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MASTER of SCIENCE IN CRIMINOLOGY

GUIDELINES FOR CAPSTONE/THESIS PROJECTS

TABLE OF CONTENTS

Introduction

This *Guideline for Capstone/Thesis projects* was designed to provide specific guidelines for MSCR students in completing the Capstone requirements for their degree. It reflects the *The Practice of Social Research 13th Edition* (2012), Locke, L. F., Spirduso, W. W. and Silverman, S. J. (2007). Proposals that work: A guide for planning dissertations and grant proposals 5th ed. Thousand Oaks, CA: Sage Publishing, Mauch, J.E. (2003). Guide to the successful thesis and dissertation 5th ed. New York: Taylor and Francis Group in accordance with the Publication Manual of the American Psychological Association (2010) sixth edition. These texts were designed as resources for this capstone course. Candidates will find all of the publications useful throughout the coursework leading to the Capstone/Thesis Project.

The requirements set forth herein are based upon standardized guidelines developed by members of the editorial staff of the American Psychological Association (APA). Detailed examples and directions are found in the *Publication Manual of the American Psychological Association* (2010).

In this guideline manual, every effort was made to apply the style and format rules set forth. Please note a few exceptions:

1. Bold is used for instructional purposes only. It cannot be used in APA.
2. Although third person is used in APA/formal writing format, second person pronouns are used in this publication to make it more user friendly.
3. Single spacing was used throughout to conserve space.

Types of Thesis and Capstone Projects

The MSCR Degree offers several options for completion of the Capstone Project. This guideline manual is organized to present pertinent information and requirements for each of the types of Capstone Projects. The types of capstone projects are as follows:

1. Master Thesis
2. Individual Research Project
3. Client Applied Research Project

Thesis and Research Projects

Thesis

The thesis may be best described as an investigation of a significant academic theory, question, problem or hypothesis that results in a formal academic paper suitable for publishing in an academic journal. A thesis typically employs a descriptive, comparative, or experimental research design. Additional details about design options are included below. The final written paper will be divided into five section headings as follows:

Introduction
Review of Literature
Method
Results
Discussion/Conclusion

Individual Research Project

While a research project is similar to a thesis, it is focused on the study of a question, problem, and/or hypothesis, of a practical nature and it is often described as a field study. Topics suitable for a field study are often drawn from problems experienced in a professional or employment related setting. The results of a field study are typically applied to address issues found in organizational settings. A research project typically employs a descriptive, comparative, or experimental research designs. Additional details about design options are included below. The final written paper for a research project will include the same headings as a thesis.

Client Applied Research Project

The client applied project is a specific type of Research Project and may be best described as the creation, development, or improvement for immediate applicability in the candidate's chosen employment/profession or which is related to a strong personal or professional objective of the candidate. The final written paper for a client applied project will include the same headings as a thesis.

Design Options for Thesis and Research Projects

Students may choose from a range of research designs. This section of the manual presents descriptions and examples for some of the more common general categories of research designs including:, (a) the descriptive design, (b) the comparative design, (c) the experimental design and (d) the applied project. Although it is beyond the scope of this guideline manual to describe all possible types of research designs, you are not limited to the designs we have selected for inclusion here. Should your idea for a research project not immediately seem to fit one of these designs, we suggest that you consult with your Faculty Facilitator or Thesis Advisor.

Typically, your specific interests will lead you to a particular type of research endeavor. You may want to explore issues of a work-related or applied nature, combining theory and practice for a very specific application, or you may seek answers to questions of a broader nature, answers having some generality across a variety of situations. If you plan to continue graduate study at the doctoral level, you may want to consider doing work which allows you to develop the research skills which will be required at that level in your chosen emphasis area. As you develop your ideas for research, we encourage you to seek input from a variety of people (e.g., course consultants, subject matter experts, etc.). *Ultimately, you will want to discuss the design decision with your Thesis Advisor who will assist in the supervision of your Research Project.* The sections which follow describe some of the more common research designs and should give you some idea about how to frame your particular research interest in an acceptable form.

Important Note: All students are expected to follow the format requirements that are detailed in this manual, regardless of the research design chosen.

Descriptive, Comparative, and Experimental Designs

The following discussion of descriptive, comparative, and experimental designs is taken from Chapter 2 in Hittleman and Simon (1997). Students who are interested in a more detailed discussion of these designs should refer to that source or the Babbie, E. (2012) *The Practice of Social Research 32th Edition*: Wadsworth Publishing. Additional questions should be addressed to your Faculty Facilitator and/or Thesis Advisor in regard to the appropriateness of the research design that you select.

