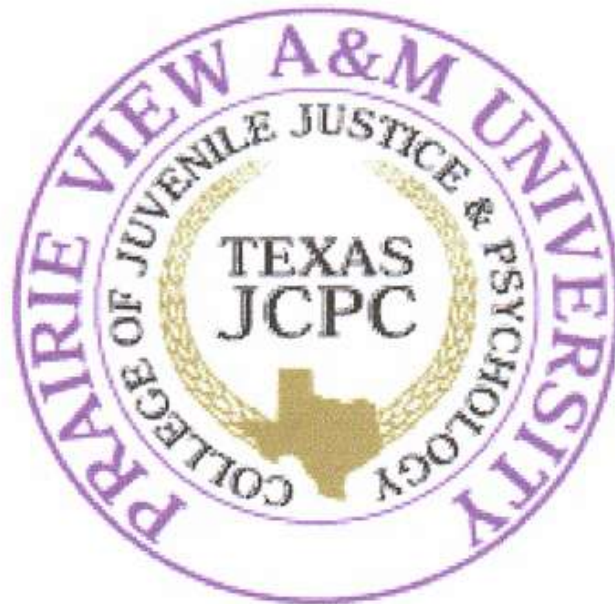


**Doctor of Philosophy Degree
in Juvenile Justice
Student Handbook**

COLLEGE OF JUVENILE JUSTICE & PSYCHOLOGY



Prairie View A & M University

Spring 2010

Spring 2010

NOTE: This *Handbook* is the governing document for your doctoral program. Where the University *Graduate Catalog* expressly refers to the Juvenile Justice Doctoral Program, differences between the *Graduate Catalog* and this *Handbook* should be resolved by the *Graduate Catalog* superseding the conflicting materials. However, the *Handbook* is likely to be updated more frequently than the *Graduate Catalog* and each version of the Handbook is dated on the cover. Your official program is established by the version of the *Handbook* current at the time of your enrollment or, in the event of a break in enrollment, your re-enrollment in the Doctoral Program. If changes are made to the *Handbook*, you may elect to be held to that subsequent version of the handbook by signing a waiver of your original program and expressly choosing the version to which you wish to change. Such waivers must also be agreed to, and signed, by the Department Head.

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DOCTOR OF PHILOSOPHY IN JUVENILE JUSTICE

OVERVIEW

Welcome to PVAMU=s Doctor of Philosophy in Juvenile Justice program. To date, the program is the only one of its kind in the world. While the focus is on juvenile justice, students may use their electives to specialize in a subfield or a general area of interest to them (e.g., research and evaluation, corrections). The program is designed as, and intended to be, a full-time, rigorous doctoral program. Therefore, most of the courses will be scheduled during the day. The program requires a total of 61 semester units, 18 of which are dissertation hours.

The Ph.D. program=s overall educational goal is to provide doctoral training in Juvenile Justice research. General objectives include the development of new knowledge, juvenile crime prevention and improvement in the Juvenile Justice system, and dissemination of knowledge gained. The specific intention of the program is to produce scholars with three characteristics: First, graduates will have superior empirical skills. Second, they will be specialists in the subject matter of the Juvenile Justice discipline. Third, they will be generalists in the subject matter of Criminal Justice.

The four specific objectives of the Ph.D. program are:

- 1) to develop competent scholars to explain and communicate empirical findings to other scientists, Juvenile and Criminal Justice students and practitioners, and citizens;
- 2) to produce juvenile/criminal justices, skilled in scientific methodology and statistics, who will initiate, conduct, and evaluate Juvenile/Criminal Justice research inquiries;
- 3) to create scholars well versed in the general body of knowledge of the discipline of Criminal Justice; and
- 4) to meet the higher education needs of the State of Texas and the nation in this rapidly growing area of social concern C namely, increases in the incidence and intensity of juvenile crime.

Our faculty are actively engaged in research and publish regularly in their areas of expertise. Students are strongly encouraged to join with faculty to learn the research process. Students should consult with the Department Head and/or discuss possible joint efforts with individual faculty members. One of our goals is to present students the opportunity to participate meaningfully in research and generate publications prior to receiving the Ph.D.

The topics below should answer many of your questions on the doctoral program and the various procedures. Should any discussion in this guide conflict with the University Graduate Catalog requirements, the Catalog supersedes this information. However, be aware that the program may be changed or policies may be modified by the Doctoral Committee or the Department Head. In that event, students will have the option of selecting the new program. In cases where the information provided here builds upon, or adds to, the University Graduate Catalog requirements, the information herein represents binding departmental and program policy.

PRAIRIE VIEW A&M UNIVERSITY=S COLLEGE OF JUVENILE JUSTICE & PSYCHOLOGY

The College of Juvenile Justice & Psychology is a unique entity with both an academic side and a research center. Originating from the Texas Juvenile Crime Prevention Center, the College of Juvenile Justice & Psychology developed graduate degrees in Juvenile Justice and in Psychology (MA, Ph.D.) and Clinical Psychology (MS) and Clinical Adolescent Psychology (Ph.D.) Juvenile Forensic Psychology (MA). The graduate faculty hold degrees in various disciplines (criminal justice, criminology, economics, psychology, sociology, statistics) but all have an intense interest in juvenile justice issues. In addition all have research and publication experience, some of which is quite extensive.

The Center is the home of sponsored and mandated research activity for the College. Thus, doctoral students can expect to work with Center faculty and staff during their studies. In addition to its legislatively-mandated activities of training, research, and information dissemination, the Center engages in sponsored (i.e., grant-based funding) research projects on various juvenile-related subjects. It is these projects that will provide third-year funding for doctoral students. Moreover, the Center can offer full-time and part-time research and training positions to qualified students.

PROGRAM PHILOSOPHY and GENERAL INFORMATION

Doctoral education is a substantially more challenging level of education than the master's. Moreover, the Ph.D. is a scholarly degree. You must think critically, think on your own, and have writing skills superior to the average graduate student. If you cannot convey what you mean to say, it is virtually the same as not having the thought. Graduate education, in general, is less about the accumulation of information, than it is about learning and developing critical thinking and problem-solving so that the knowledge level in the field is enhanced. This process is what you will take with you as a doctoral degree holder and what you will put into practice in your future employment.

The faculty collectively believe that the best graduate program is one that pushes its students as much as possible. If we fail to do this, you will not learn as much as you otherwise would have. Expect critical comments to be written on virtually everything you turn in. This is our method of giving you feedback and pushing you to do better. Also expect a great deal of writing; it is this practice that develops the skills you need as someone who will someday hold a Ph.D. These philosophies are commensurate with a full-time program and echo the comments of the Texas Higher Education Coordinating Board (memorandum, 5-4-2000): The broad purpose... is to ensure that doctoral study is pursued seriously and in depth, with sufficient time and focused attention given to engaging faculty, other students, and the wide variety of opportunities for personal, professional, and scholarly growth available on the university campus. The result should be substantial mastery of the subject matter, theory, literature, research and methodology of a significant part of the field.

A word about grading at the doctoral level: Your colleagues in the doctoral program are all capable of doing work at the "B" (3.0), or higher, grade level in undergraduate- and master's-level education. We sincerely hope that remains the case in your doctoral work. However, you need to know that our expectations of the quality of your work reflect your *doctoral* status. We expect the average grade to be a "B" (3.0), but we will give you the grade that you earn. This may be an "A" or it may be a "C," "D," or an "F." We do not relish giving the latter grades, but we *do* give them. The most important element in grading your work is not *what* you regurgitate, but the quality of your thought as you do so.

One other thing is important for you to know. The assignments made on course outlines and the readings in the textbooks are considered *minimal* work. A good student will be searching for corollary materials in the library and adding to the breath of his or her information. (Perhaps you might interpret this as saying that your graded work might reflect such outside work?) Most of you will go on to work in academia and this is your chance to prepare yourself with a foundation in the field. Be serious about your education and make the most of this opportunity.

ADMISSION CRITERIA and PROCEDURES

Although preferences for admission are individually important, a holistic assessment of the applicant will be used in making admission decisions. The agreed-upon definition of holistic is that a composite evaluation of the preferences listed below will be used to admit. No single item failing to meet an expressed preference will be treated as a disqualifying factor. Admissions will be competitive and based on the number of students expected to be enrolled for the admissions period.

Regardless of preference and interpretation, the essential character of the committee's decisions will be focused on a determination that there is strong evidence that the applicant will successfully complete the Ph.D.

Admission Criteria:

Required elements: no application will be considered without the *presence* of the following required items.

Required elements: (In order for an application to be considered, all elements below must be present in the applicant's file by the application deadline.)

- Baccalaureate degree conferred by a regionally accredited institution;
- Master's degree, prior to entering doctoral course work, conferred by a regionally accredited institution;

- Official scores on the general component of the Graduate Record Examination (GRE) which consists of verbal, analytical and quantitative scores . An unofficial copy may be used by the Doctoral Admission Committee in initial screening. An application without GRE scores will not be reviewed;
- Original transcripts for all academic work taken at the undergraduate and graduate levels (unofficial copies may be used by the Doctoral Admission Committee in initial screening);
- Three letters of recommendation from professors with personal knowledge of the candidate's skills and potential for doctoral work;
- Original 1000 word essay as described in the doctoral application form *and* a copy of the master's thesis or other lengthy report or paper; and
- International students must submit official scores from the Test of English as a Foreign Language (TOEFL). Unless the student has a degree from an U.S.A. institution of higher education. A score of 550 or higher is mandatory.

