



MA in Criminology & PhD in Criminology & Social Justice Graduate Student Handbook

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PURPOSE AND SCOPE

This handbook is meant to answer critical questions about the Criminology graduate program. All graduate students and graduate faculty are expected to be familiar with its contents. Because policies and procedures are evolving constantly, this handbook is not the definitive record of all University and Faculty rules. Instead, it establishes general norms and guidelines. When in doubt, consult the Graduate Program Staff, the Criminology Graduate Program Director, or the Criminology and/or Graduate Studies website.

Faculty of Social Science and Humanities Statement on Inclusivity: The Faculty of Social Science and Humanities is committed to building a truly inclusive educational community where faculty, students, and staff share the responsibility for promoting the values of fairness, justice, and non-discrimination, and for ensuring myriad voices, faces, and experiences are recognized and represented. We embrace and honour the dignity of individuals and groups, and believe that diversity, in all its complex dimensions, lays the foundation for academic excellence and creative learning. The Faculty is, therefore, dedicated to creating a welcoming and supportive campus culture and to challenging all forms of systemic discrimination experienced by historically disadvantaged groups, including but not limited to groups marked by race, ethnicity, sex, religion, age, disability, sexuality, gender identity and expression, and socioeconomic status.

PROGRAM ADMINISTRATION

Although the Criminology Graduate Program Director is responsible for guiding and managing all aspects of the program, several key groups provide assistance. The Graduate Program Staff* carry out essential administrative tasks (e.g., documenting student progress, scheduling oral examinations). In addition, the Criminology Graduate Committee**, which meets throughout the year, makes decisions related to the graduate program (e.g., drafting new policies and procedures). As such, it is a very important committee for graduate students and we encourage their full participation in its governance. Every year, one graduate student representative will be nominated and elected from the student body to serve on the Graduate Committee. Even if graduate students are not on the committee, they can bring any issues that they wish to have discussed at the committee level to the Graduate Program Director or the Graduate Student Representative.

2019/2020 Committee Membership

***Graduate Program Staff:** Michelle Patterson

****Criminology Graduate Committee:**

Graduate Program Director: Christopher O'Connor

Faculty Representatives: Karla Dhungana-Sainju, Steven Downing, Arshia Zaidi, Olga Marques

Graduate Student Representative: Kaitlin Fredericks (PhD rep); Riley Therrien (MA Rep)

RESOURCES

Space

Graduate students will be provided with space to carry out their work. Each graduate student is not guaranteed their own office. Instead, students may be asked to share a desk or office space with others. If problems arise regarding space, they should first be brought to the attention of the Research Supervisor before the Graduate Program Director is involved.

When graduate students are assigned a TAsip, they will be expected to hold office hours in an allocated TA office (unless otherwise specified by the course instructor). Karyn Douglas will request keys on students' behalfs. The Research Supervisor is under no obligation to approve the request for additional office space; indeed, many Research Supervisors do not wish to have TA meetings held in their offices as it can interfere with data collection.

Equipment and Materials

Faculty laptops will be provided only to students who are TAing a course. Required supplies and materials for the TAsip will also be supplied by the Faculty of Social Science and Humanities.

It is highly unlikely that any resources that are required for research purposes (e.g., equipment, software, supplies) will be provided by the Faculty. Research Supervisors might supply these resources but, in some case, students may be required to subsidize their own research (e.g., purchase a laptop).

Email Account

All students will be given a UOIT email account. It is important to check this account frequently as it will be used for all essential university correspondence.

Additional Resources

Currently, UOIT offers several additional perks for students. For example, students are able to use the health, counselling, and recreational services at North Campus. There is also a library on each campus. Although neither has well-developed hardcopy collections of books and journals, the online resources are extensive. Copies of articles and books, that are available through other universities, can also be requested online at no cost.

GRADUATE STUDENT SUPERVISION

Each student has a faculty advisor or research supervisor to provide guidance throughout the program. A student registered in a program that requires a thesis, major paper, or dissertation may initially have a Faculty Advisor (FA) but will be assigned a Research Supervisor (RS) when the student begins his or her research. The Research Supervisor (RS) will serve as chair of the thesis and supervisory committee or the major paper. In exceptional cases, a student may have co-supervisors, with the terms established through an agreement for co-supervision and made clear at the outset to all involved.

Faculty Advisor appointment and role

The graduate program director is responsible for assigning faculty advisors. The faculty advisor acts as a mentor to incoming students by familiarizing them with the program. There is no obligation that a faculty advisor become the student's research supervisor.

Research Supervisor (RS) appointment

The relationship between the student and the research supervisor is most important to the student's successful completion of a graduate degree. The graduate program director will seek input from the student before assigning a research supervisor. While MA students may not yet have a supervisor upon entry into the program, PhD students enter the program with an identified supervisor.

All research supervisory appointments must be approved in the first instance by the dean of the home faculty in which the student is registered. Except in extraordinary circumstances, approved on an individual basis by the dean of Graduate Studies, research supervisors must be members of the University of Ontario Institute of Technology core faculty. Associate graduate faculty, including adjunct professors, may serve as co-supervisors with the approval of the dean of the home faculty.

Before approving the appointment of a research supervisor, the dean should give careful consideration to the faculty member's research activities, supervisory experience and training, previous performance in graduate student supervision, the number of graduate students already being supervised, any imminence of leave (i.e. research, maternity or administrative) or retirement, and any other relevant factors.

Since continuity of supervision is important in all graduate work, a change of research supervisor may be made only for strong reasons and after extensive consultation with all involved. A request for a change may come from the student, the research supervisor, the graduate program director or the dean. It should normally be sent, in writing, to the graduate program director accompanied by the reasons for the proposed change. If the home faculty dean concurs with the request, the recommendation for change should be sent to the dean of Graduate Studies for final approval.

Research Supervisor responsibilities

Specific responsibilities of the research supervisor include:

- a) Being sufficiently familiar with the field of research to provide guidance and/or being willing to gain that familiarity before agreeing to act as a research supervisor;
- b) Being accessible to the student for consultation and discussion of the student's academic progress and research;
- c) Helping the student select and plan a suitable, timely and manageable research topic;
- d) Co-operating with the student and graduate program director to establish a supervisory committee to convene meetings, normally at least once annually, to evaluate the student's progress;
- e) Responding in a timely, consistent and thorough manner to written work submitted by the student, with constructive and well-informed suggestions for improvement and continuation;
- f) Providing a research environment that is safe, healthy, tolerant and free from harassment, discrimination and conflict;
- g) Within the norms appropriate to the discipline, providing financial support and/or helping the student obtain financial support from all reasonable sources;
- h) Endeavouring to achieve consensus and resolve differences in the best interests of all involved when there is conflicting advice, or when there are different expectations on the part of co-supervisors or members of a student's supervisory committee;
- i) Acknowledging appropriately the contributions of the student in presentations and published material, in many cases via joint authorship;
- j) Being sensitive to cultural factors which may influence the individual student's learning and research behaviour and experience; and
- k) Making arrangements for continuity of the student's supervision before beginning an extended leave of absence.

Student responsibilities

Student responsibilities include:

- a) Making a commitment and showing substantial effort, initiative and dedication to gain the background knowledge and skills needed to pursue the research project successfully;
- b) Working with the research supervisor to develop a plan and a timetable for completion of all stages of the research project and working assiduously to adhere to a schedule and to meet appropriate deadlines;
- c) Meeting regularly with the research supervisor and reporting fully and regularly on progress and results;
- d) Keeping their graduate program director fully informed regarding any matter relevant to the student's status in the program and seeking advice from their research supervisor, as appropriate;
- e) Meeting agreed-upon performance standards and deadlines of funding organizations to the extent possible when financing has been provided by the university or a funding agency, or through a contract or grant; and

- f) Adhering to the standards of research ethics, health and safety, and respecting the requirements of academic integrity, honesty and professionalism (this includes, but is not limited to, acknowledging and crediting any source of ideas, assistance, materials and/or data provided by others).

Student-research supervisor conflicts

It is the responsibility of the university and its faculties to ensure that all graduate students receive appropriate and fair supervision. Due to the nature of the relationship between the student and research supervisor, conflicts may arise. In such instances, the first step must be to attempt to resolve the conflict informally between the student and research supervisor. If the matter can't be resolved, the graduate program director will act as a mediator if and when needed. A student who believes the conflict has not been resolved should contact the dean of the student's home faculty. If the conflict persists, the student may pursue appropriate resolution through the dean of Graduate Studies.