Descriptive Designs

Descriptive designs are used when the researcher's purpose is to accurately depict the status of one or more variables or to describe specific phenomena of human experience. Variables are characteristics of persons or things (e.g., weight, age, reaction time, reading speed, ideational fluency, number of students, etc.; Glass & Stanley, 1970). This type of design is employed in an attempt to answer the question "What exists?" or "How do phenomena appear?" The researcher may choose to use quantitative or qualitative methods to answer these questions.

Quantitative Descriptive Method

In the quantitative descriptive method, numerical values are assigned to the variables under study. Direct observation, tests, or surveys may be used to collect data. Such raw data may then be inspected to get a sense of the status of the variables. However, most researchers further analyze this raw data to determine measures of central tendency (i.e., mean or median) and measures of variability (e.g., standard deviation) which provide a more comprehensive description of the variables under study.

Qualitative Descriptive Method

In the qualitative descriptive method, it is required that the researcher collects and analyzes data in verbal/transcribed form rather than numerical form. This is done within the natural setting of the information through direct observation, personal interviews, and similar information gathering methods. Here, the researcher is more concerned with the process of an activity and seeks to identify coherent patterns within the research setting rather than only the outcomes from that activity. Instead of means and standard deviations and the verification of predicted relationships, the outcomes of this type of research are the generation of research questions and conjectures. Examples of qualitative methods are: (a) action research, (b) phenomenological research, (c) case study research, (d) ethnography, and (e) comparative historical inquiry. Data are collected through observation and participant observation (i.e., fieldwork), description, interviews, questionnaires, documents and published material, and the researcher's impressions and reactions.

Rather than adhering to the positivistic and behavioral methods of natural scientific research, the humanistic tradition has developed a *human science* approach which primarily utilizes descriptive (i.e., phenomenology) and interpretive (i.e., hermeneutic) methods. Learners who work in a humanistic perspective may wish to design their Research Methods course

by the investigation and practice of a hermeneutic/phenomenological inquiry. *Texts that can be used to introduce a student to these approaches are McLeod's (2001), Qualitative Research in Counseling and Psychotherapy, and Van Manen's (1990), Researching Lived Experience.*

Because these methods and styles of inquiry are quite diverse, confer with your Faculty Facilitator and/or Thesis Advisor about the appropriateness of your method in relation to the topic you plan to research.

Comparative Designs

Comparative designs are useful when the researcher wants to examine the descriptions of two or more variables and make decisions about their relationships. As with descriptive designs, comparative designs may be quantitative or qualitative.

Quantitative Comparative Designs

Quantitative researchers calculate measures of central tendency (i.e., mean) and variability (i.e., standard deviation) just as they do in descriptive research, but these measures alone do not provide evidence of significant differences or relationships among the variables under study. Further statistical procedures must be used to answer these questions. The Chi square analysis is an example of a procedure often used to detect significant differences between or among groups, and the correlation is often used to determine whether two or more variables have a systematic relationship of occurrence.

Qualitative Comparative Designs

Qualitative researchers make verbal comparisons to explain similarities and differences between events or activities. As they are concerned with a verbal comparison and contrast of what they observe, they identify patterns, meanings, and definitions of the ongoing processes and meanings of various events, activities, and human interactions.

Experimental Designs

Experimental designs are used when the purpose of the research is to answer questions about causation. The researcher seeks to attribute the change in one variable to the effect of one or more other variables. To do this, the researcher must first identify the independent (i.e., or influencing) variables and the dependent (i.e., or acted upon) variables. Researchers

manipulate independent variables and look for the effects these manipulations have on the dependent variables. A controlled experiment is designed wherein hypotheses are stated, and an experimental treatment is administered to a representative sample of a target population. Data are collected by use of reliable and valid measurement instruments, and analysis and evaluation of that data are completed in light of the stated hypotheses. Experimental researchers often use a statistical procedure called the analysis of variance (ANOVA) to determine whether differences between or among dependent variables can be attributed to one or a combination of independent variables.

Thesis and Research Project Content and Format

All theses, individual or client applied research projects written for the MSCR program should follow the prescribed formatting discussed below. Final format decisions are always at the discretion of the course Faculty Facilitator and/or Thesis Advisor.

In the following discussion, the sections of a typical paper are presented. While the content and length of each section may vary depending on the type of research design used, the section titles and sequence of presentation will always be the same. Examples of published capstones/theses can be found in Regis University's Digital Repository (RUDR) at http://adr.coalliance.org/codr/fez/, but entering *Criminology* into the 'Quick Search.'