Preferences:

- Baccalaureate degree in juvenile justice, criminal justice, or criminology. A secondary preference is a directly related social science discipline (such as sociology) in which there is evidence of the study of crime-related phenomena;
- 3.0 Grade Point Average (GPA), or higher, on a four-point scale on all completed undergraduate course work;
- Master's degree in juvenile justice, juvenile forensic psychology, criminal justice or criminology. A secondary preference is a directly related social science discipline (such as sociology) in which there is evidence of the study of crime-related phenomena;
- 3.5 GPA, or higher, on a four-point scale in all completed graduate course work;
- Graduate research methods course (if not present, stem work must be completed);
- Graduate statistics course (if not present, stem work must be completed);
- Graduate Record Exam (GRE) verbal, quantitative and analytical scores in the higher percentiles;
- Evidence of a successfully completed master's thesis or published research paper;
- 1000 word essay demonstrating strong writing skills; an expressed desire to teach at college level, work as researcher in a juvenile justice agency, and/or assist in developing juvenile justice policy within a governmental environment; realistic expectation of the degree's value; evidence of commitment to completing the degree; strong rationale for wanting this specific Ph.D.; and a rationale expressing what the applicant will add to the field; and
- Letters of recommendation from faculty sufficiently acquainted with the student to be able to comment on the potential to successfully complete a doctoral program and demonstrate evidence of excellent critical thought, motivation, study skills, and writing skills. Preferred ratings would be primarily excellent in all categories with an overall rating in the top 3 to 10 percent of all graduate students

Enhancing qualities:

The committee will consider the following as information that will enhance an application:

- Three or more years of paid work experience in a juvenile justice agency (law enforcement, probation/parole, or correctional institution);
- Completion of a previous doctoral degree in any field;
- College-level teaching experience, either as a part-time or full-time instructor;
- Publication(s) in academic and/or scholarly outlets, with greatest emphasis on peer-reviewed publications;
- Paid research *work* experience (not that involved in the production of a thesis);
- Grant-writing experience; and
- Ability to attend courses as a full-time student (requires less than full-time outside employment).

Interview:

In the event the initial committee decision is favorable, applicants must submit to an interview with the Doctoral Committee prior to final acceptance. That interview may be either in person or via the equivalent of a telephone conference call, depending upon the distance and hardship involved in a personal interview. The student may pass or fail the interview based on the criteria established by the faculty which will focus on professional promise and interpersonal

competence. However, a positive qualifying score and interview do not automatically result in admission to the Ph.D. program. *College of Juvenile Justice and Psychology Academic*

Applicants will be admitted in one of two statuses: full graduate status or provisional status.

1. Full graduate status is conferred on those students admitted to the program with no conditions of admission, or who have satisfied all conditions of admission.
2. Provisional admission status is used when the Doctoral Committee feels that prerequisites have not been met, official versions of required forms have not been received, and/or there is a question of ability to perform at doctoral standards by virtue of a failure to meet specific admissions criteria. Students who are provisionally admitted must satisfy all requirements prior to being admitted to full graduate status (conditions and requirements will be provided via letter to the student). In the event of a failure to meet prerequisites, deficiencies must be completed prior to beginning doctoral course work. No doctoral course work may be taken when there are prerequisite deficiencies nor may stem work be used to meet doctoral program requirements. Where stem work is assigned to rectify deficiencies, any grade lower than "B" will automatically result in a decision to deny admission. No more than 12 units of course work may be taken in provisional status.

It is the student's responsibility to ensure that all conditions of admission are met in a timely fashion and to notify the Department Head when all conditions are met. Following the first semester in provisional status (non-prerequisite-deficiency cases), the Doctoral Committee will meet to consider placing the student in full graduate status. Based on the evidence at hand, the Committee may admit to full graduate status or dismiss from the program.

Students will not be accepted in courses unless they are in full graduate status or provisional status within the Juvenile Justice Doctoral Program.

Processing of Applications

There are essentially two major components to an application. The Graduate School requires an application form, official transcripts of all undergraduate and graduate coursework, and official GRE results (and official TOEFL results if a foreign student). Those should be sent directly to the Graduate School. The Doctoral Program requires an application form, an essay, and three letters of recommendation. However, applications can potentially be expedited if the applicant sends a COPY of ALL materials to the Doctoral Program.

When the materials sent to the Graduate School are complete, and the minimum University criteria met for admission, the Graduate School will forward documents to the Doctoral Program. Note that the criteria for the Ph.D. program in Juvenile Justice are more stringent than the general University requirements and meeting University criteria does NOT convey admission to the Ph.D. program.

When the application package for the Ph.D. program is complete, the Doctoral Committee will meet to consider admission. Normally this meeting occurs when there are five or more applicants to consider, but may occur with fewer applicant records. The committee considers the record of each applicant and makes a decision to admit or deny admission to the program. This decision will include an assessment of the applicant's essay content and the letters of recommendation. Other information, such as research experience, subject-matter-related publication and college-level teaching, may be used in a secondary manner insofar as that information bears upon the suitability of the applicant for doctoral work in juvenile justice. Assuming the decision of the committee is favorable, the applicant will be called for an interview as a final step in determining who is admitted. The interview may be conducted either in person or telephonically, at the discretion of the committee. Based on this interview, the committee will make a final decision to recommend admission to the University Graduate School. The interview does not automatically result in admission to the Ph.D. program.

FINANCIAL AID and ASSISTANTSHIPS

The University offers various forms of financial aid, from scholarships to work-student arrangements and loans. Scholarships are usually in very short supply. Those interested in financial aid are encouraged to contact or make an appointment with the financial aid office on campus. <http://www.pvamu.edu/pages/5917.asp>

The College of Juvenile Justice & Psychology will normally have two forms of financial aid available: (1) graduate assistantships (usually requiring 20 hours of work a week) and research assistants supported by externally-funded grants. All teaching and research assistantships in excess of \$1,000 carry a waiver of out-of-state tuition fees. For information on these opportunities, contact the Department Head or individual faculty in charge of various grants.

Assistantships will be competitively awarded to full-time students only. The maximum award available is \$2,000 per month for each of the nine academic months. Half assistantships may also be awarded at the discretion of the Doctoral Committee and the Dean. All full-time applicants admitted to the program should apply to be considered for assistantships by the Doctoral Committee. These assistantships will normally be awarded for a period of one academic year and may be renewed for a second year. Assignments most likely will include teaching and/or teaching support, research/research support, and/or editorial duties. Other assistantship requirements are specified in the award offer letter.

Award criteria for assistantships are similar to admission criteria. Those who are admitted under full-time status will be ranked by the Committee based on their Graduate GPA, GRE scores, and additional evidence of preparation for the discipline. Other forms of award other than student loans also will be taken into consideration in the awarding of assistantships. The Committee will award assistantships based on ranking and the available number of assistantships.

In order to maintain an assistantship the following are necessary (see Doctoral Policy 3 for specific details):

- ! Continuing full-time enrollment (9B12 hours)
- ! Doctoral Grade Point Average above AB@
- ! Satisfactory evaluation by the supervising professor
- ! Satisfactory progress evaluation by the Doctoral Committee
- ! Indications of professional potential

In the event of a failure to meet one of these areas, the Doctoral Committee may decide to continue the assistantship, predicated on the student=s acceptance of appropriate remedial activity.

Another competitive scholarship, dependent on funds, may be available to doctoral students who are not Texas residents or members of an academic common market in which Texas is a member. This scholarship, normally in the amount of \$1,000, carries a waiver of out-of-state tuition fees for the academic year.

If a student receiving compensation for an assistantship of 20 hours a week decides to seek either full-time or part-time employment elsewhere, that fact shall be made known in writing to the Department Head. In general, full-time employment constitutes grounds for automatic termination of assistantship and/or scholarship awards. Part-time employment will be considered on an individual basis, but normally will be discouraged.

GRADUATE STATUS

Applicants will be admitted in one of two statuses: full graduate status or provisional status.

Full graduate status is conferred on those students (1) admitted to the program with no conditions of admission, or (2) who have satisfied all conditions of admission.

Provisional admission status is used when the Doctoral Committee feels that prerequisites have not been met, official versions of required forms have not been received, and/or there is a question of ability to perform at doctoral standards by virtue of a failure to meet specific admissions standards. Students who are provisionally admitted must satisfy all requirements prior to being admitted to full graduate status (conditions and requirements will be provided via letter to the student). In the event of a failure to meet prerequisites, deficiencies must be completed prior to beginning doctoral coursework. *No doctoral coursework may be taken when there are prerequisite deficiencies nor may stemwork be used to meet doctoral program requirements.* Where stemwork is assigned to rectify deficiencies, any grade lower than AB@ will automatically result in a decision to deny admission.

In other than prerequisite-deficiency situations, no more than 12 units of coursework may be taken in provisional status. At the end of the first semester in provisional status (non-prerequisite-deficiency cases), the Doctoral Committee will meet to consider placing the student in full graduate status. Based on the evidence at hand, the Committee may make one of two decisions: (a) the student is given full graduate status; or (b) the deficiencies are too great and the student is dismissed from the program.

If provisional status is assigned because official copies of required forms/reports are unavailable, the student is reminded that it is his/her responsibility to ensure that all conditions of admission are met in a timely fashion and to notify the Department Head when all conditions are met. Official copies of all transcripts and GRE report forms are required by the Graduate School for admission to the University; therefore, provisional status due to a lack of these forms *must* be removed prior to registration. Failure to meet conditions of admission in a timely fashion may result in dismissal when the doctoral committee reviews the student's case.

No students will be accepted in courses unless they are in full graduate status or provisional admission status within the Juvenile Justice Doctoral Program.

TRANSFER OF GRADUATE COURSEWORK FROM OTHER UNIVERSITIES

A maximum of six (6) units of juvenile-justice-related *doctoral-level* coursework may be transferred from other accredited universities. A minimum grade of AB@ is required in any such courses. Transfer credit is granted by petition to, and approval by, the Doctoral Committee, with final approval by the Dean of the College. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. In the event that a student has taken less than 7000-level courses to be used toward the coursework requirements of the doctoral program, the number of allowed transfer units are reduced on a one-for-one basis. Courses presented for transfer credit must be the equivalent of courses in the doctoral program. Please keep in mind that transfer credit is by permission only and is not a right of the student.

DEGREE REQUIREMENTS

The Juvenile Justice Ph.D. Program has no tracks. There is a common core and students may develop a specialty by structuring their choice of substantive courses, elective courses, and dissertation topic.