Supervisory Committee (SC)

Each graduate student in a program that requires a thesis or dissertation has a supervisory committee. Early formation of a supervisory committee, along with regular meetings and formal meeting records, help ensure higher completion rates. The supervisory committee is appointed by the graduate program director, after consultation with the research supervisor and the student. The appointment is made once the research supervisor is satisfied that the student has made adequate progress in the chosen research area.

By the end of the second term a student's Supervisory Committee (SC) should be formed. The Supervisory Committee normally consists of the Research Supervisor (RS) and a minimum of one other University of Ontario Institute of Technology graduate faculty (where appropriate, qualified professionals outside the university can become Associate Graduate Faculty and, accordingly, can serve on Supervisory Committees). The Supervisory Committee is appointed by the GPD in consultation with the RS and student. The RS will serve as the SC Chair. The RS is required to convene regular meetings with the student, to forward paperwork to the GPD, and ensure that deadlines are adhered to and paperwork is submitted in a timely manner.

Apart from these formal requirements, the SC is required to dispense sound advice that helps the student negotiate and navigate the numerous challenges invariably encountered during the graduate experience. What pertains to the RS likewise pertains to SC. The SC is critical for the student's timely progress through the graduate program. It is imperative as well that the SC offers constructive feedback on students' written submissions (e.g., drafts of the proposal, thesis, or portions of either), and to do so in a timely manner. Although responsibility for progress ultimately falls on the student, the RS and SC are obliged to provide the conditions that make timely progress possible.

Composition

MA supervisory committees normally consist of the candidate's research supervisor and at least one other University of Ontario Institute of Technology Program Faculty member.

PhD supervisory committees normally consist of the candidate's research supervisor and at least two other University of Ontario Institute of Technology Program Faculty member.

The student's Research Supervisor shall serve as the Chair of the Supervisory Committee, and shall be appointed by the graduate program director of the candidate's home faculty.

The supervisory committee's main responsibilities are to:

- a) Advise the student and help define the course of study;
- b) Assess and evaluate the student's research proposal;
- c) Provide support to the student and research supervisor by broadening and deepening the range of expertise and experience available;
- d) Be reasonably accessible to the student to discuss and suggest other sources of information;
- e) Offer comments when needed on written work submitted by the student;
- f) Review the student's progress toward successful completion of the thesis with scheduled meetings at least once per year;
- g) Provide constructive feedback and provocative discussion of the student's program of study, thereby exposing the student to a wider range of expertise and ideas than can be provided by the research supervisor alone;
- h) Report progress to the graduate program director and evaluate continuation in the program based on satisfactory performance (in the case of reports of unsatisfactory progress, the student may be required to withdraw from the graduate program); and
- i) Recommend to the graduate program director and the dean of Graduate Studies whether a thesis should move to oral examination. (This recommendation must be made no less than three months prior to the date set for examination.)

Research Supervisor's responsibilities

The main responsibilities of the chair of the supervisory committee are to:

- a) Convene and run supervisory committee meetings;
- b) Keep the graduate program director informed of the student's progress;
- c) Recommend potential external examiners to the dean of Graduate Studies; and
- d) Forward a copy of the student's thesis to members of the examining committee at least four weeks before the oral examination.

Regular meetings. Students and the RS (and, where practicable, the Supervisory Committee) are expected to meet regularly (at least monthly) throughout the student's time in the program; the SC and student should meet at least once a term. These meetings provide an opportunity to discuss the student's problems and progress in courses and the thesis, to help resolve difficulties, and to determine next steps in the research process. Initially it is probably advisable to meet weekly, or once every two weeks, during the first months of the and possibly through its entirety.

Probably most questions will arise early on, as students become acclimated to graduate school. Later it may be possible to reduce meeting frequency as circumstances indicate.

Timely, constructive feedback. Certainly students depend on the RS/SC for feedback concerning progress through the program, particularly regarding the thesis and drafts of sections of the thesis. We all are, at times at least, reluctant sharers of our writing. Faculty members are used to providing student feedback, but also to receiving it when they submit their research articles for peer review. It is an integral part of the learning process.

Progress Reports. At the end of **every term**, the student and faculty supervisor will fill out a Graduate Student Progress Assessment. The completed forms should be sent to the Graduate Program Staff (GPS), Michelle Armstrong. Problems that arise between student and supervisor should be taken up between the student and supervisor. If the problem is not resolved the student and/or supervisor should discuss the problem with the Graduate Director. Problems that cannot be resolved by the Graduate Director will be referred to the Dean.

AUTHORSHIP

Published articles arising from work produced as part of the MA or PhD should include the Research Supervisor as an author, in recognition of supervision received. Hence, there are usually two authors: the student and his/her University Research Supervisor. Typically, the student will be the first author; however, this must be discussed with the Research Supervisor. In some cases, there may be more than two authors (i.e., another person, such as a work place supervisor, has contributed to the work). In such cases, there must be careful and clear discussion on the order of authors with the Research Supervisor, especially as the student may need to justify to the University examiners why there are more than two authors involved in their course work.

On rare occasions, if the University supervisor has made a more substantial contribution (e.g., developed the idea and methodology; has written the majority of the paper), then the Research Supervisor's name should come first. If there has been an equal contribution, then the authors should be listed in alphabetical order, reflecting joint authorship, as this is standard academic practice.

It is expected that the Research Supervisor and other potential authors will be given the opportunity to provide input and comments on any draft article arising from the MA or PhD work before it is submitted for publication.

Where the student and the Research Supervisor do not share the same viewpoint on the above matters, the student is at liberty to submit a written proposal to the Graduate Program Director who will seek consultation on the matter before offering any advice to the student.

GRADUATE PROGRAM OVERVIEW

The Faculty of Social Science and Humanities of the University of Ontario Institute of Technology is pleased to offer a Master of Arts degree in Criminology and a PhD in Criminology and Social Justice. The Graduate program offers a stimulating and supportive environment for students. Students will be closely mentored by a group of fully committed faculty offering a high quality, rigorous curriculum focusing on a core set of competencies in theory, research methodology and the substantive areas of inequality and crime and cybercrime. In addition, graduate students will be able to choose from a wide range of additional topics to round out their educations. The Criminology website contains detailed information on the diverse areas of faculty expertise. The University of Ontario Institute of Technology provides faculty and students with an advanced technological learning environment and classrooms feature full multimedia support.

MA PROGRAM EMPHASIS

The Master of Arts in Criminology program is designed to provide students with a solid foundation of advanced knowledge in criminological theory, research methodologies, complex quantitative and qualitative applications and contemporary substantive issues in criminology. Specifically, the faculty seeks to provide students with an in-depth and broad understanding of contemporary criminological issues and the critical-thinking and practical skills necessary to conduct criminological research in the public and private sectors.

Special emphasis in the M.A. program will be placed on the study of two fields: 1) Inequality and Crime and 2) Cybercrime. The new field of Cybercrime will combine special content areas of criminal activity with training in criminological theory and methods. For many scientists and social scientists, the field of Cybercrime crystallizes an area of research on the interface between Computer Science, Internet Science, and Criminology.

The MA program has two options: a non-thesis option consisting of 8 courses and a major paper, and a thesis option consisting of 6 courses and a thesis. Both options of the degree program require a total of 30 credit hours. Graduate students in both the non-thesis and thesis programs should be able to complete their studies in approximately 24 months of full-time study. Students in the non-thesis option take three special topics elective courses (or a reading course if available) and complete a major paper. This paper involves the discussion of a meaningful question within criminology or the analysis of a theoretical or substantive problem. A substantial portion of the project is a critical review of the literature. Students complete this requirement under the supervision of a professor. Students in the thesis option take one special topics elective course (or a reading course if available) and develop a thesis. The potential thesis topic is to be selected and approved in consultation with the candidate's research supervisor and supervisory committee. A thesis proposal must be submitted to the supervisory committee. Once the thesis has been completed, students undergo an oral examination to defend their theses. The thesis is defended before the supervisory committee and one external examiner.

Our M.A. program is distinct in several ways. The program includes a faculty with strong expertise in the areas of woman abuse, homicide, youth crime, gender and drugs, hate crime, poverty and inner-city crime, psychology and law and comparative justice (i.e., eyewitness memory, interrogations and confessions). Additionally, there are several faculty members who study the ways in which identity shapes criminal activity and crime control. Most of these topics can be categorized under the heading Inequality and Crime, which is a field of emphasis in our program. Students in our program will have opportunities to collect original data working with professors, and also to work with archived Canadian and international data. The data gathered will focus not just on indicators such as levels of victimization or perceptions of public safety, but will also tap into issues that have known relationships to crime and crime control, such as levels and contours of poverty, gender and racial disparity, features of built environments, housing, health, education, and transportation issues. Another group of faculty work on issues of social change and law, immigration law, and indigenous right and the law. For the cybercrime field a number of faculty conduct research on the culture of the internet, software piracy, new media, computer mediated communication, privacy, information law and intellectual property.