Preliminary Pages

These introductory pages include the elements listed below. Examples are provided in the noted appendices to this manual:

1. Title Page (see Appendix B),
2. Approval Page (see Appendix B),
3. Abstract (see Appendix C),
4. Table of Contents (see Appendix C), and
5. List of Tables/Figures (see Appendix C).

Note: The following descriptions were extracted from the APA (2010) *Publication Manual*. For more complete descriptions, you may refer to pages 23-40 in that source.

Title Page

The title should be a concise statement of the main topic and should identify the actual variables or issues under investigation and the relationship between them (see APA, 2010, pp. 23). A good title should be fully explanatory when standing alone. Avoid words that serve no useful purpose. Do not use abbreviations in the title; spell out all terms. The title should be no longer than 12-15 words (see Appendix B for the required MLS program format).

Approval Page

The approval page includes the title, the name of the student, and approval signatures of the Faculty Facilitator, Thesis Advisor, and the Degree Chair. An example of the required format is displayed in Appendix B.

Abstract

The abstract is a brief, *comprehensive summary* of the contents of your project, including the derived conclusions and implications (see Appendix C and APA, 2010, pp. 25-27). It allows the reader to attain a quick overview of the content and scope of your research. A good abstract is accurate, self-contained, concise and specific, non-evaluative, and coherent and readable. An appropriate length for the abstract is between 75-150 words, depending on the nature and complexity of the work. Key words (no more than four should be added at the end of the abstract to include the word criminology.

Table of Contents

This piece is self-evident. An example of the required format is displayed in Appendix C of this manual. The List of Tables and List of Figures are optional depending on whether tables and/or figures were used in the Research Project.

Introduction

In the Introduction a description of the problem under study is presented. The intended research strategy is described. In this section of the Research Project, it is important to establish not only *what* problem you intend to study but also *why* it is important or relevant and *how* you intend to resolve the problem. Describe how your research is related to previous

work in the area by briefly referring to the central arguments and/or available data which make your research important and timely. Your introduction should provide the purpose, rationale, the research question(s) or hypothesis, limitations/delimitations, and definitions if needed. A good introduction leaves the reader with a clear picture of what is being done and why.

Review of Literature

The purpose of the Review of Literature is to develop a comprehensive background for the problem under study and provide the reader with the basis of your study along with providing a jumping off point for your study. Whereas in the Introduction, you have briefly referred or provided an overview to the relevant arguments and data which caused you to be interested in this area of study, in the Review of Literature, you are expected to demonstrate familiarity with all relevant findings with regard to the problem under study. After each section in your literature review provide a synopsis of the relationship to your study. In a good Review of the Literature, you should avoid references with only tangential or general significance. Instead, pertinent findings, relevant methodological issues, and major conclusions are emphasized. In your evaluation of the materials you present, be careful to avoid personal opinion and treat controversial issues with objectivity. The goal is to demonstrate the logical continuity, that is, the existing evidence and reasoning, between previous work and your present work. Begin this Chapter with a clear statement of the problem which indicates the scope of the issues which you will address.

Methodology

In the Methodology section, you describe in detail how the Research Project will be conducted (i.e., the proposal) or was conducted in the final draft (i.e., the completed project). This will include the restatement of the RQ or Ho with the methodology, research design employed, and procedure to be followed. The procedure will discuss the exact approach for data collection along with the anticipated sample (N) to be used in the study. Such a description enables the reader to evaluate the appropriateness of your methods and the reliability and validity of your results. The information provided here should be sufficiently detailed to allow other researchers to replicate the study if they so desire.

In descriptive, comparative, and experimental designs, the Method section is where you describe the participants in your Research Project, the measurement apparatus, and the procedure in appropriately identified subsections (see APA, 2010, pp. 27-32, for more information on the content

of these subsections). *If you are using an applied project design*, you would use this section to provide a detailed account of your procedures and the rationale for their selection. This is the place to describe the development of your Research Project.

Results

For descriptive, comparative, and experimental designs, the Results section summarizes the data collected and the statistical treatment (i.e., if quantitative methods were used). For both quantitative and qualitative projects, briefly state the main results or findings. It is not appropriate to discuss the implications of the results here as they are presented in the Discussion section. Report all relevant results, including those that run counter to your RQ or hypotheses (Ho). See the APA (2010) *Publication Manual*, pages 32-35, for directions for use of tables and figures to report the data and for the proper format to present the statistical analysis.