The Doctoral Curriculum

The program requires a minimum of 61 semester credit hours for the Ph.D. Of these hours, 43 are coursework hours and 18 are dissertation hours..

Coursework hours are divided as follows:

1. 9 hours in the area of delinquency theory
2. 9 hours in the area of juvenile justice
3. 13 hours in the area of research methodology and statistics support courses
4. 12 hours of electives

Specific courses and requirements are:

Prerequisite Courses Required: No credit hours accrue for stem work toward the Doctor of Philosophy degree.

JJUS 5943 or equivalent
JJUS 5963 or equivalent
JJUS 5123 or equivalent
JJUS 5763 or equivalent

Research Methods
Applied Statistical Methods and Computing
Foundations of Juvenile Justice
Theories of Delinquency

Area: Required Support Courses (13 semester hours)

JJUS 7661	Juvenile Justice Statistics Lab
JJUS 7943	Advanced Research Methods I
JJUS 7953	Advanced Research Methods II (must pass JJUS 7963 Advanced Statistical Techniques I in order to take Advanced Research Methods II.)
JJUS 7963	Advanced Statistical Techniques I
JJUS 7973	Advanced Statistical Techniques II

Area: Juvenile Justice (9 semester hours)

JJUS	7113	Juvenile Justice Issues and Practice (required) and six additional hours chosen from:
JJUS	7653	Seminar on Juvenile Corrections*
JJUS	7683	Philosophy of Punishment*
JJUS	7753	Demographics and Juvenile Justice*
JJUS	7763	Seminar on Juvenile Processing by Police and Courts*
JJUS	7783	Legal Aspects of Juvenile Justice*
JJUS	7863	Policy Analysis and Program Evaluation*

Note: Selected courses lower than the 7000 level may be accepted with petition to and approval of the Department Head prior to enrollment.

Area: Delinquency Theory (9 semester hours chosen from the following)

JJUS	7673	The Juvenile Offender and Youth Gangs
JJUS	7773	Theories of Crime and Delinquency
JJUS	7873	Advanced Seminar in Crime and Delinquency Theory

Note: Selected courses lower than the 7000 level may be accepted with petition to and approval of the Department Head prior to enrollment. Comprehensive exams will, minimally, require content from JJUS 7673, 7773 and 7873. Therefore, students are strongly encouraged to select these courses to meet the delinquency theory area requirement.

Elective Courses (12 semester hours chosen from the following)

JJUS	7623	Seminar in Grant Writing
JJUS	7643	Management and Administration
JJUS	7653	Seminar on Juvenile Corrections*
JJUS	7683	Philosophy of Punishment*
JJUS	7693	Qualitative Methods in Social Sciences
JJUS	7713	Special Topics
JJUS	7753	Demographics and Juvenile Justice*
JJUS	7763	Seminar on Juvenile Processing by Police and Courts*
JJUS	7783	Legal Aspects of Juvenile Justice*
JJUS	7853	Prevention and Treatment of Crime and Delinquency
JJUS	7863	Policy Analysis and Program Evaluation*

Note: Selected courses lower than the 7000 level may be accepted with petition to and approval of the Department Head prior to enrollment.

Courses taken during a master's degree program may not be repeated for credit at the doctoral level. No more than two (2) courses lower than the 7000 level may be applied toward fulfilling the requirements of the Ph.D. program. Courses lower than the 7000 level must be approved by the Department Head prior to enrolling. In no event will more than one lower-level course in each of the theory and juvenile justice areas be approved.

Dissertation Hours (18 hours of dissertation):

JJUS 8913. Dissertation I.
JJUS 8923. Dissertation II.
JJUS 8933. Dissertation III
JJUS 8943. Dissertation IV

Note: Dissertation hours may be repeated if necessary. Enrollment in dissertation courses requires admission to doctoral candidacy.

Non-Course Requirements:

Beyond course work and required hours, the additional requirements for the Ph.D. include:

1. Completion of Doctoral Examinations
2. Prospectus and prospectus defense
3. Dissertation and dissertation defense (Note: the student must be enrolled during the semester he or she intends to graduate.)

COURSE LOADS

The normal full-time course load is 9 to 12 semester credits during regular academic semesters. The minimum number of credits for full-time status is 9. Full-time or part-time status within the doctoral program does not exist during the summer, although the University imposes limits on summer enrollment. Students taking courses in part-time status are warned that the seven-year course expiration requirement may pose a problem. Overloads are defined as more than 13 semester credits and are discouraged. Students anticipating an overload must receive approval from the Department Head prior to enrolling for any course that would constitute the overload. The maximum course load during a 5-week summer term is 6 hours.

CONSIDERATIONS FOR MAKING COURSE ENROLLMENT DECISIONS

It is possible for students to be enrolled in the program for 1 to 4 courses (plus statistics lab) during any semester. While the course flow provides some instruction for enrollment, some general considerations are necessary to ensure that courses are taken in a proper order:

1. Courses will normally be offered once a year. A few exceptions will exist.
2. Some courses are required (Issues and practice, statistics, methods and theory). Those should be taken at the beginning of the program.
3. Some courses are sequenced. Follow up versions of courses have as prerequisites the previous versions (e.g., statistics I B statistics II, methods I B methods II, theory B advanced theory). Other courses are best taken after having had other courses as preparation (e.g., statistics, methods B grant writing and program evaluation).
4. Should you take courses out of sequence, you may have to wait a substantial period for a needed course to be taught again.
5. It is possible for a scheduled course to be cancelled for various compelling reasons. If this should happen, subsequent semester course schedules may be adjusted to minimize harm to enrollment planning.
6. Always consult with your Program Advisor or the Department Head prior to registration.

CONTINUOUS ENROLLMENT

Continuous enrollment defines the minimal level of academic activity needed to remain enrolled in the program. A Ph.D. student is considered to be continuously enrolled when he or she is enrolled for at least one course during each of the spring and fall academic semesters. Once a Ph.D. student has been admitted to candidacy he or she must enroll for a minimum of 6 hours during the 12-month academic year to be continuously enrolled. Students who fail to meet

the continuous enrollment criteria will be withdrawn from the program and must apply for readmission. The sole exception is enrollment during comprehensive exams. Ph.D. students taking comprehensive exams are not required to be enrolled in a course. [Note: Should the University develop a zero-unit continuous enrollment course, Ph.D. students will be required to continue enrollment.]

RESIDENCY

Students must establish coursework residency before being admitted to candidacy. The residency requirement is considered to be met when a student has been continuously enrolled on campus for two consecutive semesters (excluding the summer semester).

LEAVE OF ABSENCE

Graduate students who have not completed their formal course requirements are expected to enroll continuously in the program during all consecutive long semesters (Fall and Spring Semesters) after initial registration. Students who do not expect to be enrolled should request a leave of absence in a letter to the Department Head. A leave of absence is granted at the discretion of the Dean of the College.

This provision includes students who have completed their formal course requirements and are in the process of taking the comprehensive exams or writing the dissertation away from the campus. During a leave of absence, a student cannot make use of the University or College of Juvenile Justice & Psychology resources, nor can a student attempt comprehensive exams or defend a dissertation.

GOOD STANDING

Good Standing

Ph.D. Students remain in good standing when they maintain a minimum cumulative GPA of 3.0 for graded courses in the doctoral program. Only grades of "B" or better count toward required course work (i.e., all but the elective courses) and dissertation hours. Only grades earned in, or approved by the College of Juvenile Justice & Psychology doctoral level courses will be used to calculate a student's GPA. Any grade lower than "B" in a required area course will require the student to retake the course and pass it with a grade of "B" or higher. While one elective grade of "C" may be counted toward the Ph.D., only grades of "B" or better indicate satisfactory completion of courses required for the Ph.D. If a student receives a total of two grades of "C," in any combination of courses (elective/required), the student will be dismissed from the program, but may petition the Doctoral Committee for readmission. After reviewing the petition, the committee may allow readmission under such conditions as it deems appropriate. A third grade lower than "B" will result in permanent dismissal from the program with no recourse to petition.

PROGRESS EVALUATION

In the second and fourth semesters of each student's academic year, a formal evaluation will be conducted by the Doctoral Committee. This evaluation will focus on the student's progress toward the Ph.D. degree. Students, attending full time and taking 9-12 units each semester, should be able to complete formal doctoral course work within two full years. However, this constitutes a heavy course load and student progress in the program will be measured against the more reasonable average of 9-12 units a semester. Where needed, the Committee will provide recommendations and guidance to students. Committee decisions related to student progress will be one of the following:

1. Progress is satisfactory, student is encouraged to continue in the program;
2. Progress is potentially unsatisfactory, remediation work is suggested, student is encouraged to continue in the program; or

3. Progress is unsatisfactory, student should be terminated from the program. Students receiving an unsatisfactory evaluation may petition the Dean to remain in the program. Only one petition of an unsatisfactory evaluation is allowed.

TIME LIMIT

A student must complete all requirements for the Ph.D. degree within seven (7) consecutive years after the first date of enrollment in the program. If transfer courses are permitted, the initial enrollment date of those courses must not exceed seven years prior to the date the degree is awarded.

EXAM MODIFICATIONS

Students who need special modifications for examinations must submit the following information:

1. A letter from the student requesting modifications
2. A letter of diagnosis from the appropriate profession; and
3. Test results confirming the diagnosis.

This information should be submitted to the Office of the Administrator , Office of Diagnostic Testing and Disability Services (Evans Hall, Rm 317). Students currently enrolled must follow the same procedure.

Approval of requested modifications will be made by the aboved named office after review of the circumstances and documents presented. Upon arrival and at the student=s request, faculty members will be advised of the required modifications in order that students may be provided assistance.

From time-to-time, the University may modify its policies or procedures in this regard. Should this occur, the new guidelines established by the appropriate office take precedence.