MA PROGRAM REQUIREMENTS

Course listing

Core courses:

SSCI 5001G Major Paper in Criminology (non-thesis option)
SSCI 5002G MA Thesis in Criminology (thesis option)
SSCI 5010G Data Analysis 1 – Graduate
SSCI 5020G Criminological Theory
SSCI 5050G Professional Seminar
SSCI 5060G Advanced Methods in Qualitative Research
SSCI 5100G Graduate Seminar on Contemporary Issues in Criminology

Elective Courses:

SSCI 5215G Data Analysis 2 - Graduate
SSCI 5200G Graduate Seminar in Inequality and Crime
SSCI 5300G Cybercrime and Criminology
SSCI 5400G Special Topics in Criminology
SSCI 5500G Reading Course (if available)
SSCI 4000U Advanced Justice Studies
SSCI 4010U Policy Development
SSCI 4032U Theory and Practice of Mediation

Total: 30 credit hours

**M.A.PROGRAM in CRIMINOLOGY
COURSEWORK PROGRESSION TIMELINE**

		Thesis Option	Credits	Non-Thesis Option	Credits
Year 1	Fall Semester 1	SSCI 5060G: Advanced Methods in Qualitative Research	3	SSCI 5060G: Advanced Methods in Qualitative Research	3
		SSCI 5010G: Data Analysis 1	3	SSCI 5010G: Data Analysis 1	3
	Winter Semester 2	SSCI 5020G : Criminological Theory	3	SSCI 5020G : Criminological Theory	3
		SSCI 5100G: Graduate Seminar on Contemporary Issues in Criminology	3	SSCI 5100G: Graduate Seminar on Contemporary Issues in Criminology	3
		SSCI 5050G Professional Seminar	3	SSCI 5050G Professional Seminar	3
Summer Semester 3	SSCI5002G MA Thesis in Criminology		SSCI5001G Major Paper in Criminology		
Year 2	Fall Semester 4	*5400G: Special Topics in Criminology OR *SSCI 5200G Graduate Seminar in Inequality and Crime OR *SSCI 5300G Cybercrime and Criminology	3	*5400G: Special Topics in Criminology OR *SSCI 5200G Graduate Seminar in Inequality and Crime OR *SSCI 5300G Cybercrime and Criminology	3
	Winter Semester 5	SSCI 5002G MA Thesis in Criminology		Two elective courses and/or two reading courses (if available)	6
	Summer Semester 6 (if required)	Thesis continued	12	Major Paper	6
Total Credits			30		30

MA GRADUATE COURSE DESCRIPTIONS

SSCI 5001G. Major Paper in Criminology. This course is designed to allow students to combine the knowledge garnered from graduate level courses and apply them to a project resulting in a major paper. The paper will develop all of the analytical and intellectual skills of a thesis, but is shorter in length. Normally, the paper should be approximately 50 pages long. The paper should be concerned with discussing a meaningful question within criminology and may require some empirical research, a critical review of the literature or a critical analysis of a theoretical problem. Students will complete this requirement under the supervision of a professor. Students receive a grade of pass or fail. 6 cr.

SSCI 5002G. MA Thesis in Criminology. The MA thesis is designed to allow the student to combine the knowledge garnered from graduate level courses and to develop it into a thesis. The potential thesis topic is to be selected and approved in consultation with the candidate's supervisor and supervisory committee. A thesis proposal must be submitted to and approved by the student's supervisory committee. Normally, the thesis will be approximately 100 pages in length. Once the thesis has been completed, students undergo an oral examination to defend their thesis. Students receive a grade of pass or fail. 12 cr.

SSCI 5010G. Data Analysis 1 –Graduate. The objective of this course is to familiarize the student with the principles of statistical analytical techniques and strategies as applied to the social sciences and humanities using Statistical Software, SPSS. This course will cover Descriptive and Inferential Statistics up to ANOVA and Multiple Linear Regression; sampling and data modification techniques, like factor analysis and scaling will also be discussed. 3 cr.

SSCI 5020G. Criminological Theory. This seminar provides students with an in-depth overview of major criminological theories of the past and present. Students engage with psychological and sociological approaches to the study of crime. Emphasis is given to the pre-theoretical assumptions of each theory, its major contributions in criminology, key empirical findings generated by the theory, and contemporary debates around each theory. In addition to reading theories in their original formulation, students are encouraged to examine new extensions of present paradigmatic theoretical structures. 3 cr.

SSCI 5050G. Professional Seminar. This is a professional development seminar with several objectives. First, the seminar is designed to provide all graduate students with an understanding of basic research issues in the areas of crime, law and justice. Second, students are introduced to the faculty members of the Faculty of Social Science and Humanities and their current research agendas. Third, students acquire knowledge and skills to aid them with completing their graduate degree and finding post graduate employment or other university programs to continue their education. Thus, each week this course provides an in-depth discussion of current research, professional skill development, and/or learning about current issues in setting goals both within the program and post completion. This course provides students with the opportunity to prepare a proposal for their major research paper/thesis under close supervision. Students share proposals with each other and provide commentary and feedback on each other's work.

This course is mandatory for all students and is graded on a satisfactory/unsatisfactory evaluation scale. 3 cr.

SSCI 5060G. Advanced Methods in Qualitative Research. The objective of this course is to familiarize the students with the principles of qualitative research. This course does not assume prior knowledge of qualitative methods other than a basic introduction to methods in a general undergraduate methods course. Students are exposed to a variety of qualitative methods including, but not limited to, issues of overt and covert research, comparing and contrasting qualitative and quantitative methods, content analysis, participant observation, and historical comparative methods. Students also learn how to use these methods with quantitative methods. 3 cr.

SSCI 5100G. Graduate Seminar on Contemporary Issues in Criminology. The main objective of this course is to provide an in-depth, critical overview of several new directions and debates in contemporary criminological theory and research. Students are required to engage in a critical analysis of relevant public discourse, research and scholarly literature, and appropriate theoretical and conceptual foundations on selected issues in relation to the nature, extent of and response to crime in modern societies. The course requires students to apply what they have learned to controversial moral, social, economic, political and/or legal issues and their relationship to crime. Topics covered depend on the expertise and interests of the instructor and may include, but are not limited to, critical versus traditional perspectives, economic and white-collar crime, state crime, the ethics of criminological research, environmental design and crime, criminalization and punishment, environmental pollution, cybercrime, media made criminality, organized crime, terrorism, drugs, the criminalization and victimization of women, and other timely and relevant issues emerging from current literature and conference debates. 3 cr.

SSCI 5015G. Data Analysis 2 – Graduate. This course is an extension of SSCI 5010G Data Analysis 1 - Graduate. The objective of this course is to familiarize students with the principles of advanced statistical analytical techniques and strategies as applied to the social sciences and humanities using Statistical Software, SPSS. The analytical techniques discussed in this course will be driven by the student's data analysis for their thesis. This course will cover advanced topics like Hierarchical (Incremental) Regression, Logistic Regression, ANCOVA, MANOVA and MANCOVA. Only students who have received an A grade in Data Analysis 1 or have permission from the instructor will be allowed to take this course. 3 cr.

SSCI 5200G. Graduate Seminar in Inequality and Crime. The main objective of this course is to provide an in-depth, critical overview of several new directions in criminological theory and research in the areas of inequality and crime. Students explore the interplay of race/ethnicity, social class and gender in relation to crime and its control, and are challenged to critically evaluate some of the major explanations offered for these relationships. Special attention is devoted to left realist and feminist contributions to a sociological understanding of North American inner-city crime and to sociological work on the relationship between masculinities and crime in various social settings. 3 cr.

SSCI 5300G. Cybercrime and Criminology. This course explores how a networked world has bred new crimes and new responses, and investigates how the computer has become a tool, a target, a place of criminal activity and national security threats, and a mechanism of response. It reviews the origins of these crimes in ordinary crime and traces how these crimes have developed. It examines responses to the emerging threats posed by the various forms of cybercrime and considers the effectiveness of strategies used to combat them. Special topics may include some in-depth study of predatory stalking, child pornography, hacking, fraud against individuals or companies, and cyberterrorism. Since these crimes and their prosecution are often transnational, a comparative approach is taken. The course discusses whether national laws are sufficient to regulate international activities, and examines international responses to the problem of cybercrime. 3 cr.