If you have developed an applied research project, the Results section is the place for you to insert the completed piece of work. If you have developed a curriculum, seminar presentation, or other type of applied project, you will place it in this Chapter, and supporting materials will be placed in an appendix.

Discussion/Conclusion

In descriptive, comparative, and experimental designs, the Discussion section is where you evaluate and interpret the results reported in Results section especially in regard to your hypotheses. Here, you are free to examine, interpret, and qualify the results, as well as draw inferences from them. If the Research Project was theoretically based, emphasize the theoretical consequences of the results and the validity of your conclusions. See the APA *Publication Manual* (2010, pp. 35-36) for further suggestions for this section in an experimental report.

If you have completed an applied research project, the Discussion section is the place for you to evaluate what you have done. Does what you have produced satisfy the objectives you had at the outset? What might you do differently if you were to develop the project again? If you have recommendations for improvements or additional work that could be done, you might discuss them here.

In summary, you should be guided in the Discussion section, by the following questions:

1. What have I contributed?
2. How has my research project helped to resolve the original problem?
3. What conclusions and/or theoretical implications can I draw from my Project?
4. Where should future research be focused?

References

After the discussion section, a list of sources (i.e., citations) is provided prior to the Appendices. This list includes only those references cited in the text of your Research Project and is titled, References. If you, or your Faculty Advisor, prefer to list a broader spectrum of literature than that which is immediately relevant to your research, your list would be called a Bibliography. That you provide a listing of sources is required; whether you call that list References or Bibliography depends on the scope of the list. See pages 37, 174-224 of the APA (2010) *Publication Manual* for examples of references in APA style.

Appendix/Appendices

If you have documentary materials e.g. graphs, charts, figures, raw sources of data which would be awkward to include in the text of your Research Project, you may include them in an appendix. Examples of such materials are: (a) questionnaires; (b) verbatim instructions to participants; (c) descriptions of instrumentation; (d) raw data; or (e) the Regis University form, Approval for Research Involving Human Subjects. You will want to consult with your Advisor in regard to materials which would be appropriate for an appendix to your Research Project. If you use an appendix, please remember to include the title in your Table of Contents (see Appendix C).

Development of the Proposal

Conference with Faculty Facilitator and/or Thesis Advisor

A conference with your Faculty Facilitator and Thesis Advisor is required prior to enrollment in MSCR 696 Capstone Course. This will provide an opportunity for you to discuss with your Advisor(s) the ideas you are considering for your Research Project. The objective of this conference is to help you to sharpen your focus as you begin the proposal development process. Please review all the information you have about the planning of

your capstone project from past MSCR courses. Bring this information with you to your meeting with your Faculty Facilitator and Thesis Advisor.

The first step toward completion of the Thesis or Capstone Project is to develop a proposal and submit it to your Faculty Facilitator and Thesis Advisor for approval prior to investing a great amount of time and energy in the research. The purpose of this step should be obvious because a well-considered research plan is absolutely essential to the success of the project. Utilization of a proposal format allows for a process for development and approval which allow us to provide you with some guidance through the important early stages of your project. The following sections provide essential information:

As a candidate in the MSCR Program, you have used a sound individualized planning process that included initial thinking about how your capstone project or thesis would be carried out. This planning process began with core courses in Contemporary Issues in Criminology (MSCR 604) Criminal Psychopathology (MSCR 605), MSCR 625 Ethics, and MSCR 640 Transnational Crime and continued as you completed MSCR courses through Rapid Decision Making (MSCR 680). Research Analysis and Design (MSCR 694) was designed to provide tools to investigate a research project that is appropriate and requisite for a Master's program.   All of the above should be drawn on as background to prepare you for planning your own thesis/capstone project.

Elements of the Thesis or Research Project Proposal

The following elements are required in a thesis or research project proposal

1. Title Page
2. Approval Page
3. Table of Contents
4. Introduction
5. Review of Literature
6. Proposed Methodology
7. References, and
8. Appendix/Appendices (when appropriate).

The typical length for the proposal will be 25 or more pages as the first three sections of the final paper are to be nearly complete. Generally, the proposal is written in the future tense; **this is changed to past tense when your project is complete**, with the exception of instances where

you refer to the published work of others, in which case, you should use the past tense.

The title page and the table of contents page will use the same format as that required for all final written projects. A sample is provided in Appendix B. the proposal approval page provides a place for your MSCR 696 Capstone Planning course facilitator to record the response to your proposal. A space is also provided for the Thesis Advisor, as the second reader when requested by you or your facilitator OR THE FACILITATOR IS A SUBJECT MATTER EXPERT (SME) WHO IS NOT THE FACULTY FACILITATOR. A space is provided for your Faculty Chair to use in approving your project. A form is provided in Appendix B.

