SMFT 690-XXX
Capstone Project Development
Each Semester
Tuesday every 3rd week, 7:00-9:45
Education Center 216

Instructor: Dr. William Veal
Office: Room 315, 86 Wentworth
School of Education, Health, and Human Performance
Contact information: vealw@cofc.edu 953-8045 (office)
Please use email as a primary form of contact
Office hours: TBD

Course Description:
This course is meant to introduce SMFT Masters candidates to project development in social science research. The course introduces candidates to the ethics of human subject research. Ethical theory and principles are introduced, followed by a brief history of research ethics. Topics covered in lectures and moderated discussions include informed consent for research participation, role and function of institutional review boards, just selection of research subjects, ethical aspects of study design, and privacy and confidentiality. Candidate evaluation will be based on participation in moderated discussions, completion of readings, and a written Institutional Review Board (IRB) proposal. Candidates will also develop a research proposal to complete a social science investigation using human subjects. The proposal will include background information, a literature based rationale for the study, methods, plan of implementation, potential data analysis, consent forms, and instruments for data collection.

Course Goals and Objectives:
The successful candidate will be able to:

- Understand the purpose of the IRB
- Submit a capstone proposal into the electronic IRB system
- Complete Collaborative Institutional Training Initiative (CITI) training
- Develop a social science research proposal

Course Topics:

- Components of a good project proposal
- Ethical theory and principles
- History of research ethics
- Contemporary issues in research ethics
- Ethical issues in study design
- Informed consent in research
- Institutional Review Boards
- CITI training
- Selection of research participants

Course Format:
The 1-credit course will meet for three hours every third week during the semester.
Readings:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Introduction to Ethical Analysis</td>
<td>The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, &quot;The Belmont Report&quot; (1979)</td>
</tr>
</tbody>
</table>
| Cases and Codes                      | Allan Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study"  
                                           Nicholas A. Christakis. "Ethics are Local: Engaging Cross-Cultural Variation in Ethics Research." (1992) |
| CITI online modules and case studies | (www.citiprogram.org) |

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Ethical Analysis</td>
<td>The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, &quot;The Belmont Report&quot; (1979)</td>
</tr>
</tbody>
</table>
|      | Respect for Persons and Informed Consent | (www.citiprogram.org) cases and online certification  
                                           (NO CLASS MEETING. Work at home on computer.) Submit results to Dr. Veal. |
| 4    | CITI training and completion           | (www.citiprogram.org) cases and online certification |
|      |                                        | (NO CLASS MEETING. Work at home on computer.) Submit results to Dr. Veal. |
| 10   | Modification of proposals              | IRB processes and purpose Navigating the IRB website  
                                           Submitting a proposal (Cofan children as an example)  
                                           Guest Speaker (4:30) |
| 12   | Proposal to IRB                        | Upload Proposal to IRB |
| 14   | Proposals                              | Proposals are presented and evaluated in class. |
PROFESSIONAL BEHAVIOR/DISPOSITIONS: Candidates are responsible for all content and assignments for each class. They will be expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all candidates can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice

ATTENDANCE:
Class attendance and punctuality are expected professional behaviors. A candidate may be dropped from a course for excessive absences. One absence for ANY reason will be allowed; however, you may not submit assignments if you are absent. Upon a second absence, the candidate will automatically be withdrawn from a course with the grade of WA/F. I will work with you, but it is your responsibility to contact me by phone or email ahead of time if you are sick or have other professional obligations.

Candidates should not arrive to class late. Persistent infringement of tardies will result in the reduction of a candidate’s score by 5%. Leaving class is accepted only if prior approval is accepted by the professor.

ABSENCES:
- Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms.
- Forms are online at: [http://www.cofc.edu/candidateaffairs/general_info/absence](http://www.cofc.edu/candidateaffairs/general_info/absence) and they also can be faxed to the office at 953-2290.
- You will need documentation for health, personal or emergency situations.

MAKE-UP ASSIGNMENTS AND PRESENTATIONS:
If an assignment or presentation was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up session. It is the responsibility of the candidate to contact the professor within 48 hours and make arrangements for the make-up. This is to be done as soon as possible after the missed assignment or presentation.

FINAL PRESENTATION: The final presentation will only take place during the period scheduled for the final exam for that course. (Candidates who have more than two finals scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Graduate Dean).

PROPOSALS: Proposals will be word processed using the style of the Publication Manual of the American Psychological Association (Fifth Edition, 2001). The College of Charleston does have a writing lab that can help you. They have a useful handout for using the APA Handbook. The hours of the lab are M-H 9-9 and F 9-12.

GRADING: The grading scale used for SMFT 690 will be the standard grading scale of the Graduate School at the College of Charleston: A, B+, B, C+, C, and F. Grades will be based 40% on successful completing of the CITI training for research involving human subjects, 40% on a written capstone proposal, and 20% on completing the online submission of proposal to IRB. The capstone proposal will be graded using the attached rubric.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>2 - Includes exceptionally well</th>
<th>1 - Includes</th>
<th>0 – Does not include</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>Concise statement (500 words) that summarizes the goals and objectives for the project, the project’s intellectual merit, and the conclusions.</td>
<td>Statement summarizing the goals and objectives for the project.</td>
<td>No statement summarizing project.</td>
<td>ET3, ET4</td>
</tr>
<tr>
<td>Description of Problem</td>
<td>Candidate describes in detail the issue in math or science education that is the focus of the project, and what is the need for reform, change or research.</td>
<td>Candidate describes the issue in math or science education for the project.</td>
<td>No description of the educational issue.</td>
<td>ET3</td>
</tr>
<tr>
<td>Justification for Project</td>
<td>Candidate provides good evidence that reform/change or research into the proposed area of science or math is needed.</td>
<td>Candidate provides some evidence that reform/change or research into the proposed area of science or math is needed.</td>
<td>No evidence that reform/change or research is needed.</td>
<td>ET4, ET5</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>The candidate explains the project plan and the procedure, including overarching goals and incremental objectives.</td>
<td>The candidate summarizes what they plan to do and how they plan to do it.</td>
<td>No explanation of what the goals and objectives for the project are.</td>
<td>ET5</td>
</tr>
<tr>
<td>Research Designs and Methods</td>
<td>The candidate provides a detailed description of the research design and what methods will be used to reach the end goal.</td>
<td>The candidate provides a description of the research design.</td>
<td>There is no description of research design or method.</td>
<td>ET6</td>
</tr>
<tr>
<td>Relation to SC Math and Science Standards</td>
<td>Candidate describes exactly how the project relates to, and/or goes beyond or extends the South Carolina Science or Math Education Standards.</td>
<td>Candidate relates project to South Carolina Science or Math Education Standards.</td>
<td>Candidate does not relate project to South Carolina nor National Science or Math Education Standards.</td>
<td>ET5</td>
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<tr>
<td>Literature Review</td>
<td>Appropriate literature is cited that applies to topic area and uses several professional resources.</td>
<td>The candidate cites literature and uses some professional resources.</td>
<td>The candidate does not accurately cite literature or use professional resources.</td>
<td>CP4, CP5</td>
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<td>Total</td>
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