SSCI 5400G. Special Topics in Criminology. The purpose of these special topics courses is to allow students to delve deeper into more substantive areas in which they are interested. The content of each course varies with instructor interests and current research specializations and projects. Special topics courses may be offered either inside the Faculty of Social Science and Humanities, or may be taken outside with the approval of the graduate committee. These graduate courses explore a selection of research topics in criminology via thorough and critical reviews of current literature. Courses are expected to offer highly specialized substantive knowledge on topics in criminology. 3 cr.

SSCI 5500G. Reading Course. Students are required to do a series of readings in a particular area of criminology and to write an advanced level literature review. Students are required to summarize relevant literature on a topic around a clearly stated research question of some significance. They are required to provide a critical appraisal of the strengths, limitations, gaps in knowledge, inconsistencies and conflicting viewpoints associated with the literature, and to write their own interpretation of the contribution and implications of the literature to the research question at hand. 3 cr.

SSCI 4000U Advanced Justice Studies. This course will provide an opportunity for critical analysis of specific justice topics. Students will be expected to synthesize material from previous courses and apply it to a social justice issue, demonstrating significant mastery of justice concepts, theory and research. 3 cr,

SSCI 4032U Theory and Practice of Mediation. This course will examine the theory and practice of mediation in the justice field. It will consider the history and influences on the development of mediation practices. Mediation will be contrasted with formal litigation and other dispute resolution processes. Issues of social and legal control will be considered and critiques of the process from a feminist, Marxist, critical race theory and cross-cultural perspective will be considered. Mediation practices and skills will be applied to contemporary issues and disputes.
3 cr,

SSCI 4010U Policy Development. This course explores various aspects of policy development, planning and analysis as they relate to social policy and justice policy. It will compare and contrast theories of policy implementation and analyze and evaluate social policies. Students will consider how economic, political, legal, and cultural forces shape the construction of social policy. Students will be expected to demonstrate an advanced level of understanding based on their previous courses, and apply that to the creation of a policy initiative. 3 cr,

THESIS PROCESS

MA PROGRAM in CRIMINOLOGY THESIS PROGRESSION TIMELINE

Full-time students are expected to complete their Master’s degree in two years from the time they start the program. Adherence to the following timeline will help ensure steady progress through the program and timely graduation. The following is a general guideline.

	Term	Thesis	Milestones
Year 1	Fall	<ul style="list-style-type: none"> Research Supervisor (RS) assignment Initiate research program (e.g., collect relevant literature; define research question, etc.) 	<ul style="list-style-type: none"> Identify Supervisory Committee (SC) Students should meet with RS to discuss research project, expectations, and decide on a regular meeting schedule. RS Reviews student’s progress and submits progress report to Graduate Program Staff (GPS)
	Winter	<ul style="list-style-type: none"> Begin developing a research proposal (e.g., submit draft to RS for comments) Submit draft research proposal to SC for approval 	<ul style="list-style-type: none"> Establish Supervisory Committee (SC) (Fill out Form #1) Students should hold proposal meetings with RS and SC regarding proposed study.
	Summer	<ul style="list-style-type: none"> Submit final research proposal to SC for approval Approval of thesis proposal (20APR – 30AUG) Data collection/analysis 	<ul style="list-style-type: none"> See MA Thesis Proposal Evaluation Process SC approves student’s research proposal and documents approval on progress report
Year 2	Fall	<ul style="list-style-type: none"> Data collection/analysis 	<ul style="list-style-type: none"> RS reviews student’s progress and submits progress report to GPS
	Winter	<ul style="list-style-type: none"> Student and RS review protocol and policies associated with thesis completion and the oral examination. Student finalizes thesis and (with the RS) prepares documents, dates, space, for the OE. 	<ul style="list-style-type: none"> RS reviews student’s progress and submits progress report to GPS
	Summer	<ul style="list-style-type: none"> Oral examination, revise and submit final thesis 	<ul style="list-style-type: none"> Submit final copy

MAJOR PAPER PROCESS

MA PROGRAM in CRIMINOLOGY MAJOR PAPER PROGRESSION TIMELINE

Full-time students are expected to complete their Master’s degree in two years from the time they start the program. Adherence to the following timeline will help ensure steady progress through the program and timely graduation. The following is a general guideline.

	Term	Major Paper	
Year 1	Fall	<ul style="list-style-type: none"> • Identity potential topic of interest • Initiate research program (e.g., literature search; define major problem and gap in the literature, etc.) 	<ul style="list-style-type: none"> • Identify Research Supervisor
	Winter	<ul style="list-style-type: none"> • Collect & read relevant literature • Conceptualize literature organization 	<ul style="list-style-type: none"> • Students should hold meetings with RS regarding major paper. • RS Reviews student’s progress and submits progress report to GPS
	Summer	<ul style="list-style-type: none"> • Synthesize & critique literature • Contextualize, summarize and critique of literature into a broader theoretical framework within discipline 	
Year 2	Fall	<ul style="list-style-type: none"> • Submit rough draft 	<ul style="list-style-type: none"> • RS Reviews student’s progress and submits progress report to GPS
	Winter	<ul style="list-style-type: none"> • Revise drafts 	
	Summer	<ul style="list-style-type: none"> • Submit final copy 	

CHARACTERISTICS OF A MA THESIS

It is important to carefully examine and observe these procedures as they involve the submission of various forms, and several weeks of preparation in advance of the final thesis submission and oral examination.

What is a THESIS?

The Master's thesis is the student's first significant piece of independent scholarly research. The student is responsible for seeing this entire research process through from start to finish, of course, with guidance from the Research Supervisor (RS) and Supervisory Committee (SC). The thesis should be focused. It articulates a question or hypothesis and describes why it is important to answer the question or test the hypothesis. It outlines the methods to be used to measure concepts and how data will be collected. The thesis should collect original data, provide new insights about a problem, and contribute something new to the body of literature on a topic.

Though generally lengthier, a thesis contains the ingredients of a paper that is publishable in a peer-reviewed journal. Publishing your results in such a journal constitutes a reachable goal of the thesis process. Your RS should encourage this and might well work with you as a first or second author on the publication. Short of this, the thesis should offer materials that are presentable at a professional conference. The thesis will point to future research and, possibly, lay out a research agenda that the student may wish to pursue once the Master's degree requirements have been fulfilled.

Thesis Topic

Upon entry into the graduate program students typically possess a general notion about what they want to investigate for the thesis. Over the first year of study, students will refine, re-specify, and narrow this general notion and arrive at an answerable research question or testable research hypothesis. This narrowing occurs as students learn about what others have done and not done in the area through their interaction with the research literature, with other scholars, and with their RS and SC. The thesis is designed to contribute in some way to the body of understanding of a particular area. As mentioned, "original research" is expected, new data will be generated, and the study will advance our understanding of some phenomenon. Nonetheless, *realistic expectations* concerning this contribution should be maintained – science proceeds incrementally with only occasional leaps, and the thesis will offer incremental progress toward understanding the world.

Approval of Thesis Proposal

A thesis proposal should be completed during the summer semester of a student's first year in the program (i.e., between 20APR – 30AUG). The proposal will be submitted to Graduate Program Staff when ready for evaluation. Within 14 days of submission of the proposal, the student shall

meet with his/her Supervisory Committee (SC). Here the student will give an oral presentation on the proposal (no more than 15-20 minutes).

Following the presentation, the student will answer questions from the SC and participate in a discussion, which should not last more than 90 minutes. The SC must approve the proposed research project before a student begins the data collection process. Faculty will provide feedback to the student at the end of the meeting. Completion of the thesis proposal defense should be noted on the student's progress report.

The thesis proposal should be approximately 20-30 pages, excluding references, and should contain the following:

- 1) Introduction
- 2) Review of the literature related to topic: this should include a theoretical framework, a critique of the literature (e.g., conceptual, methodological), and a clear set of objectives and/or rationale for the proposed study (think of this as the literature review chapter of your final thesis)
- 3) The proposed methodology (think of this as a draft of the methodology chapter of your thesis)
- 4) Research plan for the following year

Research Ethics Board Approval

All research involving human or animal subjects must receive Research Ethics Board (REB) approval before proceeding. Approval requires completion and submission of the REB Application for Ethical Review form. The review process can take several weeks so it is important to plan accordingly.