The introduction will include a detailed discussion of the background of your project, including a description of the underlying problem that you plan to address, the rationale behind your study, the research question or hypothesis posed, limitations/delimitations of the study and any definitions required for clarity.

To fully develop the background of your project a discussion of what other experts, writers or scholars have said or written about your problem is needed. A review of literature is intended to provide this information. This section is expected to be nearly complete as it is presented in the proposal. Note that more details about the content of this section are described under the Content and Format sub-section for each type of capstone project as described above.

Method is a third major component of the proposal. This section is to include a thorough and detailed description of how you plan to proceed with your project by stating the methodology, research design, and how the procedures will address the problem you have chosen.

Proposal Approval Process

The culminating activity leading up to the Capstone course is the development of the proposal. Upon completion of MSCR 694 Research Analysis and Application you will already have had the benefit of your course facilitator's input and evaluation with regard to the proposal. In pursuing this particular proposal for your thesis or capstone project, you will then forward your proposal to your Faculty Facilitator and/or Thesis Advisor for review and approval.

Research Involving Human Subjects

All research protocols, in which the use of human subjects is proposed, must be submitted to the Human Subjects Review Committee of Regis University. See Appendix F for a sample Application for Review/Approval of Research Involving Human Subjects as well as guidelines and instructions for the review process. Research which involves no risk to the participant and does not deal with sensitive or personal aspects of the participant's behavior may be "exempt" from full review. Consult with your Faculty Advisor early in the development of your research if you have any questions about this requirement. Previous completion of CITTI training should have you well versed in what is required for IRB submission

Completion of the Thesis or Capstone Project[1]

Timeframe for Completion

Students should plan to enroll in MSCR 696 Capstone course immediately following the completion of all required MSCR course work to include MSCR 694 Research Analysis and Application. The actual research and development, writing of initial and final drafts of the project, and approval of the final draft are activities reserved for the Capstone/Thesis Project course. Under normal circumstances, your objective should be to complete your capstone requirements and graduate at the end of the 16 week semester in which MSCR 696 was taken. **This work will require your undivided attention and energy if you are to meet the deadlines for final approval and graduation clearance.** Therefore, we recommend that you avoid crowding yourself. Inevitably, these processes will take longer than you expect, so allow plenty of time to finish.

Writing and Submitting Drafts

As the read/evaluate/submit/rewrite/resubmit sequence takes time, please submit your work well ahead of deadlines if possible. Even the best writers should plan on rewriting to some extent. Typically, your Advisor will see errors or weaknesses which you no longer see because you are too close to the writing, but please *do not expect* your Advisor to be your proofreader. To the extent that you thoroughly proof your own work (i.e., or have it proofed by a third party) and critique and rewrite on your own, prior to

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[1] **IMPORTANT NOTE:** Remember to file a Graduation Application Form at the beginning of the semester in which you expect to complete graduation requirements. Failure to do so may delay your graduation date. Forms and instructions are available on the CPS Graduate Programs web site. Go to www.regis.edu.

submission, you can minimize the amount of rewriting which may be required of you by your Faculty Facilitator and/or Thesis Advisor.

Good writers take pride in their work and seek critical feedback from their peers and mentors. Your Faculty Facilitator and Thesis Advisor will appreciate your extra effort to submit clean work. We like nothing better than to read written work which is conceptually clear and precisely expressed. Anticipate a minimum of three rough drafts of your capstone/thesis prior to final submission.

Regis University Guidelines for Publishing Capstone Projects

Requirements for electronic publishing of your MSCR Thesis and Capstone Projects will be explained by the Capstone Facilitator and orchestrated through the Departmental Chair and Administrative assistant References to publishing at Regis is located on the College for Professional Studies Graduate Programs web page or Dayton Library website.

http://www.regis.edu/library.asp?page=research.findbooks.theses

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Noddings, N., & Witherell, C. (Eds.). (1991). *Stories lives tell: Dialogue and narrative in education.* New York: Teachers College Press.

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Silverman, D. (1993). *Interpreting qualitative data.* Thousand Oaks, CA: Sage.

Stake, R. (1995). *The art of case study research.* Thousand Oaks, CA: Sage.

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Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy.* Albany, NY: State University of New York Press.

Yin, R. (2001). *Case study research.* Thousand Oaks, CA: Sage.

APPENDIX A

Changes in APA Publication Manual (2010)

Use of Italics

Instead of underlining titles of books and journals, heading levels 3, 4, and 5, and special terms used in text (i.e., the first time), based on the 2010 publication of APA, all of these materials are italicized now.