University Withdrawal Policy and Procedures

If you withdraw from the University, keep the following points in mind:

1. To officially withdraw, undergraduate and graduate students should contact the Registrar's Office and Student Financial Services Office. If you leave the University and do not formally withdraw, you will be assigned a grade of "F" (failure).
2. Withdrawal does not eliminate your financial obligation to the University. You are still responsible for any charges owed to the University at the time you withdraw, based on the University's tuition and housing refund policies.
3. There are specific federal, state, and University withdrawal policies regarding tuition and fees, housing charges, refunds to financial aid programs and repayment resulting from withdrawal.
4. When withdrawing, there are three situations which may require an immediate repayment of financial aid funds:
 - a. If your University charges are reduced as a result of withdrawal, and it creates a credit balance on your student account, these funds may be used to repay the financial aid programs. This will depend on the amount of your financial aid and the date of your withdrawal.
 - b. If you withdrew a credit balance from your student account to use for living expenses, you may have to repay financial aid funds which are in excess of an amount determined to be reasonable for the length of your enrollment.
 - c. If you withdraw during free add/drop, you are not eligible to receive any financial aid for that term, and any credit balance you withdrew from your student account must be repaid.

Voluntary Withdrawal from a Course

1. A student may withdraw from a course before the Change of Program Period ends without having the course recorded on his/her permanent record.
2. Withdrawal from a course will be allowed until two weeks after the mid-term examinations period during both fall and spring semesters, and one week before the date of the final examination during a summer term. **No withdrawal from a course will be allowed after that point.** Withdrawals must be approved by the advisor/Department Head/dean.
3. Upon notification that a student has been withdrawn, the instructor is to assign the grade of AW@ only. The AW@ will not be calculated in the GPA.
4. Withdrawals from courses may affect housing, assistantships, scholarships, graduation, financial aid, membership in organizations or other opportunities.

Withdrawal from the University (Voluntary)

Students seeking to withdraw from the University may seek advice and counsel from several sources (Registrar, Course Instructors, Department Head, Dean). Whatever the initial contact source, the student will be referred to a **Transition Coordinator in the Division of Student and Enrollment Services**, Evans Hall, Room 307. The Transition Coordinator is the official starting point for the withdrawal process.

The **Transition Coordinator** will evaluate and assess the student=s rationale for withdrawal, and will, through referral, coordination, counseling, or other University resources, assist the student to the maximum extent possible.

Administrative Withdrawal (Involuntary)

To be administratively withdrawn from the University is to be dismissed from the University. A student may be dismissed from the University for failure to make satisfactory academic progress, failure to pay legitimate debts on schedule or for inappropriate behavior that is detrimental to good order. Administrative withdrawal does not relieve the student of the responsibility for all debts, including tuition, fees, room and board and other incidental charges for the full semester. Administrative withdrawal due to failure to meet financial obligations will result in the following:

- ! Transcripts being withheld
- ! Room and board privileges being lost
- ! Classroom admittance being denied

A student who has been dismissed for financial reasons can have privileges restored upon payment of all outstanding charges and a reinstatement fee. *A student dismissed for either academic or behavior reasons may have recourse to the appropriate appeals process.* (See Appendix E for the University Appeals Policy)

CHANGE OF ADDRESS OR NAME

A graduate student who changes his or her address or name must report the change to the Registrar=s Office by submitting the appropriate form with the new name or address. Such changes also should be reported to the Graduate School and the Department Head

THE DOCTORAL ACADEMIC ADVISORY COMMITTEE

The Department Head will meet with each student upon admission to the Ph.D. program and will serve as academic advisor to all first-year doctoral students. Prior to the completion of 18 hours of course work, a Doctoral Academic Advisory Committee will be selected and one graduate faculty member will be designated to chair the student=s

committee. An academic advisory committee is composed of the chair and one other member, normally from the graduate faculty. The doctoral student will initiate the formulating and forming of his or her academic advisory committee in consultation with the Department Head. The chair of the individual doctoral student's academic advisory committee is responsible for advising that student for courses taken beyond eighteen credit hours, generally overseeing the student's progress, and assisting in preparation for comprehensive examinations and the dissertation. It is not expected that the chair of the advisory committee will chair the student's dissertation. The choice of dissertation chair (and the committee) may be based on different criteria than those used in the advisory committee decision.

TEACHING AND DOCTORAL TEACHING ASSISTANTSHIPS

The faculty encourage all doctoral students to engage in teaching. Because teaching activity is a core component of the scholarly enterprise, even those who do not anticipate entering the professorate may find themselves invited to teach as an adjunct in a local college or university. Therefore, preparation in teaching is desirable and potentially essential to one's career.

The College of Juvenile Justice & Psychology retains adjunct professors from time-to-time, depending on the needs of the various academic programs. These are paid positions and doctoral students may be eligible. To inquire about such positions, contact the Juvenile Justice Department Head. Note that a course instructor must have a minimum of 18 graduate hours in the discipline of instruction.

Those on doctoral assistantships can anticipate that at least one of their semester assignments will involve teaching. This can range from assisting a Professor with a course to becoming the instructor of record in a course. If possible, it is the faculty's goal to provide teaching experiences in a traditional lecture format as well as in distance learning/internet formats. In gaining such experiences, Ph.D. graduates will likely be in greater demand in the academic marketplace.

RESEARCH AND DOCTORAL RESEARCH ASSISTANTSHIPS

Research is another expected skill of a Ph.D student. To this end, the faculty encourage all doctoral students to engage in research projects with individual faculty members, either in an assisting capacity or as a co-investigator. It is also possible that students may engage in independent research. Similarly, students are encouraged to participate in the grantsmanship process. Students should contact individual faculty members to ascertain research opportunities and/or the availability of data for secondary analysis. For those who wish to pursue an academic career, or a research career within a juvenile justice agency, such preparation is virtually mandatory.

Doctoral Assistantship students will be assigned, during the course of their program, to at least one research project. These projects may be related to a grant or the individual research agenda of a faculty member. Regardless, the objective of the assignment is to assist faculty in their research and to learn research skills through participation. In making such assignments, the Department Head will attempt to match the interests of the student with available projects.

DOCTORAL PROGRAM EXAMINATIONS

Before they may be admitted to candidacy, students must successfully complete their doctoral program examinations. These examinations are employed to test the student's general knowledge, his or her ability to integrate and synthesize the wealth of information in the field, and his or her preparation for engaging in the kind of independent scholarship required to complete a doctoral dissertation.

The Purpose of Doctoral Program Examinations

Doctoral program examinations are given to insure that doctoral students possess satisfactory understanding of the core areas of the discipline; in addition, they provide students and their advisors with a tool for identification and remedy of deficiencies. Doctoral program examinations are assessment tools that allow the faculty to evaluate the Ph.D. student's problem-solving skills, integrative and independent thinking, and theoretical and methodological readiness to formulate research that meets the field's scholarly requirements. The examinations are also used to assess the student's preparation and readiness for work on the prospectus and dissertation. For these reasons, examination grades in prior coursework are not comparable and do not constitute a reliable measure of performance on the doctoral program examinations.

Students entering the doctoral program on or after Fall 2009 will be required to take the exams in two stages: 1) a general qualifying examination at the end of their first full year of coursework; and, 2) a particularized examination at the end of their second full year of coursework.

Qualifying Examination

The qualifying examination must be taken by students upon completion of the first 19-hour sequence of coursework. This is generally at the end of the first year of coursework for full-time students or second year for part-time students. The purpose of the examination is to ensure that students have achieved a degree of mastery over basic concepts in the discipline, and that they possess the methodological skills necessary to proceed with their second year of coursework.

Content. Qualifying examinations are examinations taken over the range of coursework and readings necessary to exhibit mastery of the subject matter of juvenile justice. The examinations are *not* course-specific, nor are they derived from singular sources. Questions on the examination are designed to elicit thoughtful responses that indicate a comprehension of theory, issues, policy orientations, and research in the field. The qualifying examination will consist of two four-hour blocks:

- 1) Morning – general juvenile justice, public policy, and delinquency/crime theory; and
- 2) Afternoon – research methods and statistics.

During each session, students will be required to answer two questions, one of which is required, and one which must be chosen from the remaining two questions.

Examination schedule. The examination will be proctored prior to the start of classes in August. The date will be announced by the Department Head during the spring semester. The day will consist of two four-hour sections, from 8:00 a.m. to 12:00p.m., followed by a lunch break, and the second examination section from 1 p.m. to 5 p.m.

Preparation. In addition to class content, students should familiarize themselves with the literature in the field. The best way to do so is to consult texts, anthologies, and especially recent issues of the major journals (i.e. *Criminology*, *Justice Quarterly*, *Journal of Research in Crime and Delinquency*, *Crime and Delinquency*, *Criminology and Public Policy*, *Journal of Experimental Criminology*, *Criminal Justice and Behavior*, and *Journal of Criminal Justice*) for content and method. A reading list is provided, but only to serve as a starting point in students' personal quests for knowledge. Students may also retrieve epistemological studies of the field to make sure they are aware of the origins of the discipline and its classics and most-cited works (e.g. Giblin & Schafer, 2007, "Learning from the classics: An examination of the cultural literacy in criminological theory," *Journal of Criminal Justice Education* 18(3), 340-359).

Students are also encouraged to visit faculty for information, advice and assistance in the examination areas. All faculty are encouraged to aid students in study efforts related to preparation for the doctoral examination, offering direction as needed. To allow adequate time for preparation, students should contact faculty and begin their study preparations as early as possible prior to their examination date.

Grading. The grading of questions will be completed by three members of the doctoral committee who are assigned based on their areas of expertise. Each of the members will issue a grade of pass/fail. In order to pass a session (morning or afternoon), a student must receive a passing grade from two of the three graders on both questions answered during that session. Stated alternately, if two graders issue a failing grade for a particular question, the student fails that session.

Failing Grade. If a student fails one or both sessions, then the student must retake it (them) at the next available seating in November. A second failure on one or both of the sections of the qualifying examination results in immediate dismissal from the doctoral program.