Components of the Thesis

Roughly speaking, the thesis will include similar components to a standard research article. The body of the thesis likely will include:

- (1) **Introduction**: This section may include a brief statement of the problem and its significance.
- (2) **Review of the Literature and Hypothesis**: This section summarizes the existing body of knowledge on a given topic, and provides a critique of the literature in its broader scholarly context so that the student's current work is logically justified.
- (3) **Methods**: This section articulates in detail the methods used to collect data – e.g., the sample, the measures, the data collection technique (similar to what was originally proposed).
- (4) **Results**: This section includes a report of the findings of the data collection process, relevant tables and figures.
- (5) **Discussion and Conclusions**: This section offers an interpretation of the results, describing what they mean, their implications for the research questions, for practice, the limitations of the results, conclusions, and avenues for future research.
- (6) **Back Matter**: References, tables, figures, appendices

Finally, as students begin the thesis-writing process, they should consult the University of Ontario Institute of Technology's Graduate Studies policies regarding thesis formatting. These policies will note additional criteria that will need to be part of the final thesis submission (e.g., Title page, Abstract, Table of Contents).

Oral Examination (OE)

In addition to the written component of the thesis, the student is expected to “defend” the thesis before an Examining Committee. In short, the OE is a 15-20 minute presentation, followed by questions from the EC. Once the OE is completed, the student leaves the room so the EC can convene to render one of the following decisions:

1. acceptable without change;
2. acceptable with minor change;
3. acceptable with major change; or
4. not acceptable.

Again, the oral examination process is described along with the thesis process under the Graduate Studies website and need not be reproduced here. Students should review this process at the *beginning of their last full term* in the program to ensure that deadlines are met.

Examining Committee (EC): The EC consists of the student's SC plus an “external examiner” (EE -- see below). The GPD or designate chairs the EC. The EC evaluates students' readiness to defend their theses, and decides whether the oral examination should be scheduled.

External Examiner (EE). The EE typically is a faculty member from outside the student's program, should not have had direct or indirect supervision of the student's thesis, but should have knowledge of the thesis subject area and capable of assessing the thesis. The EE is recommended by the Research Supervisor to the GPD and appointed by the Dean of Graduate Studies. Of course, all conflicts of interest should be avoided when recommending an EE.

Important Tips for Students Regarding Thesis and Major Paper Completion

There will be a limit to the number of students a faculty member may supervise at any point in time, normally 2 maximum from each new cohort.

Each student needs to meet with the Graduate Program Director by the last week in September to discuss his or her plans regarding the thesis option. Choice of paper or thesis topic must be decided by the end of January in the first winter semester in consultation with the supervisor or Graduate Program Director. First-time thesis supervisors will attend a mentoring session about thesis supervision.

During Orientation week, in addition to an Orientation Welcome presented by the Dean and Graduate Committee, there will be a “mixer” and/or an open house between faculty and students. Students will have an opportunity to pose questions and meet with potential supervisors at this meeting.

The first step in getting started with a thesis/major is deciding on a topic and sticking to it. The graduate student must have at least a tentative idea of what it is that s/he wants to write about. It is a good idea for students to familiarize themselves with the area expertise of faculty members (e.g., corrections, theory, police, juvenile justice) by reading through the faculty webpage.

The second step entails finding two (2) committee members in the faculty, one of whom must serve as the chairperson/research supervisor of the thesis/major paper committee. Ideally, the chairperson of the committee should be an expert in the proposed major paper or thesis and will serve as a research supervisor. The student should consult with the research supervisor and collaboratively come up with the remaining member. It is important that the supervisor the student chooses has the requisite expertise to supervise their proposed research. For example, if a quantitative project is proposed, the student needs to ensure that the supervisor has the requisite quantitative skills to supervise. Similarly, if a qualitative project is proposed, the student needs to ensure that the supervisor has the requisite qualitative skills to supervise.

A graduate student then consults with the thesis/major paper Research Supervisor to complete a draft of the thesis/major paper after all REB requirements and proposal requirements have been met.

Once a draft of the thesis/major is submitted to the chair, the chair of the proposal/thesis committee shall return the student's draft with comments and feedback. The review process takes about 4 weeks. This time frame is standard operating procedure in the discipline for peer review. In addition to supervising a graduate student's thesis and major paper, faculty members must teach their classes, grade papers and exams, attend departmental, college, and university-level meetings, serve as consultants to community organizations, and work on their own research projects. Hence, 4 weeks is a reasonable turnaround time. It is not that a graduate student's project is unimportant; faculty members have to prioritize their use of resources and time.

Graduate students are not "finished" with their graduate education once they turn in a thesis/major paper. Students should not assume that they will automatically graduate because they have turned in a first draft. Consequently, students should not file a petition to graduate merely because they have handed in a draft of thesis/major paper. It usually takes about 3-5 drafts before a thesis/major paper is acceptable. Students are "finished" only when the final document meets the scholarly requirements of a graduate-level thesis and major paper.

Students should not submit a first draft of a thesis/major paper in late October and expect to graduate in December. Students should not submit a first draft of a thesis/major paper in late March and expect to graduate in May. If a graduate student expects to graduate in May, then the final version of the thesis/major paper ought to be in final form before or near the graduation filing deadline specified by the School of Graduate Studies. That date changes from year to year so students should familiarize themselves with the deadline dates as indicated by the School of Graduate Studies.

Students' graduation plans have absolutely nothing to do with their own personal deadlines, vacation schedules, exigencies, and relevancies. Students will graduate only when a document

that meets the standards of a master's-level paper has been submitted and approved by the majority of the Examining Committee and the School of Graduate Studies.

Acceptable citation formats for theses

“The candidate must follow a standard style that is appropriate for the discipline and has been approved by his/her supervisor. This style should be followed consistently throughout the thesis. Style manuals are available in the UOIT Library and resources are listed at the end of this section. The most current edition of the *Publication Manual of the American Psychological Association* is recommended by the Library as the standard model for Social Science program

MA THESIS/MAJOR PAPER PROCEDURES

The Graduate Studies website includes procedures associated with major paper, thesis completion, and the thesis oral examination and need not be reproduced here. Students are encouraged to familiarize themselves with these procedures.

It is important to carefully examine and observe these procedures as they involve the submission of various forms, and several weeks of preparation in advance of the final thesis submission and oral examination.

Major Paper Guidelines

A major paper is an extended critical review of the literature. That is, in addition to summarizing, and critique of the existing literature, a major paper links and contextualizes the literature review within the broader theoretical framework of discipline. This type of paper is shorter than a full-length thesis and is customarily conceptual and theoretical. The major paper does NOT involve a proposal, a proposal defense, a committee, or a final defense. The faculty supervisor provides final judgment on the acceptability and merits of the paper.

Doctor of Philosophy (PhD) in Criminology and Social Justice Program Information

The PhD in Criminology and Social Justice combines disciplinary and specialized study in Criminology, study in qualitative research methods and statistics, and applied learning experiences to prepare students to work in a variety of settings. Specifically, the programs will prepare students for careers related to research and/or teaching in college and university settings, research and practice in behavioural science crime units within law enforcement, research in correctional facilities, research in mental health institutions, evaluation of community programs, administration in provincial and federal programs, statistical research in government organizations, and research in justice-related institutes.

PhD Admission requirements

Admission is competitive and occurs once per year. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria, including grades, distribution of courses taken, statements of academic intent, reference letters, research interests, and supervisor and funding availability. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Academic requirements

In addition to the general admission requirements described on the University of Ontario Institute of Technology's website, applicants for the PhD in Criminology and Social Justice must meet the following program-specific requirements.

- Normally, applicants are expected to have completed a Master of Arts (MA) in Criminology or an equivalent research project or thesis-based MA program from a recognized institution
- Applicants must have minimum academic standing of A-minus (GPA: 3.7 on a 4.3 scale) during their graduate studies
- They must hold a four-year honours undergraduate degree in the social sciences from a Canadian university, or its equivalent from a recognized institution

Applicants with advanced degrees in other relevant fields, such as Sociology, Social Psychology or Legal Studies, are also welcome to apply. Applicants with unrelated backgrounds may be admitted as special cases. However, all applicants should realize that without a strong background in social science, specifically social theories and methodologies, they may find themselves at a significant, temporary disadvantage.

Part-time studies

The PhD in Criminology and Social Justice is intended to be a full-time program. Therefore, there is currently no part-time enrolment.

PhD Degree requirements

Each year, prior to course registration, the order and timing of course offerings will be released by the faculty and communicated to students. Courses offered by other faculties at the University of Ontario Institute of Technology or other universities can only be taken for credit if first approved by the graduate program director.