Citations in Reference List

For the hanging indent (i.e., the second and subsequent lines), indent to .5 inch, the default for a paragraph indent in word processors.

Format for Citations Used in References/Bibliography

Books

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Glass, G. V., & Stanley, J. C. (1970). *Statistical methods in education and psychology.* Englewood Cliffs, NJ: Prentice-Hall.

Hittleman, D. R., & Simon, A. J. (1997). *Interpreting educational research* (2nd ed.). New York: Merrill.

Leedy, P. D. (1996). *Practical research: Planning and design* (6th ed.). New York: Macmillan.

Chapter in an Edited Book

Gullotta, T. P. (1996). Dysfunctional behavior: A cautionary statement. In G. M. Blau & T. P. Gullotta (Eds.), *Adolescent dysfunctional behavior: Causes, intervention, and prevention* (pp. 3-10). Thousand Oaks, CA: Sage.

Strong, R., Silver, H., & Robinson. A. (1995). What do students want (and what really motivates them)? In K. Ryan & K. Cooper (Eds.), *Kaleidoscope* (pp. 69-74). Boston, MA: Houghton Mifflin.

ERIC Report or US Government Publication

American Council of Education (ACE). (1994). *Computers, technology and disabilities.* Washington, DC: American Council on Education. (ERIC Document Reproduction Service No. ED 381 921)

Ingersoll, R. M. (1996). *National Center for Educational Statistics: National assessments of teacher quality* (Working Paper No. 96-24). Washington, DC: U.S. Department of Education, U.S. Government Printing Office.

Article from Scholarly Journal

Cordova, D., & Lepper, M. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology, 88*(4), 715-730.

Fischbach, G. D. (1992). Mind and brain. *Scientific American, 267*(3), 48-57.

Article from Newspaper/Magazine

Bowen, E. (1987, February 16). Can colleges teach thinking? Maybe not, suggests a new test measuring "reflective judgment." *Time,* p. 61.

Finley, B. (2000, June 14). CU prof wins 'genius' award: Boulder physicist Margaret Murnane $500,000 richer over laser innovation. *The Denver Post,* p. B1, 8B.

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post,* p. A12.

Citations for Electronic Media (see pp. 187-192 in Publication Manual, 2010)

The material below is quoted, literally, from APA. Presented in this material are several types of the most frequently used citations. If your citation does not fit the format below, see the section in APA for the format

for other types of citations. Regardless of format, however, authors using and citing Internet sources should observe the following two guidelines.

1. Direct readers as closely as possible to the information being cited -- whenever possible, reference specific documents rather than home or menu pages.
2. Provide addresses that work.

At a minimum, a reference of an Internet source should provide a document title or description, a date (either the date of publication or update or the date of retrieval), and an address (in Internet terms, a uniform resource locator, or URL). Whenever possible, identify the authors of a document as well. The URL is the most critical element. (p. 187-188)

If you are using a word processing program, the easiest way to transcribe a URL correctly is to copy it directly from the address window in your browser and paste it into your paper (make sure the automatic hyphenation feature of your word processor is turned off). Do not insert a hyphen if you need to break a URL across lines; instead, break the URL after a slash or before a period. (pp. 192)

Internet Articles Based On a Print Source

If you have viewed the article only in its electronic form, you should add in brackets after the article title [Electronic version] as in the following fictitious example:

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research, 5,* 117-123.

If you are referencing an online article that you have reason to believe has been changed (e.g., the format differs from the print version or page numbers are not indicated) or that includes additional data or commentary, you will need to add the date you retrieved the document and the URL.

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research, 5,* 117-123. Retrieved October 12, 2001, from http://jbrorg/articles.html

Online Scholarly Journal Article

Because online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are an attempt to provide stable, long-lasting links for online articles. They are unique to their documents and consist of a long alphanumeric code. Many-but not all-publishers will provide an article's DOI on the first page of the document.

Note that some online bibliographies provide an article's DOI but may "hide" the code under a button which may read "Article" or may be an abbreviation of a vendors name like "CrossRef" or "PubMed." This button will usually lead the user to the full article which will include the DOI. Find DOI's from print publications or ones that go to dead links with CrossRef.org's "DOI Resolver," which is displayed in a central location on their home page.