Particularized Examination

The particularized examination must be taken by students within 6 months of completing coursework. The purpose of the examination is to ensure that students have achieved a degree of mastery over concepts related to their area of specialization, and that they possess the requisite knowledge to proceed with work on their prospectus and dissertation.

Content. Particularized examinations are examinations taken over the range of readings necessary to exhibit mastery of the subject matter in an area of specialization. Area of specialization must be based on the student's proposed dissertation topic. Questions on the examination are designed to elicit thoughtful responses that indicate a comprehension of theory, issues, policy orientations, and research in their area of specialization. The particularized examination will consist of one four-hour block. During this session, students will be required to answer two questions, one of which is required, and one which must be chosen from the remaining two questions.

Examination schedule. The examination will be proctored during each full semester (fall and spring). The date will be announced by the Department Head by the second week of the semester. The day will consist of one four-hour session, from 8:00 a.m. to 12:00p.m.

Preparation. To prepare for the examination, students should familiarize themselves with the literature (theory, policy, and research) in their area of specialization. To assist the doctoral committee in identifying appropriate boundaries of the specialization area, students must turn in a Proposed Area of Specialization Abstract and Comprehensive Bibliography to the Department Head by the first week of classes during their final semester of coursework. In this document, the student should identify the appropriate body of literature (theory, policy, and research) in relation to the proposed dissertation.

Grading. The grading of questions will be completed by three members of the doctoral committee who are assigned based on their areas of expertise. Each of the members will issue a grade of pass/fail. In order to pass the examination, a student must receive a passing grade from two of the three graders on both questions.

Failing Grade. A passing grade is required for the student to continue on to request advancement to candidacy and begin work on the prospectus and dissertation. If a student fails the particularized examination, they must retake it during the next academic semester. Areas of weakness will be identified for the student, and the doctoral committee will suggest possible courses of remedial action. In the event of a second failure on the particularized examination, the student will be dismissed from the doctoral program.

Doctoral Program Examination Rules and Procedures

All graduate faculty will be invited, in writing, by the Department Head to submit questions for the examination. Those who have taught courses in the doctoral program will be specifically asked for questions related to the content areas in which they have taught. The Doctoral Committee will meet and select the questions to be used on the doctoral program exams, and is responsible for the final format of the examinations. Every effort will be made to select questions requiring thoughtful, integrative answers rather than questions with specific factual answers.

Materials Provided. The following materials will be provided during each four-hour examination session:

- Blue books. **ALL** of each answer must be contained in the blue book(s) for that specific question. No blue book may be used to answer two or more questions.
- Simple calculators
- Pens
- Dictionary
- No other paper materials, bags, etc. will be allowed in the examination room. Any such materials found in a student's possession may be cause for removal from the examination room and initiation of proceedings under the University's academic dishonesty policy.

Request for an Extension. A student may petition the doctoral committee in writing to request to be seated for a doctoral program examination at later date; however, a late seating will be allowed only in cases where truly exigent circumstances exist (i.e. a medical emergency), and then only at the discretion of the committee. A decision to disallow a request for a later seating means the student must take the examination as scheduled or they will be dismissed from the program. This rule applies whether the request is made in advance or after the scheduled examination date, meaning there is no recourse for a student who applies for a late seating after the fact and whose request is rejected by the committee.

A Note on Failed Comprehensive Examination Sections. Please note that it is possible for students to do well in course work, but to be otherwise unprepared for the kind of work required either to write a prospectus and dissertation or to perform to acceptable standards of academic scholarship. Such students may not have made an adequate effort in independent research, or may simply lack the kind of insight necessary to integrate the various forms of knowledge the College's faculty expects of its doctoral candidates.

Helpful Suggestions

1. Answer all questions **FULLY**. If any portion of a question is not answered, graders will be required to note that you have not completely answered the question. Similarly, a cursory response to any one portion of a question tends to suggest superficiality.
2. Take your time, but do not work overlong on any one answer.
3. Answers will be graded on logic, knowledge of the subject matter, integration of materials, organization of the answer and critical reasoning ability. Write concisely, logically, and to the point. Superficial answers will not receive high grades.
4. Use references to the literature where appropriate, but do not cite for the sole purpose of impressing the graders. Answers without appropriate referencing suggest that the writer has only a cursory knowledge of the literature in the area. Remember, part of a doctoral education is not only knowing the literature, but also the context in which it was produced.
5. Consider outlining your answer prior to writing it. An outline usually will assist you in organizing your thoughts and may result in a more coherent answer.

ADVANCEMENT TO CANDIDACY

It is the student's responsibility to petition for advancement to candidacy. Forms are available in the Doctoral Program Office. To be advanced to candidacy, students must have completed all of the following requirements and/or procedures:

1. Achieved a cumulative grade-point average no lower than 3.0 in program coursework and a minimum grade of AB@ (3.0) in all required area courses.
2. Completed all coursework with no more than one grade lower than AB@ (unless the student successfully petitions his or her dismissal and retakes a second AC@ course with a grade of AB@ or higher).
3. Successfully passed all comprehensive examinations.

The Doctoral Committee will review all petitions for advancement to candidacy and consider the student=s scholastic performance and other circumstances. The decision shall be to grant advancement, specify such additional preparatory courses as the committee shall deem necessary, or recommend alternative courses of action. One of the possible alternative courses of action is to refuse candidacy and initiate dismissal from the graduate program. This latter action would take place in the event of consistently poor scholastic performance or other unfavorable circumstances.

Following approval of the student=s application to candidacy, the student may enroll in Dissertation hours.

Students admitted to candidacy are required to accumulate a minimum of 6 credit hours during each twelve month period following admission to candidacy and until such time as the degree is granted. Further, a student must be enrolled for a minimum of 3 dissertation hours during any semester in which University resources are used. Assistantship students must continue to meet the enrollment criteria for maintaining their assistantship. Any exception to this policy requires the approval of the Doctoral Program Department Head and the Dean of the College of Juvenile Justice & Psychology. Students who fail to enroll for the appropriate number of hours following advancement to candidacy shall be placed on probation. To be removed from probation, the student must enroll for the deficient number of credits plus three additional credits in the next semester. Students who do not meet these requirements will be dismissed from the doctoral program and required to reapply for admission, subject to any new admissions criteria in effect at the time of readmission.

THE DISSERTATION COMMITTEE

Students must choose a Dissertation Committee of four faculty. Three of the members are to be chosen from the faculty of the College of Juvenile Justice & Psychology, one of whom will be the chair. A fourth committee member is chosen from faculty outside the College. This is done in consultation with the Department Head and the Chair of the student=s Advisory Committee. A letter requesting approval of the proposed committee must be forwarded to the Department Head. No committee may be constituted without the Department Head=s formal approval. The members of the committee are normally chosen for their expertise in the proposed topic or for expertise in a particular methodology. All voting members of the committee must be on the graduate faculty. Other members may be added to the committee in a non-voting status if the committee chair and the Department Head=s concur. Faculty who have not published juvenile justice or criminal justice-related materials within the past five years may only be added to the committee in a non-voting status.

Where a student is unable to assemble a complete committee, the Department Head shall appoint members as needed from the faculty, or aid the student in contacting appropriate faculty from other departments.

The doctoral committee can be changed at the student=s discretion. The student should consult with the Department Head about such changes as soon as possible, and forward a new letter requesting approval of the new committee. Students are cautioned, however, that changes to the committee may also result in changes to the dissertation with a corresponding extension of writing time.

Faculty members may also elect to withdraw from a Committee. Before doing so, the faculty member must meet with the student and the Chair of the Doctoral Committee to discuss the reasons for withdrawing. In the event that the Chair wishes to withdraw, the Chair and student shall meet with the Department Head. In the event that the Chair of the Doctoral Committee who wishes to withdraw is the Department Head, the Dean of the College shall serve as arbitrator.

After selecting a committee, the student should consult with the Chair and determine the process to be followed in completing the dissertation; the Graduate School should also be consulted to determine the currently-approved format. Formal requirements include an oral defense of the prospectus and an oral defense of the dissertation. Beyond these requirements, individual chairs and committees may determine how and when chapters are to be

submitted and approved, and the procedure to be used in the defense. A successful defense of the dissertation requires that three of the four committee members vote to pass.

THE CONCEPT PAPER:

The first step in the dissertation process is the approval of the concept paper. As soon as possible after passing all sections of the comprehensive examination the concept paper will be submitted to dissertation committee members for approval. The concept paper is the research idea. At a minimum it should address the what, why, how of the research idea. It can be as brief as two-three pages.

The goal of the concept paper is to get the students writing as soon as possible, and to give chair and committee members the opportunity to agree, early on, on a dissertation topic or decline committee membership. The concept paper might change or take on a different shape as progress is made towards the prospectus defense. While the primary goal of the concept paper is to get the student thinking about a topic as soon as possible after comprehensive exams; a secondary goal is to get the faculty members involved, very early on, rather than being presented with an unfamiliar manuscript or topic.

The concept paper will evolve into the prospectus, as initially presented it will not be considered a prospectus. The concept paper will not be publicly defended.

DISSERTATION PROSPECTUS

Ph.D. students are required to complete and orally defend a prospectus. The exact format for the prospectus shall be determined by the student's Doctoral Committee, with the greatest input usually coming from the Chair of the Doctoral Committee. A prospectus is a written proposal and contract concerning the contents of the Doctoral Dissertation. Typically, a prospectus contains, but is not limited to, the following information:

1. Overview and significance of problem. (Chapter 1: Problem Statement)
2. Review of relevant literature. (Chapter 2: Literature Review)
3. Review of methodology, relevant statistical or qualitative issues, and research hypotheses.(Chapter 3: Methods)

This information is presented in chapter form. In addition, these three chapters become the first three chapters of the dissertation.

