

CJA 795: Graduate Research Project

Instructor: Joe Allen

Spring 2009

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Office: Behavioral Sciences #109

Office Hours: Mondays (10a-noon) & Wednesdays (2-3p) or by appt.

Course Prerequisites: CJA 606, CJA 790, and approval of the program director.

CATALOG COURSE DESCRIPTION:

This is a capstone or exit course for graduate students in criminal justice. The course consists of a graduate research project which is the continuation of data research gathered in previous classes or from secondary data that results in a paper, APA style, of publishable quality that could be submitted to a criminology/criminal justice journal. The student is expected to demonstrate a graduate level of knowledge of the administration of criminal justice, proficient use of qualitative and/or quantitative methodology, independent research capability, critical analysis and problem solving abilities, and the ability to draw reasonable conclusions from data.

PROGRAM LINKING STATEMENT:

This is a criminal justice capstone course. As an integral part of the capstone experience students will complete an exit assessment instrument.

COURSE DESCRIPTION:

This course consists of writing up and presenting the final results of the graduate research project developed in earlier courses from the CJA curriculum. It involves a final written graduate research project that would be deemed worthy of submission to a professional publication or at a professional conference.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will have a demonstrable understanding of:

1. Writing a professional-quality paper worthy of submission to a professional publication or at a professional conference.
2. Correct use of form and style used in preparation of a professional-quality paper.
3. The correct use, interpretation, and analysis of quantitative or qualitative data, depending on the methodology.
4. Hypotheses, testing, and drawing reasonable conclusions from collected data.
5. Data collection methods and proper implementation of selected method for use in the project.
6. Presentation of study results in an effective and efficient manner.

ASSESSMENT:

- **Research Paper.** The student will prepare a contemporary research paper on a selected criminal justice issue. This 30 page paper focuses will require original research, including data collection, analyses, and the drawing of conclusions based on posited hypotheses. This paper will be assessed in the following areas: thesis formulation, organization, proper use of APA format, grammar/spelling/structure, analysis of data including the use of charts and figures, content discussion as related to central thesis, and statement of conclusions.
- **Presentation.** The student will present this paper as an invited lecture topic in another course or at a professional meeting. This presentation will be assessed in the following areas: presentation of findings and methodology, delivery and presentation style, and use of media/handouts (e.g., PowerPoint).

GRADING SYSTEM:

A standardized grading system will be used:

- A = 90-100% (of highest point total received)
- B = 80-89%
- C = 70-79%
- F = 69% and below

POINT DISTRIBUTION & SCORING SYSTEM:

Activity/Assignment	% of Final Grade
Research Paper	80%
Research Paper Presentation	10%
Participation/Attendance (timely submissions)	10%
	100%

ATTENDANCE & PARTICIPATION:

- The instructor and the student will meet in-person as needed; though expect to meet weekly until the project is well underway. While the student and instructor will not be meeting several times a week (unless necessary), the student is expected to keep open lines of communication with the instructor in the forms of e-mail, phone, etc.

STUDENTS WITH DISABILITIES:

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

About the Instructor:

Dr. Allen is a full-time faculty member, Assistant Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club; additionally, he is the program's internship/ volunteership coordinator and programmatic assessment lead. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004 and began teaching at Chaminade in a part-time capacity in 1994. He has also taught courses in Sociology at the University of Hawaii and Hawaii Pacific University. Before joining the Department in a full-time capacity, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), Department of the Attorney General, and the Social Science Research Institute (University of Hawaii). Throughout the years, he has been involved in various research and evaluation projects, including the topics of: probation and parole recidivism, sentencing simulation modeling and policy analysis, juvenile delinquency and youth gangs, community crime prevention, restorative justice, domestic violence and anger management, substance abuse treatment, ecstasy, prostitution, runaway and missing children, uniform crime reporting, victimization surveys, and crime trends and law enforcement/correctional policy analysis. Dr. Allen received his Ph.D. from the Sociology Department at the University of Hawaii with an emphasis in Criminology. Before transferring to the University of Hawaii he attended the University of Minnesota. He is originally from Minnesota but has called Hawaii 'home' since 1990.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

COURSE SCHEDULE**CJA 795**

Week/ Date	General Topic
1 4/10	Course Introduction
2 4/17	Discussion & Selection of Research Topic
3 4/24	Methodology & Data Collection, Initial Outline, Literature Review Research
4 5/1	Data Collection
5 5/8	Data Collection, Analyses, Interpretation; Revised Outline (if necessary)
6 5/15	Initial Write-Up of Introduction, Methods, and Literature Review
7 5/22	Initial Write-Up of Results section; revisions to introduction, methods, and literature review
8 5/29	Initial write-up of conclusions section; revisions to results section
9 6/5	Final Revisions
10 6/12	Presentation and Final Draft of paper due