-7732

Financial Aid Office: 335-9711 / [finaid@wsu.edu](mailto:finaid@wsu.edu)

International Programs Office: 335-4508 / <http://ip.wsu.edu/>