The prospectus defense is not only a formal defense of the concept of the proposed dissertation, but also a final opportunity for the student and the Committee to meet and discuss the concept and methodology. A good prospectus defense results in the student receiving approval for the dissertation. At the same time a good defense often results in changes, ranging from the entire conception or mode of attack to new ways of measuring important variables, all of which help to fine-tune the dissertation. Therefore, the student should not be discouraged if changes result; changes are a normal part of the process.

Timelines for Prospectus Defense

Following completion of the prospectus, students are required to defend the prospectus before their Committee. Two weeks prior to the prospectus defense, the Chair of the Committee is to notify all College of Juvenile Justice & Psychology faculty of the defense date and time date, and invite them to attend using the Announcement of Defense form available from the Graduate Secretary. An Announcement of Defense shall also be posted in a public place within the Department so that other students may attend the defense.

Two weeks prior to the prospectus defense, students shall deliver one (1) copy of the prospectus to the Graduate Secretary, who shall make the copy available to any persons who wish to examine the document. Students shall also

make one (1) copy for each member of the Doctoral Committee. Students are responsible for the costs of printing, copying and distribution of the prospectus.

Prospectus Defense Procedures

Students are expected to give a short presentation summarizing the prospectus at the beginning of the oral defense. The presentation should usually cover the problem statement, a summary of existing knowledge on the topic, the specific issue to be examined (with hypotheses if appropriate) and the methodology to be used. Following the student's presentation, the Dissertation Committee Chair shall give all professors in attendance the opportunity to question the student on her/his prospectus. Committee members will be given the first opportunity to address questions to the student, followed by non-Committee faculty. If time allows, other members of the audience will be given the opportunity to ask questions.

Once the question and answer period has been completed, the student under examination shall be asked to leave the room temporarily so that the Committee can discuss the prospectus. While all faculty are invited to participate in this discussion, the Committee is solely responsible for making the decision concerning the merit of the prospectus.

Following the discussion of the prospectus by the faculty, the Committee will be polled, and the student invited back into the room and informed of the Committee's decision. The committee decision shall be one of the following:

1. Pass the prospectus with no revisions.
2. Pass the prospectus with minor revisions. (The Chair reviews the revisions and issues approval.)
3. Tentatively pass the prospectus with major revisions in no more than one area. (The Committee jointly reviews the revisions and issues approval to the Chair.)
4. Fail the prospectus.

A successfully defended prospectus requiring no revisions shall be immediately placed in the student's file. Students who pass with revisions will provide the final revised and approved copy of the prospectus to the Department Head and to all Committee members. The Chair of the Committee is to notify the Department Head of the result of the defense in writing. Students who successfully defend their prospectus proceed to the dissertation.

A failed prospectus may be revised and defended one more time. In this circumstance, the student would be wise to make sure that each committee member tentatively approves a final draft of any new prospectus *prior to* attempting a second defense. Students who are unable to successfully defend a second prospectus will be dismissed from the program.

THE DISSERTATION

The dissertation is an original research project that meets the proposal contained in the prospectus. As an original research project, the dissertation is expected to contribute to the base of knowledge of the field of juvenile justice (or criminal justice or criminology). The term "research" above should not be narrowly construed; theoretical, historical, and artistic works are all permissible. While there is no specific imposition of length, a general guideline is that a dissertation is normally a book-length project. Questions concerning University policy and procedures should be directed to the Graduate School.

Content of the dissertation

A normal dissertation is one that is an empirically-driven investigation of a substantive issue in the field. This style of dissertation is usually composed of five (5) chapters: problem statement, literature review, methodology, analysis and conclusions. There are instances in which more than five chapters are appropriate and the student, in

consultation, with his or her Chair should determine the best mode, given the topic and the analytical approach. A five-chapter dissertation guide is located in Appendix A

Since a dissertation normally focuses on a single issue, the format should be seen as that of a book. In its traditional form, however, the dissertation has chapters which tend to follow an article format. This is often misleading, especially since articles do not have chapters within them. An examination of any lead article in a major social science journal will find a logical flow from section to section. That flow generally establishes a problem, reviews the literature on that problem, determines the best way to proceed in analyzing the problem, presents new evidence on the problem and, finally, discusses and offers conclusions based on the analysis. This applies to an article whether or not it is empirically-based (i.e., theory or research). Further, the length of a dissertation is not a crucial consideration (however, keep in mind that book publishers will not be interested in manuscripts of less than 150 pages because of binding limitations).

Style of Writing: A dissertation should be written in a clear and concise manner. The use of jargon and spoken English should be avoided whenever possible. While these comments should not be construed to mean that a thesis is best written in a style which is fully understandable by laymen, it does mean that the student has the responsibility of writing in a style which is neither overly technical nor obtuse. Every sentence should be clear in its meaning and logically follow the preceding sentence. Headings and subheadings should be liberally used throughout.

Format of the Dissertation C Citation and Bibliography

The faculty have determined that the style of the dissertation, including headings, footnotes, and referencing, shall be compatible with the style manual of the American Psychological Association. However, the Graduate School may produce guidelines that supersede the APA style. All dissertations must meet Graduate School guidelines; therefore, doctoral students are encouraged to contact that office for a list of format requirements, if any, to be followed in preparing the final copy of the dissertation. The number of copies of a completed dissertation to be provided the University are determined by the Graduate School. In addition to that number of documents, one copy must be provided to the Department Head and one copy to the Dissertation Committee Chair. *The process of submitting the dissertation is complete when all fees are paid and necessary forms have been completed and submitted.*

Format of the Dissertation C Figures and Tables

All figures and tables in the dissertation are also governed by the APA Style Manual. In general, however, necessary figures and tables should be uniform and placed as close as possible to the point in the text at which they are referenced. Figures and tables that are informative, but not necessary to the understanding of the argument or analysis should be placed in an appendix (or in multiple appendices if necessary). Similarly, permissions, full versions of instruments and scales, questionnaires, and other data-gathering instrumentation or relevant materials should be placed in appendices rather than in chapter text.

Role of the Dissertation Chair

The Dissertation Committee Chair has primary responsibility for supervising the dissertation process. All questions regarding the topic, process, form and format, and specific procedures should first be discussed with the Chair. While there are general requirements concerning prospectus defense, dissertation formatting and dissertation defense, all other decisions are likely to fall within the purview of the Chair.

The Chair also has the role of assisting the student during the writing process. This includes, but is not limited to, assisting in the conceptualization of the general project, the conceptualization and measurement procedures to be used with variables, the structure and number of chapters, issues that may arise during the analysis, and conclusions to be drawn. Dissertation committee members also are expected to make contributions in these areas. It is not within the purview of the Chair or committee members, however, to write the dissertation (or any portion of it) for the student.

Finally, the Chair acts as a mediator. In the event of differences in opinion between committee members and/or the student, the Chair determines which direction the dissertation shall take. In all instances, it is the Chair who acts as the final arbiter and decision-maker. To further this end, committee members should receive drafts of dissertation chapters only after the Chair has reviewed and commented on the materials. While not an express requirement, one chapter at a time should be provided to the Chair and committee members.

The Dissertation Process

For the sake of brevity, please note that the same general rules applying to the prospectus and prospectus defense also apply to the dissertation with the following exceptions:

1. In addition to notifying the faculty of the College of Juvenile Justice & Psychology two (2) weeks prior to the dissertation defense, the student defending a dissertation must file the appropriate forms concerning announcement of defense with the Graduate School a minimum of two weeks prior to the day of the defense. The defense must take place at least one (1) week prior to the last day of classes in which the student expects to graduate. The student must meet all other requirements of the Graduate School, such as the completion of an application for graduation by the date specified in the Graduate Catalog, payment of any parking or library fines, the completion of a Dissertation Abstract, and the payment of any additional fees.
2. Students should familiarize themselves with the rules and requirements of the Graduate School. These guidelines may detail standardized format criteria (e.g., kind of paper, number of copies, page number placement, etc.) dissertations must meet in order to be accepted by the University.
3. Students must submit all copies of the completed dissertation signed by the dissertation committee and the Dean of the College of Juvenile Justice & Psychology to the University Library by the established deadline (contact the Graduate School or consult the Academic Calendar).
4. Students must complete a National Research Council=s *Survey of Earned Doctorates* when they submit their dissertations, as well as a dissertation abstract.

Please note that all fees incurred in the copying, preparation and completion of the dissertation are the student=s responsibility.

THE DISSERTATION DEFENSE

Having met the other requirements for the degree, students who successfully defend their dissertations and complete the submission process are granted the degree of Doctor of Philosophy at the commencement ceremony immediately following. Students who are required to submit revisions shall be similarly granted their degree upon completion of those revisions, approval by the Committee or Committee Chair, and submission to the Graduate School.

The decision of the Committee may be one of three.

1. The Committee may vote to pass and sign the document as it is.
2. The Committee may vote to pass and all but the chair sign the document pending minor changes.
3. The Committee may vote to fail the defense, thus requiring that a different topic be used or that major revisions take place before another defense.

If a second defense is required, a second decision by the Committee to fail the dissertation shall result in the student=s dismissal from the program.

Defense Failure Note: Students should note that it is in the best interest of Dissertation Committee members not to allow students to defend a prospectus or dissertation that the Committee members believe will not be approved. Likewise, it is also in the student=s best interest for Committees to refuse to allow the defense of a prospectus or dissertation that is likely to fail to meet the appropriate criteria for well-crafted, original research. Indeed, faculty are expected to keep students from defending a prospectus or dissertation that does not meet the standard for well-crafted, original research contributing to the knowledge base of juvenile justice. The majority of students who reach the prospectus and dissertation phases of their education should be capable of completing the program of study leading to the Ph.D. Faculty are encouraged to identify and counsel students whom they feel will be unable to complete the prospectus or dissertation; this should be done as early as possible in the student=s graduate career. In this way, students and faculty do not make a major commitment of their time to an attempt to complete a Ph.D. where such an outcome is unlikely.