PhD in Criminology and Social Justice

To be eligible for the PhD in Criminology and Social Justice, students must successfully complete 55 credit hours. Students must complete five three-credit courses, including *either* Advanced Qualitative Methods 2 or Data Analysis 2, one course in Modern and Emerging Criminological Theory, one course in Policies and Practices in the Criminal Justice System, one Special Topics course, and SSCI 6940G Professional Development and Teaching in the Social Sciences. Typically, the Professional Development and Teaching course will be taken in the student's third year. Students must enroll in 6920G Professional Seminar for the first three years; they must also enroll in SSCI 6900G PhD Research every year that they are in the program. Students must complete SSCI 6930G PhD Proposal and Candidacy Exam within 18 months of admission; it consists of a written proposal and an oral exam. In addition, students must pass comprehensive examinations that will typically be taken near the conclusion of the second year. At the conclusion of the program, students must successfully write and defend their dissertation (SSCI 6910G PhD Thesis).

Students who have not previously taken equivalent coursework may be required to take additional courses at UOIT.

Course listing

Advanced Qualitative Methods and Data Analysis

SSCI 5015G Data Analysis 2

SSCI 5065G Advanced Qualitative Methods 2

Criminological Theory

SSCI 5025G Modern and Emerging Criminological Theories

Criminal Justice System

SSCI 5070G Policies and Practices in the Criminal Justice System

Special Topics in Criminology

SSCI 5080G Crime and Inequality

SSCI 5081G Crime and Social Justice

SSCI 5082G Crime and Technology

Note: This is a sample of possible course topics. Courses offered each year would vary based on resources and student enrolment.

Other required courses

SSCI 6900G PhD Research

SSCI 6910G PhD Thesis

SSCI 6920G PhD Professional Seminar

SSCI 6930G PhD Proposal and Candidacy Exam

SSCI 6940G Professional Development and Teaching in the Social Sciences

PhD Course Descriptions

SSCI 5015G Data Analysis 2. In this course, students will familiarize themselves with the principles of advanced statistical analytical (and data modification) techniques and strategies as applied to the social sciences using Statistical Software, SPSS. It is an extension of SSCI 5010 Data Analysis 1. The analytical techniques discussed in this course will be driven by the student's data analysis for their thesis. Only those students who have permission from the instructor will be allowed to take this course. Prerequisite: SSCI 5010G Data Analysis 1. 3 cr.

SSCI 5065G Advanced Qualitative Methods 2. In this advanced methodology course, the focus will be specifically on research design and coding techniques and how they play a role in the qualitative data analytic process. Prerequisite: An introductory course in qualitative research methods (e.g., the previous course in this sequence). 3 cr.

SSCI 5025G Modern and Emerging Criminological Theories. The course is intended to immerse students in key strands of contemporary thought in the field of criminology. While the emphasis is on criminological theory, it also addresses emerging conceptual, empirical, methodological, and substantive debates in related disciplines, such as political economy, critical race theory, feminisms and epistemology. There will be a balance of Canadian and international issues. Prerequisite: At minimum, students should have taken a course in basic criminological theory. 3 cr.

SSCI 5070G Policies and Practices in the Criminal Justice System. The aim of this course is to critically examine the principle stages of the criminal justice system. It will review the core institutions of Canada's criminal justice system. The policies and practices that have shaped various aspects of the criminal justice system will also be analyzed. Key topics include policing,

sentencing and the courts, corrections, reintegration and aftercare. This course will draw upon the expertise of our cross-disciplinary faculty and representatives from criminal justice organizations to examine issues related to each aspect of the criminal justice system. 3 cr.

SSCI 5080G Crime and Inequality. This course is a seminar on the structured inequality or unequal distribution of prestige, power and wealth, and of the ideologies as they intersect with the criminal justice system in Canada. This course critically challenges the notion of an objective, value-neutral criminal justice system and will consider the impact of operational and policy decisions on race, class, gender and other topics related to crime and inequality including discrimination poverty, homelessness, mental illness and ageism. This course is a seminar. 3 cr.

SSCI 5081G Crime and Social Justice. This graduate course is a seminar on social justice. Social and environmental justice is grounded in human rights and the dignity of every human being. It is based on the principles of solidarity, sustainability and equality. Social and environmental injustices are underpinned by a suite of common factors including class, poverty, racism, gender discrimination and lack of due process that marginalize people and communities. This course fosters students' abilities to investigate and understand these root causes and to engage in the active promotion of social and environmental justice principles and the resolution of community-level injustices. Furthermore, this course makes an effort to examine how collective identities - not just of race, class and gender, but of religion, ability, sexuality and age - play a large part in determining the nature of an individual's encounter with the criminal justice system. Integrating themes of history and context, power and powerlessness, and social and political action throughout, the text examines the concept of difference, the specific issues that different groups face with respect to the justice system, and the kinds of reform necessary to mitigate inequalities. 3 cr.

SSCI 5082G Crime and Technology. This course is designed to survey major issues in criminology related to technology, including but not limited to cybercrime, surveillance, and the role of technology in criminal justice. Students will review foundational work in these areas, including theoretical works related to the definition and past/current understanding of each, emergent scholarship in these areas (both empirical and theoretical) and research framing and understanding of the scope and extent of technologically related crime and surrounding responses by the criminal justice system and/or private and public sectors. 3 cr.

SSCI 6940G Professional Development and Teaching in the Social Sciences. This course is designed to assist students with navigating their professional development from graduate student to independent junior scholar in academia, not-for-profit research or industry research. Topics will include professional writing and speaking, creating a curriculum vitae, the thesis and thesis processes, developing a course syllabus, developing a course lecture, professional networking, professional job applications, interviewing, succeeding in an independent position, continuing professional development and work-family balance. 3cr.

PhD Comprehensive Exam Structure and Candidacy Exam Procedures

After completing coursework, students will write two comprehensive exams: a *take-home exam* to be completed over the course of seven days and the submission of an *original written paper* of publishable quality. Students are also required to undertake a *candidacy examination* where they defend their research proposal. For these three examinations, students will form a reading list that must be approved by their examination committee.

Composition of Examining Committee:

Based on the rationale that a student's dissertation committee will be best suited to advise and assess their students' areas of research, these committee members will typically also serve as the comprehensive exam committee members. Thus, the exam committee will be familiar with the student's area of interest and be able to provide the most relevant feedback, assessment and direction with respect to reading lists, responses to exam questions or paper content, and to assess the student's performance. The candidacy exam committee will typically be comprised of the student's dissertation committee and an external examiner.

Composition of Reading List:

For comprehensive examinations, the student, in consultation with the comprehensive examination committee, will compose a reading list with a short (approximately 5 page) statement explaining the rationale for the reading list. A comprehensive examination reading list will be composed of between approximately 100 to 150 units (where one unit is the equivalent of one journal article and where a book is equivalent to five (5) units. Large books (see, e.g., Handbook of Qualitative Methodology) can count for more than 5 units).

Note: Comprehensive examinations are not tests of the reading list; rather, the reading list provides grounding for answering the questions posed by the Examination Committee. Nevertheless, students should prepare to demonstrate familiarity and understanding of all readings on the list.

Take-home Exam Format:

The take-home exam covers two core areas: *methods* and *theory*, both of which should be addressed with specific regard to the student's area of research interest. The student will be given four (4) questions and must answer two (2) of the questions (one methods and one theory). The exam is designed to have the student demonstrate their depth of understanding of and critical ease with the material represented in the reading list and substantive areas within criminology and social justice. Each exam question response shall be between 5000-7000 words and will require referencing to texts from the reading list. The examination will be given to the student seven (7) calendar days before it is due. The comprehensive exam committee forms the take-

home exam questions and the student's supervisor submits the questions to the graduate program assistant and director. More detailed instructions for the take-home exam are available below.

Written Paper Format:

Students must submit a written comprehensive paper of approximate journal manuscript length (6000-8000 words, including references). The paper should present a comprehensive overview of the main issues identified in the relevant literature for the student's research area, provide a critical analysis of the student's reading on her/his substantive area, demonstrate an advanced understanding of the subject area, and situate the issues/debates within broader criminological and social justice contexts. The paper may take the form of a substantive, theoretical, or methodological paper. Upon receipt, the student's committee will assess the paper's quality with respect to whether it constitutes "publishable" in a peer reviewed criminology journal.

Note: Students should consult with leading journals that publish work in their area of research when considering the structure, style, and topical coverage of their paper. Having passed their exam and consulted their committee, students should generally submit these papers for publication and are encouraged to present their work at an academic conference.