Article From an Online Periodical with DOI Assigned

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume number*. doi:0000000/000000000000

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing, 41*(11/12), 1245-1283. doi:10.1108/03090560710821161

Article From an Online Periodical with no DOI Assigned

Online scholarly journal articles without a DOI require the URL of the journal home page.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume number*. Retrieved from http://www.journalhomepage.com/full/url/

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics, 8*. Retrieved from http://www.cac.psu.edu/jbe/twocont.html

If the article appears as a printed version as well, the URL is not required. Use "Electronic version" in brackets after the article's title.

Whitmeyer, J. M. (2000). Power through appointment [Electronic version].

Social Science Research, 29, 535-555.

Article in an Internet-Only Journal

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment, 3,* Article 0001a. Retrieved November 20, 2000 from http://journals.apa.org/prevention/ volume3/pre003001a.html

Stand-Alone Document, No Author Identified, No Date

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2000, from http:// www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/

Technical Report Retrieved From University Web Site

Kruschke, J. K., & Bradley, A. L. (1995). *Extensions to the delta rule of associative* learning (Indiana University Cognitive Science Research Report No. 14). Retrieved October 21, 2000, from http://www.indiana edu/~kruschke/deltarule_abstract.html

E-mail

E-mail sent from one individual to another should be cited as a personal communication (See section 6.20).

Electronic Copy of Journal Article, Three to Five Authors, Retrieved From a Database.

Borman, W. D., Hanson, M. A. Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology,* 443-449. Retrieved June 23, 2000, from PsycARTICLES database.

Daily Newspaper Article, Electronic Version Available By Search

Hilts, P. J. (1999, February 16). In forecasting their emotions, most people flunk out. *New York Times.* Retrieved November 21, 2000, from http://www nytimes.com

APPENDIX B

Sample Title Page Format

3" from the top
of the page

TITLE OF RESEARCH PROJECT
ALL UPPER CASE

FOLLOW SPACING SHOWN AT LEFT MARGIN

by

Jane E. Doe

6.5" from the top
of the page

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Masters of Criminology

8" from the top of
the page

REGIS UNIVERSITY
Month, Year

MSCR 696 Capstone 05/02/2012

Sample Approval Page Format

3" from the top of
the page

TITLE OF RESEARCH PROJECT

ALL UPPER CASE,

USE SPACING AT LEFT

by

Jane E. Doe

6" from the top of
the page

has been approved

Month, Year

7.5" from the top
of the page

APPROVED:

_____, Faculty Facilitator

_____, Thesis Advisor

_____, Faculty Chair

APPENDIX C

ABSTRACT[2]

Title of the Research Project

This is a sample of how the body of the abstract should begin. ***The abstract is a brief,***

comprehensive summary of the contents of the Research Project you have prepared, including

the derived conclusions and implications. It allows the reader to attain a quick overview of the

content and scope of your research. A good abstract is accurate, self-contained, concise and

specific, non-evaluative, and coherent and readable. An appropriate length for the abstract is

between 75-150 words, depending on the nature and complexity of the work.

Keywords: (limit to no more than four), and include: *criminology*

---

[2] **IMPORTANT NOTE:** For the Abstract, use lower case Roman numerals and start with page iii; the Title and Approval pages are pages i and ii, which are counted but not printed.

TABLE OF CONTENTS[3]

As illustrated above, but not shown below, in each section there will be topics, one of which is the Chapter Summary, as well as subtopics.

---

[3] **IMPORTANT NOTE:** The Table of Contents starts with p. iv.

LIST OF TABLES[4]

LIST OF FIGURES

---

[4] **IMPORTANT NOTE**: Each list, as shown above, is placed on a separate page. The need for these lists is dependent upon whether tables or figures are included in the Research Project. See pages 126-167 in the APA (2010) *Publication Manual* for detailed information on the use of tables and figures in text.

APPENDIX D

Sample Thesis Pages

INTRODUCTION

The following pages provide examples of text for a research project. Within the text, only chapters begin on new pages. The word, Chapter, and its number are centered and placed at 1.75 inches from the top of the page; this placement makes it clear to the reader that this is the first page of a new section. The top margin of 1.75 inches should be on the first page of each of the following sections: (a) Abstract, (b) Acknowledgments, (c) Table of Contents, (d) each section, and (e) the References.

Shown on these text pages are examples of: (a) paragraph indents; (b) headings; (c) page number placement; and (d) single spaced, block quotations. The following passage is an example of a single spaced, block quotation of 40 or more words:

> It is clear that during this period many victims of family violence and childhood abuse were too frightened or intimidated to disclose their victimization even to physicians or close relatives, or concluded, correctly, that if they did report to the Police. (Bala, 2008), p. 273

The text continues after the block quotation with one double space between the end of the quotation and the text.