STEPS IN COMPLETING THE DISSERTATION

A summary of steps in completing the dissertation includes:

1. Consultation with a proposed committee chair and agreement from that person to serve as chair.
2. Consultation with the Department Head and proposed committee chair and selection of proposed committee members.
3. Formal letter of request to the Department Head, naming the proposed committee.
4. Secure formal approval of committee by the Department Head.
5. Schedule prospectus defense at least two weeks before anticipated date; announce prospectus defense date and topic to faculty.
6. Have the report of successful defense placed in the student's file.
7. File for graduation with University and notify Graduate School.
8. Schedule dissertation defense no later than two weeks prior to the last week of classes; announce dissertation defense date and topic to faculty. (Note: the announcement should be made two weeks prior to the anticipated defense date.)
9. Have copies of dissertation to all committee members one week prior to the dissertation defense date.
10. Successfully defend dissertation before the dissertation committee; have the report of successful defense placed in the student's file and multiple original copies of dissertation signed by all members of the committee.
11. Clear the final copy with the Graduate School and University Library.
12. Pay all appropriate fees and notify dissertation chair so that a grade or change of grade can be initiated.

RESEARCH AND DATA AVAILABILITY

Faculty in the College can help identify datasets that can be made available to graduate students wishing to either practice research skills or use in a dissertation. A large number of criminal/juvenile justice datasets, originally collected by the National Institute of Justice, are available from that source. Faculty continue to develop research data as part of their own research projects, therefore, interested graduate students should consult with individual faculty to determine the availability of additional data. Finally, there are numerous research opportunities with local, regional and national criminal justice agencies, particularly where the goal of the research is policy development.

Appendix A

Registrar's Forms

<http://www.pvamu.edu/pages/2099.asp>

- [Transcript Request Form](#)
- [Graduation Application Form](#)
- [Legal Name Change Form](#)
- Withdrawal from the University
- Add/Drop Form
- [Registration/Drop/Special Approval Form](#)
- [Name Correction Form Request For Space or Capitalization Issues](#)
- Reinstatement Form
- [Duplicate Diploma Order Form](#)

Appendix B

Transfer of Credits:

Approval of Transfer of Credit Form

- Form can be found at:
http://www.pvamu.edu/Include/College%20of%20Education/ELAC/Forms/Transfercredit_p.doc
- Need official Transcript
- Need copy of syllabus
- Need copy of course description
- Complete Approval of Transfer Credit Form*
- Approval and signature of Department Head and Dean of Graduate School

***See form next page attachment**

Appendix C

Doctoral Coursework Check List

- List all coursework completed*

***See form next page attachment**

Appendix D

Degree Plan

- Complete form after 1st semester
 - Choose academic advisors
 - Complete degree form and return to graduate secretary*
 - If you want to change your advisor you will need to complete another form
 - Turn in to Graduate Secretary

***See form next page attachment**

Appendix E

Advancement to Candidacy:

- After passing Doctoral Program Examinations
 1. Qualifying Examination
 2. Particularized Examination

- After receiving notification of passing the particularized examination, all sections, the graduate secretary will forward Candidacy forms
- Complete forms and returned to Graduate Secretary

Appendix F

Dissertation Forms

- **Concept Paper – to be approved by all chair, members**
 - give copy to graduate secretary
- **Agreement of Understanding between the Dissertation Chair & Student***
 - after obtaining signature return to graduate secretary
- **Dissertation Committee form***
 - after obtaining all signatures return to graduate secretary
- **Approval of Prospectus Defense***
 - after obtaining all signatures return to graduate secretary
- **IRB forms – please ask your dissertation chair**
- **Approval of Dissertation Defense***
 - after obtaining all signatures return to graduate secretary

***See forms next page attachment**

Appendix G

Graduation form:

- Application for Graduation Form*
 - <http://www.pvamu.edu/pages/2099.asp>
 - Signatures needed for application for Graduation form
 - Dissertation chair
 - Department Head
 - Dean

- Deliver Application for Graduation form to the Registrar's office before due date
- Due dates for form can be found on the Registrar's Academic calendar

***See form next page attachment**

Appendix H

Graduation Checklist

The following checklist is provided to assist students in gauging their progress in the program:

- G Resolution of any outstanding conditions of admission
- G Qualifying Examination (passed all sections)
- G **Completion of all required courses with grade of AB@ or better**
 - G JJUS 7661 C Juvenile Justice Statistics Lab
 - G JJUS 7943 C Advanced Research Methods I
 - G JJUS 7953 C Advanced Research Methods II
 - G JJUS 7963 C Advanced Statistical Techniques I
 - G JJUS 7973 C Advanced Statistical Techniques II
- Substantive Courses in Juvenile justice (9 semester hours)**
 - G JJUS 7113 C Juvenile Justice Issues and Practice
 - G 6 area hours of juvenile justice
 - 1. _____
 - 2. _____
- Substantive Courses in Delinquency Theory (9 semester hours)**
 - G 9 area hours of delinquency theory
 - 1. _____
 - 2. _____
 - 3. _____
- G Completion of all area and elective hours
 - G 12 hours of electives
- G Receipt of favorable progress evaluations from Doctoral Committee
- G No more than one AC@ grade in elective courses
- G Particularized Examinations (passed all sections)
- G Admission to candidacy
- G Concept Paper
- G Constitute dissertation committee
- G Schedule prospectus defense
- G Passed defense of prospectus

- G IRB
- G Registration for no fewer than 18 hours of dissertation work
- G File for graduation (before graduation application deadlines)

Graduation Checklist
Page Two

- G Scheduled defense of dissertation
- G Passed defense of dissertation
- G Grade/Change of grade for dissertation courses
- G Correctly formatted copies of dissertation to Graduate School and Library
- G Payment of all required fees

Appendix I

University Policies

(Note: University policies may change. The student is advised to consult the most recent Catalog copy for the most current version of the policies below.)

Grading/Class Related Appeals

Generally, student complaints about grades or other class related performance assessments can be addressed by the instructor of record and the student. When that cannot be achieved, the student may have his/her complaint addressed by the procedure outlined below. Faculty, other classroom professionals, and students' rights are to be protected and their human dignity respected. Grading and other class related complaints are to be filed initially within thirty days following the alleged precipitating action on which the complaint is based. Except where extenuating circumstances render it unreasonable, the outcome of a complaint that reaches the level of department/division head (exception Dean of Architecture and of Nursing) will be reviewed within thirty days and a written notification of outcome will be provided to the student. Where a complaint must be reviewed at each level, the entire process should be completed within ninety days of receipt of the complaint.

In those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by following the procedure listed and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint:

The student should meet with the instructor of record, preferably during his/her office hours, to present the grievance and any supporting documentation that the grade or outcome of a class related concern should have been different. If the instructor is no longer at the university or if the subject of the grievance arises when faculty are not expected to be on duty for a week or more, the student should report to his or her advisor or the absent faculty member's immediate supervisor (department head, division head, or dean if in School of Architecture or College of Nursing).

1. If the issue is not resolved at the faculty level and the student wishes to pursue the issue beyond the instructor, he/she should meet with his/her academic advisor even if the grade or other issue is not in the department, division, school, or college in which the student's class is being offered. The advisor will intervene appropriately, but if unable to negotiate an agreement between the student and his/her instructor, will direct the student to follow each level of the appeals procedures items 4 through 10 below.
2. If no agreement can be reached following discussion among the advisor, the student, and the instructor, the student should write a letter to the instructor's immediate supervisor. In the School of Architecture or College of Nursing, the Dean; in all other colleges the immediate supervisor of faculty, teaching assistants, laboratory assistants and other classroom professionals is the department or division head. The letter or form should present the grievance, the rationale for it, and the remedy sought. The letter or form should be sent at least one week prior to the student's scheduled appointment to meet with the instructor's immediate supervisor.
3. If the instructor's immediate supervisor cannot resolve the issue to the student's satisfaction and the student wishes to pursue the matter, the instructor's immediate supervisor will refer the matter to a three to five person faculty appeals panel, one of whom must be a part-time faculty person if part-time faculty members are employed in the department, school or college. The panel will review the grievance and make a recommendation to the instructor's immediate supervisor.
4. If no agreement is reached and the student decides to appeal the matter further, he/she should send a letter or any published form used for this purpose to the person above the instructor's immediate supervisor.
5. If the student believes that the decision of the highest official in the College or School, the dean, deserves further review due to flaws in the previous reviews or due to his/her having information of such nature as to potentially impact the outcome, the student should provide a written request for review to the Provost and Senior Vice President for Academic Affairs who will employ a review process appropriate to the situation and notify the dean of the outcome. The dean will notify the student of the outcome. A decision that has reached review by the Admissions and Academic Standards Committee is final.
6. Grading and other class related academic issues are referred in writing to the Office of the President only in instances where a preponderance of the evidence reveals that a student's Constitutional rights or human dignity may have been violated. The Provost and Senior Vice President for Academic Affairs will transmit to the President the entire record of reviews conducted at each level if requested by the President following his/her receipt of the student's written appeal. The President will employ a review process appropriate to the matter

presented and notify the Provost and Senior Vice President for Academic Affairs and dean of the outcome. The dean will notify the student of the outcome.

7. If the class related complaint is related to issues including but not limited to sexual harassment, violence, drug use, possession of firearms, or other behaviors prohibited by federal law, state law, Texas A&M University System policy or University regulations, the student may select one of the following options:
Option A: Report the incident, in writing, to the instructor's or other classroom professional's immediate supervisor (department head, division head, or dean).

Grading and other class related academic issues are referred in writing to the Office of the President only in instances where a preponderance of the evidence reveals that a student's Constitutional rights or human dignity may have been violated. The Provost and Senior Vice President for Academic Affairs will transmit to the President the entire record of reviews conducted at each level if requested by the President following his/her receipt of the student's written appeal. The President will employ a review process appropriate to the matter presented and notify the Provost and Senior Vice President for Academic Affairs and dean of the outcome. The dean will notify the student of the outcome.

9. If the class related complaint is related to issues including but not limited to sexual harassment, violence, drug use, possession of firearms, or other behaviors prohibited by federal law, state law, Texas A&M University System policy or University regulations, the student may select one of the following options:

Option A: Report the incident, in writing, to the instructor's or other classroom professional's immediate supervisor (department head, division head, or dean).