Results of Comprehensive Exams:

Comprehensive examination committees will *pass*, *conditionally pass*, or *fail* a student's submission. The committee will provide the student with written feedback for each exam. A *pass* means that the committee is satisfied that the student's work meets or exceeds expectations. That is, the student has demonstrated that they critically engaged with the material on their reading list and was able to articulate key ideas within criminology and social justice. A *conditional pass* means that the student's work required more clarification, critique, and/or analysis but overall, showed promise towards meeting or exceeding expectations. For those that conditionally pass, a "revision" will be expected within a given timeline determined by the committee in consultation with the student. A *fail* means that the student's work lacked critical engagement with the material on the reading list. That is, there was a lack of scholarly rigour demonstrated by the student which raises questions about the student's ability to succeed in the PhD program going forward. If a student *fails* one or both portions of the exam, they will have *one* opportunity to retake the exams. A student will be removed from the program after failing the exam for a second time. All committee decisions on comprehensive exams are made through consensus. If consensus cannot be obtained, the decisions are made through majority vote. The supervisor must communicate the results of each exam to the graduate program assistant and director.

Candidacy Exam:

Candidacy exams are governed by the University. Please refer to the School of Graduate and Postdoctoral Studies website for the most up-to-date policies and procedures. The candidacy examination is comprised of the three components described below:

1) A written thesis/dissertation proposal. The written proposal is developed in consultation with the student's supervisory committee. However, at a minimum it should contain the following:

- Introductory chapter
- Review of the literature related to topic: this should include a theoretical framework, a critique of the literature (e.g., conceptual, methodological), and a clear set of objectives and/or rationale for the proposed study (think of this as the literature review chapter of your final thesis)
- The proposed methodology (think of this as a draft of the methodology chapter of your thesis)

2) An oral presentation of the PhD research plan (20 to 30 minutes).

3) Open questioning of the student by the candidacy committee to ascertain the readiness of the student to carry out the proposed research. The examiners may ask questions which allow them to judge the student's mastery of relevant background knowledge for his/her thesis topic, including an appropriate breadth of knowledge in the discipline and the student's ability to undertake independent and original research.

Timing of Examinations:

After their first semester, PhD students in the Criminology and Social Justice program should have an established dissertation supervisory committee. Students will submit a proposed reading list (see above for details) to this committee before the end of the spring/summer semester of their first year of enrollment. After a reading list has been approved, students should typically take at least a semester to complete these readings and prepare for their comprehensive exams and candidacy exam.

PhD students should notify, by email, the graduate director, graduate administrative assistant, and their committee if they expect to deviate from the below timeline. This deviation from the below timeline should also be noted and explained in the student's progress report. Courses listed on the below timeline are tentative and might vary from year to year.

September Entry into PhD in Odd Numbered Year (e.g., 2019, 2021, 2023, etc.)

Year	Fall Semester	Winter Semester	Spring/Summer Semester
1	<ul style="list-style-type: none"> • Course Work: - SSCI 5025G - SSCI 6920G • Supervisory committee formed 	<ul style="list-style-type: none"> • Course Work: - SSCI 5015G or SSCI 5065G - SSCI 6920G • Begin to assemble reading list 	<ul style="list-style-type: none"> • Reading list approved by committee (by August 1 at the latest) • Reading commences
2	<ul style="list-style-type: none"> • Course Work: - SSCI 5070G - SSCI 6920G • Reading of list continues • Preparation for candidacy exam 	<ul style="list-style-type: none"> • Course Work: - SSCI 5080G or SSCI 5081G or SSCI 5082G - SSCI 6920G • Candidacy exam completed (by March 1 at the latest) 	<ul style="list-style-type: none"> • Take-home exam completed (by August 1 at the latest) • Research Ethics Board application completed (if necessary)
3	<ul style="list-style-type: none"> • Course Work: - SSCI 6920G - SSCI 6940G • Original written paper of publishable quality completed (by December 1 at the latest) 	<ul style="list-style-type: none"> • Course Work: - SSCI 6920G • Dissertation data collection, analysis, and writing and revision of chapters 	<ul style="list-style-type: none"> • Dissertation data collection, analysis, and writing and revision of chapters
4	<ul style="list-style-type: none"> • Dissertation data collection, analysis, and writing and revision of chapters 	<ul style="list-style-type: none"> • Full draft of dissertation submitted to committee • Revisions made to full draft 	<ul style="list-style-type: none"> • Final dissertation submitted for examination • Oral defense of dissertation

September Entry into PhD in Even Numbered Year (e.g., 2020, 2022, 2024, etc.)

Year	Fall Semester	Winter Semester	Spring/Summer Semester
1	<ul style="list-style-type: none"> • Course Work: - SSCI 5070G - SSCI 6920G • Supervisory committee formed 	<ul style="list-style-type: none"> • Course Work: - SSCI 5015G or SSCI 5065G - SSCI 6920G - SSCI 5080G or SSCI 5081G or SSCI 5082G • Begin to assemble reading list 	<ul style="list-style-type: none"> • Reading list approved by committee (by August 1 at the latest) • Reading commences
2	<ul style="list-style-type: none"> • Course Work: - SSCI 5025G - SSCI 6920G • Reading of list continues • Preparation for candidacy exam 	<ul style="list-style-type: none"> • Course Work: - SSCI 6920G • Candidacy exam completed (by March 1 at the latest) 	<ul style="list-style-type: none"> • Take-home exam completed (by August 1 at the latest) • Research Ethics Board application completed (if necessary)
3	<ul style="list-style-type: none"> • Course Work: - SSCI 6920G • Original written paper of publishable quality completed (by December 1 at the latest) 	<ul style="list-style-type: none"> • Course Work: - SSCI 6920G • Dissertation data collection, analysis, and writing and revision of chapters 	<ul style="list-style-type: none"> • Dissertation data collection, analysis, and writing and revision of chapters
4	<ul style="list-style-type: none"> • Course Work: - SSCI 6940G • Dissertation data collection, analysis, and writing and revision of chapters 	<ul style="list-style-type: none"> • Full draft of dissertation submitted to committee • Revisions made to full draft 	<ul style="list-style-type: none"> • Final dissertation submitted for examination • Oral defense of dissertation

Comprehensive Take-home Instructions

This exam consists of four questions of which you will write two responses, one from the theory section, and the other from the methods section. Make sure to carefully read the questions. The examining committee is not interested in “cosmetic” responses. Your answers should exhibit the capacity to go far beyond description. We are looking for analysis and engagement with the literature, and evidence that you have formed your own positions on these issues and have the ability to articulate and defend these positions.

The exam is designed to have you demonstrate your depth of understanding and critical ease with the material represented in the reading list and substantive areas within criminology and social justice. Each exam question response shall be between 5000-7000 words and will require referencing to texts from the reading list. The exam answers should be submitted in one Word document, typed, double-spaced, 12 point font, 1 inch margins, and with one reference list. APA format should be used for in-text citation and the reference list. You are not to discuss this exam with anyone until after your answers are submitted. Your answers will also be subject to Turn-it-in review.

Methods Questions:

Answer one of the following questions:

- 1)
- 2)

Theory Questions:

Answer one of the following questions:

- 1)
- 2)

Accessibility:

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations. Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity.

CONTRIBUTING TO THE GRADUATE COMMUNITY

The Faculty of Social Science and Humanities currently has graduate programs in Criminology and Forensic Psychology. We encourage students to develop relationships across all disciplines and cohorts. All graduate students are on the same team. The goal is to develop breadth and depth in an area of study; one way to accomplish this is to interact with students and faculty members who have different perspectives. Even recent university hiring practices underscore the importance of interdisciplinary approaches. Students graduating from FSSH have the opportunity to be at the cutting-edge in terms of research and training in this respect. Those who engage in interdisciplinary collegiality will certainly differentiate themselves from others in the workforce.

Norms are in place to ensure that students and faculty members make the most of the graduate programs. We expect that all students and Research Supervisors will attend Faculty, and especially Criminology, events (e.g., presentations, seminars, meetings, workshops, social occasions). In order to develop a constructive graduate culture, it is important that all members of the program contribute. One of the easiest ways to have an impact is to be present.

We also expect students and faculty members to create a positive, cooperative environment for research and learning. Clearly, academic misconduct and impingements on university policies and codes of conduct are unacceptable, as are more subtle forms of negativity (e.g., derision, intimidation, gossip). As the graduate programs are relatively new, it is essential that members recognize the importance of mutual support. Success of each individual in this program will improve the quality of the graduate experience, the reputation of the program and, ultimately, the value of its degrees. Practicing collegiality will also prepare graduates to work in academic and non-academic settings, where cooperation and diplomacy are important.

PROFESSIONAL DEVELOPMENT

The University of Ontario Institute of Technology offers a number of workshops on thesis writing and presentation skills. The Graduate Professional Skills Program, initiated by the Office of Graduate Studies in collaboration with a number of other university departments, was created to help graduate students develop and enhance their career and soft skills. Please visit the graduate studies webpage for the various workshops offered.