The first lines of paragraphs are indented uniformly throughout the project (e.g., .5 inch).

At the end of a paragraph, before a new topic, use two blank lines (i.e., one triple space).

Major Topic

After the heading, the paragraph starts one double space below. In APA, there are five levels of headings. Used in this example of chapter pages are Level 1, title of chapter, and Level 2, as above, major topic. Examples of Levels 3, 4, and 5 follow.

Subtopic to Major Topic

In Level 3, if you use a subtopic heading, you should have two or more. If the major topic was Community-Based Advocacy For Victims, the subtopics might be: (a) Battered women's syndrome and (b) Models of adaptation.

Subsection to a Subtopic

A subsection to a subtopic is considered Level 4. If Level 3 is Learning Disabilities, the subsections might be: (a) Attention Deficit Disorder (ADD), and (b) Post Traumatic Stress Syndrome (PTSD)

Paragraph level. A Level 5 heading is placed at the beginning of a paragraph, only the first letter of the first word is capitalized (i.e., with the exception of proper nouns), and the heading ends with an underlined period. This heading might be used for treatment/ education plans for a student with ADD.

Note regarding page numbers [5]

---

[5] ***IMPORTANT NOTE:*** Page numbers for the Research Project must be placed in the upper right corner of the page; the only exception is the use of Lower Roman for the Abstract and the Table of Contents. For expediency, page numbers were centered at the bottom of the page for this manual.

APPENDIX E

MASTERS OF CRIMINOLOGY

Approval Form for Capstone Project Proposal

NAME _____ DATE _____

TITLE OF CAPSTONE PROJECT _____

_____

FACILITATOR FACULTY   COMMENTS

_____   _____
NAME

_____   _____
SIGNATURE   DATE

MAJOR REVISION ( )
MINOR REVISION ( )
APPROVE   ( )
_____

THESIS ADVISOR (if different)   COMMENTS

_____   _____
NAME

_____   _____
SIGNATURE   DATE

MAJOR REVISION ( )
MINOR REVISION ( )
APPROVE   ( )
_____

FACULTY CHAIR   COMMENTS

_____   _____
NAME

_____   _____
SIGNATURE   DATE

MAJOR REVISION ( )
MINOR REVISION ( )
APPROVE   ( )

APPENDIX F
Institutional Review Board

Application for Review/Approval for Research Involving Human Subjects
(See Regis IRB Website for specific details for submission under exempt, expedited, or full board)

Guidelines for Research Involving Human Subjects

All research protocols in which the use of human subjects is proposed must be submitted to the Human Subjects Review Committee, Regis University. However, according to federal regulations, some research is exempt from full review. Generally, research that is conducted under the exempt review category involves no risk to the subject and does not deal with sensitive or personal aspects of the subject's behavior.

Research normally conducted in this review category includes survey and interview research involving normal educational practices, observational research and review of documents, pathological specimens, or records that are nonidentity specific (i.e., anonymous).

Instructions for Regular Review

Regular Review protocols are evaluated by the full Human Research Committee. Please attach to the cover sheet a summary of the project for review by the Committee. Please minimize technical language not readily understood by persons outside your discipline and include sufficient detail to enable the Committee to assess the potential hazards to subjects.

Examples of Projects Which Require Full Committee Review

1. Any research involving the use of vulnerable subjects. When vulnerable populations are being approached during recruitment for research, investigators should take special precautions to be sensitive to the subjects' privacy, anonymity, and confidentiality. A vulnerable subject is defined as follows:

   Vulnerability refers to the risks that researchers request their subjects to undertake in relation to the ability of the subjects to make fully informed consent. Populations we routinely consider to be vulnerable include: children, prisoners, pregnant women, non-English speaking people, the

mentally handicapped, those subjects engaged in illegal activities, people who are under medical treatment for an illness that is relevant to the risk they are being asked to assume by the research, and subjects who may risk retribution by a person with authority over them as a consequence of participation or nonparticipation in the study. This list should not be considered exhaustive or inflexible, since new research situations constantly arise.

2. Any research involving more than minimal risk, either mental or physical to the subject. Examples of protocols of this type may include surveys or questionnaires that solicit information regarding instances of child or sexual abuse suffered by the subject, criminal activities, and/or studies regarding eating disorders. Examples of studies that involve more than minimal physical risk to the subject include stress testing, drug and alcohol use by the subjects, and studies where subjects are asked to do more than moderate physical exercise that could result in injury to the subject. A comprehensive statement of potential risk/benefit ratio to the subject should be attached for consideration.