Option B: Report the incident, in writing, to the Director of Human Resources in Room 109 Harrington Science Building or to the Provost and Senior Vice President for Academic Affairs in Room 212 A.I. Thomas Building.

10. If the class related complaint involves another student(s) and is related to issues including, but not limited to sexual harassment, violence, drug use, possession of firearms, or other behaviors prohibited by federal law, state law, Texas A&M University System policy or University regulations, the student should report the incident to the Office of the Vice President for Student and Enrollment Services.

UNIVERSITY POLICY: ACADEMIC HONESTY

Course credit, degrees, and certificates are to be earned by students and may not be obtained through acts of dishonesty. Students are prohibited from participation in acts of academic dishonesty including tampering with records or falsifying admissions or other information. Disciplinary action will be taken against any student who alone or with others engages in any act of academic fraud or deceit. The university's policy on academic dishonesty is stated below:

It is the responsibility of students and faculty members to maintain academic integrity at the university by refusing to participate in or tolerate academic dishonesty. Each instance of academic dishonesty should be reported to the department in which the student has declared a major so that it can become a part of the student's file; to the department head of the instructor of the course in which the alleged infraction occurred; and to the Office for Academic Affairs as deemed necessary.

OFFENSES and DISCIPLINARY ACTIONS

Offenses:

- Acquiring Information
- Providing Information
- Plagiarism and Dual Submissions
- Conspiracy
- Fabrication of Information
- Misrepresentations, alterations of documents, forgery, et cetera

Disciplinary Actions:

- Grade Penalty
- Letter of Reprimand
- Probation
- Suspension
- Dismissal
- Expulsion *Academic Information and Regulations* 103

Below are definitions of sanctions that can be enforced for breaches of the University Academic Dishonesty Policy:

- 1. Probation** - In addition to the penalty for the first offense, a student on academic conduct probation is subject to the following restrictions:
 - a) Ineligibility to hold an office in any student organization recognized by the university or to hold any elected or appointed office of the university.
 - b) Ineligibility to represent the university outside the university community in any way, including representing the university at any official functions, intercollegiate athletics, or any other form of intercollegiate competition or representation.
 - c) Ineligibility to receive university-administered financial aid, such as scholarships.
- 2. Suspension** - Separation of the student from the university for no less than one regular semester. The student is not guaranteed readmission at the end of such period of time, but is guaranteed a review of the case and the student's entire record by the student's dean.
- 3. Dismissal** - Separation of the student from the university for an indefinite period of time. Readmission to the university may be possible at some time, but no specific time for a decision is established. The student is not automatically eligible for readmission.
- 4. Expulsion** - Separation of the student from the university whereby the student is not eligible for readmission to the university.

Following the review, the dean's decision regarding eligibility for readmission will be communicated in writing to the student who has the right to appeal that decision to the University Academic Dishonesty Disciplinary Committee.

The standard of review to be used in all proceedings under this section shall be fundamental fairness. Strict rules of evidence and procedures are not required so long as the proceedings are conducted in such a manner as to allow both sides to fairly and fully explain the circumstances. Decisions regarding admissibility of evidence and the weight to be given to same shall be made by the party who is conducting the hearing.

OFFENSES and APPROPRIATE DISCIPLINARY ACTIONS

Commission of any of the following acts shall constitute academic dishonesty. This listing is not exclusive of any other acts that may reasonably be determined to constitute academic dishonesty. The penalty for an offense, whether first or later, will generally range from a letter of reprimand to expulsion, depending upon the severity of the offense. If an offense leads to course credit or the acquisition of a degree or certificate and it is revealed after following appropriate procedures that the offense was indeed committed, the university has the right to rescind course credit, degrees, and/or certificates awarded.

Offense: Acquiring information

- 1) Acquiring answers for an assigned work or examination from unauthorized source.
- 2) Working with another person or persons on an assignment or examination when not specifically permitted by the instructor.
- 3) Copying the work of other students during an examination.

Offense: Providing information

- 1) Providing answers for an assigned work or examination when not specifically authorized to do so.
- 2) Informing a person of the contents of an examination prior to the time the examination is given.

Offense: Plagiarism and Dual Submissions

- 1) Failing to credit sources used in a work or product in an attempt to pass off the work as one's own.
- 2) Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
- 3) Attempting to receive credit in one or more classes for the same paper or project without written approval of instructors involved.

Offense: Conspiracy

Agreeing with one or more persons to commit an act of scholastic dishonesty.

Offense: Acquisition of examinations, answers to examinations or assignments.

Offense: Fabrication of Information

- 1) The falsification of the results obtained from a research or laboratory experiment.

- 2) The written or oral presentation of results of research or laboratory experiments without the research or laboratory experiments having been performed.

Offense: Misrepresentations, alterations of documents and forgery

- 1) Taking an examination for another person or allowing someone to take an examination for you.
- 2) Signing an attendance sheet for another student or committing similar acts of impersonation.
- 3) The changing of admissions data, test results, transcripts, grade reports, or other documents.

PROCEDURES in ACADEMIC DISHONESTY CASES*

1. The instructor of record shall be the instructor of the course in which the claim of academic dishonesty is being made or the appropriate committee chair for a graduate student taking examinations required by the department or college.
2. At the point of discovery, the instructor shall:
 - a) inform the student of the alleged academic dishonesty and explain the sanction(s);
 - b) hear the student's explanation of circumstances and judge the student to be guilty or not guilty of academic dishonesty;
 - c) if he/she judges him/her to be guilty, he/she will make a written report to the head of the department offering the course, with a copy to the student, the department head for the program in which the student has declared a major and the Office of Academic Affairs, outlining the incident and including a recommendation of disciplinary action(s) to be imposed; and
 - d) inform the student, in writing, of his/her right to appeal to the head of the department offering the course regarding either the question of guilt or the sanction(s) and explain the procedures the department head will follow if his/her decision is appealed to that level.
3. The instructor's recommendation may be dismissed, reduced, upheld or increased by the department head. Prior to reaching a final decision regarding any sanction to be imposed, the department head shall check the student's record in the Office of Student and Enrollment Services and/or the department in which the student has a declared major to determine the appropriate disciplinary action for a person with his/her previous offenses.
*NOTE: Where there is no department, responsibility assigned to department head will go to the dean of the college.
4. If the student chooses not to appeal and the department head concurs with the instructor's recommendation, the department head will implement the sanction. A copy of the report is forwarded to the dean of the college in which the alleged offense occurred and the dean of the college in which the student has declared a major.
5. If the department head proposes to change the instructor's recommendation, the department head shall conduct a hearing. The student and the instructor shall be allowed to present witnesses and provide evidence relating to the charges. The recommendations resulting from this hearing shall be forwarded in writing to the dean of the college offering the course and to the student. The student may appeal to the dean.
6. If the student chooses not to appeal the recommendation of the department head, the dean of the college offering the course will implement the sanction.
7. Should the student appeal to the dean, an appeal at this level may be based on written summaries only. However, should the dean choose to hear witnesses or hold an informal hearing, it should be done within five working days of receipt of the recommendation from the department head. Within five working days of the hearing, if one is to be held, or five working days of receipt of the recommendation, if there is to be no hearing, the dean shall review the charges and render a written notification.
8. A student who wishes to appeal the decision of the dean, in whole or in part, shall appeal to the University Academic Dishonesty Disciplinary Committee which will be appointed by the Provost and Senior Vice President for Academic and Student Affairs. The Committee is to be comprised of one-third faculty, one-third Student and Enrollment Services professional staff and one-third students.
9. Once a charge of academic dishonesty has been finally resolved, notice of the same shall be provided in writing to the student, the instructor, the head of the department offering the course, the dean of the college offering the course, the head of the department in which the student has declared a major, the dean of the college in which the student has declared a major and the Office for Academic and Student Affairs.
10. Following a first offense, the student must be given a copy of the University Academic Dishonesty Policy by the department head of the college in which the offense occurred and the said policy should be discussed with the student.

Student Rights and Responsibilities in Academic Dishonesty Cases

Students have the right to accept the decision of the instructor for a particular offense. This does not preclude review of records for past offenses and imposition of penalty for accumulated violations. Students shall be afforded the following rights in the hearing conducted by the department head. The dean's appeal shall not be considered a hearing covered by these regulations:

1. Right to a written notice of the charges at least three working days before the hearing may proceed.
2. Right to waive the three-day notice of charges.
3. Right to reasonable access to the case file.
4. Right to review all evidence and question any witness against the student.
5. Right to present evidence and/or witnesses in his/her own behalf.
6. Right to have an observer present during the hearing. The observer cannot be a witness in the hearing or represent the student in the hearing.
7. Right to appeal the disciplinary recommendation to the dean of the college offering the course and, finally, to the University Academic Dishonesty Disciplinary Committee.

If student wishes to have an attorney present at a hearing before the department head or dean, the department head or dean will be afforded the same opportunity to have equal representation present.

If the student wishes to appeal a recommendation made by the instructor, department head or dean, he/she must provide written notice to the proper level within five working days of receiving notice of the recommendation. Only in unusual circumstances may this deadline be extended by the entity conducting the hearing.

Further Notes Related to Disciplinary Action in Academic Dishonesty Cases

Offenses punishable by probation, suspension, dismissal, expulsion or other penalties must be reported in writing to the University Academic Dishonesty Disciplinary Committee within three working days of the decision even if the student waives his/her right to an appeal. *Academic Information an*

ATTENDANCE (refer to PVAMU Graduate Catalog)

GRADING (refer to PVAMU Graduate Catalog)

Change of Major. Graduate students on academic probation **may not** change programs or majors during this period. If a student wants to be admitted to a different program (after the probation period), he/she must re-apply to the Graduate School through the accepting Graduate Advisor, Department Head, and Academic Dean. The application will be subject to the approval of the Dean of the Graduate School.