Writing Specialists are available for one-on-one support at The Student Learning Centre. They can help with citation/referencing, sentence structure/variety, etc. It is located at 61 Charles Street on the second floor.

NOTE: While these resources may be useful to you during the process of writing your major paper or thesis, always defer to your supervisor and committee members for stylistic and content preferences.

STUDENT PAPER COMPETITIONS

Organization Name	Contact Person/Website	Undergraduate	Graduate
Midwestern Criminal Justice Association	www.mcja.org	yes	yes
American Society of Criminology- Division of Victimology	http://www.ascdov.com/new-s-events	yes	yes
American Society of Criminology- Division of Policing	www.ascpolicing.org	n/a	n/a
American Society of Criminology- Division on Corrections and Sentencing	http://www.asc41.com/DCS/ASCDCS/Home.html	n/a	n/a
American Society of Criminology- Women & Crime	http://ascdwc.com	yes	yes
American Society of Criminology- Division of Experimental Criminology	www.expcrim.org	no	yes (PhD)
American Society of Criminology- Division of International Criminology	http://www.internationalcriminology.com	no	yes
American Society of Criminology- Division of Developmental and Life-Course Criminology	http://www.dlccrim.org	n/a	n/a
Law and Society Association	www.lawandsociety.org	yes	yes
American Society of Criminology- Division on Critical Criminology	http://divisiononcriticalcriminology.com	yes	yes
The Western Society of Criminology	http://westerncriminology.org/	yes	yes
American Society of Criminology- Law and Social Inquiry	http://www.asc41.com/cfp.html#lawpaper	no	yes
Homicide research Working Group. (Richard Block Award)	http://www.homicideresearchworkinggroup.org/awards_richardblock.html	yes	no
Canadian Sociological Association (Outstanding Graduating Sociology Student)	http://www.csa-scs.ca/outstanding-graduating-student	yes	yes

APPLYING FOR FUNDING

Graduate students have access to a variety of financial support mechanisms, including the University of Ontario Institute of Technology scholarships and bursaries, external awards (e.g., Ontario Graduate Scholarship Program, SSHRC), teaching, and research assistantships. Canadian students are strongly encouraged to apply to provincial and federal granting agencies for graduate scholarships. International students are encouraged to apply to granting agencies in their own countries.

Scholarship Opportunity	Competition Deadline (Note: The university often sets earlier internal deadlines)
Vanier Canada Graduate Scholarships	Early September
Canada Graduate Scholarship - Master's Program	Early December
Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowships	Early January
Ontario Graduate Scholarship (OGS)	Late January

ROTARY CLUB OF OSHAWA'S STUDENT RESEARCH ENHANCEMENT BURSARY

About Rotary

Rotary is an international organization of business, professional, and community leaders who provide humanitarian service and help to build goodwill and peace in the world. In 34,000 Rotary clubs worldwide, 1.2 million members known as Rotarians volunteer their expertise, time, and funds to support local and international projects. Rotary clubs are grouped regionally into approximately 530 Rotary districts.

Background

This bursary is in recognition of students' outstanding qualifications and potential as community leaders, scholars, and ambassadors of goodwill. The purpose of this bursary is to recognize high standards of academic achievement at the University of Ontario Institute of Technology. We believe that emerging scholars, like those in the Faculty of Social Science and Humanities, provide a critical link between Oshawa, Durham Region, Ontario, Canada and beyond.

This fund is made possible because of the generous contributions made by the Rotarians in the Rotary Club of Oshawa. We hope that our student-scholars live up to Rotary International's motto, Service Above Self.

Application for Award

Social Science and Humanities (SSH) graduate students in academic good standing, supervised by a SSH faculty member, and who have completed the first year of coursework, may apply for funds to support their *thesis or major paper-related* research activities such as travel expenses related to this research (i.e. conference presentations) or administrative expenses (i.e., transcription services). Funding is based on financial need, and awards of up to approximately \$500.00 each will be determined at the discretion of the Social Sciences and Humanities Graduate Studies Committee in consultation with the Dean of the Faculty. In addition, at the discretion of the SSH Graduate Studies Committee and in consultation with the Dean of the Faculty, high-performing undergraduate students may also be considered for awards if funding is available, although priority will be given to graduate student research.

FSSH GRADUATE AWARDS

Graduate Fellowship Award

The first year graduate students will vote on this award anonymously. The students will vote for the fellow student they believe to be the most collegial and supportive of their peers.

Outstanding Graduate Student Award

The recipient of this award will be determined based on the quality of their thesis or major paper and their GPA at the end of their second-year courses. Note this will be based on the six core courses that all students take regardless if they are completing a thesis or a major paper.

OTHER THESIS AWARDS

Three Minute Thesis

The Three Minute Thesis is a university-wide competition for all graduate students. Students must present their research, and its wider impact, to a panel of non-specialist judges within three minutes. Not only will participating students develop their presentation skills, but they will be eligible for monetary prizes at the university, provincial, and national levels. Typically, the Office of Graduate Studies will solicit participants during the Winter semester.

Outstanding Graduating Sociology Student

Each year the FSSH will nominate one thesis student for the Outstanding Graduating Sociology Student Award granted by the Canadian Sociological Association.

List of Major Conferences Attended
by FSSH Faculty Members

Name of Conference	Conference Website	Conference Dates	Submission Deadline	Submission Requirements
Academy of Criminal Justice Sciences	www.acjs.org	March	September	Title, Abstract
American Psychology - Law Society	www.ap-ls.org	1 st week of March	September/October	Full papers
American Society of Criminology	www.asc41.com	3 rd week of November	Early March	Title, Abstract
The Association of Chinese Professors in Social Sciences in the United States	www.acpsus.org	1 st weekend of November	Mid-July, Mid-September	Proposal and Full paper
Association of Internet Researchers Conference	http://aoir.org	October	Early February	Title, Abstract
Biannual Conference of Religion, Media and Culture	http://www.colorado.edu/journalism/mcm/mrc/	August	March	Title, Abstracts
Canadian Communication Association Conference	www.acc-cca.ca	1 st week of June	Early February	Title, Abstract
Canadian Society of Criminology	http://www.crimology.wlu.ca/	TBA	TBA	TBA
Institute of Justice and International Studies Conference	http://www.ucmo.edu/cjinst/	April	December	Title, Abstract
International Communication Association Conference	www.icaheadq.org	June	November	Full Papers
International Society of Justice Research	www.isjr.org	August, every 2 years	Mid-March	Title, Abstract
Midwestern Criminal Justice Association	www.mcja.org	September	Late-September	Title, Abstract
National Communication Association Conference	www.natcom.org	Mid-November	Mid-February	Full papers
Qualitative Analysis Conference: Contemporary Issues in Qualitative Research	www.qualitatives.ca	May	Early October	Title, Abstract
Western Society of Criminology	http://westerncriminology.org	1 st week of February	Early October	Title, Abstract

GAINING TEACHING EXPERIENCE

Graduate students are encouraged to gain teaching experience over the course of their programs. Being a Teaching Assistant (TA), guest lecturing, or teaching a full course can expose students to a broad array of topics in the discipline beyond those which will be covered in their coursework or theses. It will also provide them with valuable experience explaining concepts, interacting with students, and assessing students' performance.

Typically, the majority of graduate students will be offered multiple opportunities to be a TA. Although students will be asked to provide their preferences for TA assignments, matches will not always be possible. Policies and procedures related to TAs (e.g., hiring priorities, workload, remuneration) are governed by the PSAC collective agreement. All graduate students should familiarize themselves with the terms of this agreement.

A TAship will be for a set number of hours; the specific allocation of those hours are at the course instructors' discretion. For example, being a TA might involve holding office hours every week, invigilating examinations, and/or marking assessments. It is essential that students meet with course instructors at the beginning of each semester to complete the *Work Supervisor and Teaching Assistant Hours of Work Form* and discuss assigned duties.

There may be opportunities for graduate students to provide a guest lecture in a course. Typically, students will be approached by the course instructor. There is no obligation for students to accept the offer, nor should they do so if it will interfere with their coursework or research.

Occasionally, students may gain teaching experience by actually teaching a course. This is called being a sessional instructor. Again, all policies and procedures are governed by a collective agreement. Only senior students should apply for sessional opportunities. Teaching a course is very time-consuming and should not be undertaken if it will interfere with progression through the program. However, the experience can be beneficial as it will offer students a sense of what to expect in future teaching careers.