SMFT 690-001
Capstone Project Development
Spring 2017
T, 5:00-5:50 and online
North Campus

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
Course Meetings: Section -001, Monday 5:30-6:30 p.m. and Online
Course Location: North Campus
Office Hours: Mondays & Tuesdays 1:00-3:30 or by Appointment.
Email me anytime to setup an appointment.
Pre-Requisite: EDFS 632 or permission of program chair

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 Format:
The 1-credit course will meet for one hour each week either online or in person.

3.2 Teaching Philosophy and Narrative Description:
This is

2.6 Student Learning Objectives:
The successful candidate will be able to:
- Develop a proposal with all attachments for the Institutional Review Board (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

2.7 Attendance Policies
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%. Most classes will occur online and candidates must complete their work online in a timely fashion. Due dates are considered part of the attendance policy since the course is mostly online. Submissions should be emailed to the professor and placed in the DropBox in OAKS.

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 and they also can be faxed to the office at 953-2290.
- You will need documentation for health, personal or emergency situations.

MAKE-UP EXAMINATIONS, PRESENTATIONS, AND QUIZZES:
If an examination or assignment (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up session or allow late work. It is the responsibility of the student 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 examination, presentation, or quiz. If accepted, late work or assignments will be reduced by a percentage determined by the professor.

FINAL EXAM: There is no final exam, but a capstone proposal is required in which a paper copy is submitted and an oral presentation is given to the faculty of the SMFT program.

2.8 Grading Policy and Assignments
Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept any late work. If assignments are turned in late, it is the discretion of the professor to determine the amount of points to be taken off the final grade. If needed, the professor will provide ample feedback on any assignment if the assignment is emailed to him at least 3-4 days prior to due date. All assignments are required to be uploaded to a designated DropBox in OAKS.

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, and insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate
competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. Rubrics for all assignments are provided on OAKS to assist you.

**Evaluation**

This course is based upon a “Master-based” evaluation system. All assignments are needed for full completion. Each assignment is evaluated for conceptual depth and meeting guidelines set forth by the SMFT program.

**Evaluation Scale**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>84-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>77-81%</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>≤76%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

2.9 Required and Optional Textbooks, Equipment, and Technology

**Textbook:** There is no textbook required for this course. Readings are supplied online in OAKS.

**Technology:** Enrollment in this course requires you to utilize the following computer applications: PowerPoint, Excel, Internet/WWW, OAKS via Internet, e-mail, and Word Processing. These computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations. If you do not have reliable access to these applications you should plan to use the campus computer laboratories.

2.10 ADA Accommodations for Students with Disabilities:

In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635. The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website http://csl.cofc.edu/.
**Writing Lab:** I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit [http://csl.cofc.edu/labs/writing-lab/](http://csl.cofc.edu/labs/writing-lab/).

### 2.11 Academic Integrity & Honor System

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://www.cofc.edu/generaldocuments/handbook.pdf](http://www.cofc.edu/generaldocuments/handbook.pdf)

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences, methods courses, and clinical practice, professionalism in schools, etc.).

### 3.4 Examination and Assignment Due Dates

**Assignments:** There are three assignments that students must complete for full consideration of a grade. If any one of these assignments is not completed, the actual grade in the course will be reduced by a whole grade.

**CITI Training:** Readings and discussion in class will prepare you to take an examination on conducting social science research with a school population of children and teachers. The evaluation Is done externally from the College of Charleston at CITItraining.org.
**Capstone Proposal:** This proposal must be written during the course. Strict guidelines are given on the SMFT website. Additional resources are provided in course materials in and class discussions. Most students undergo 3-5 re-writes of their proposals. All major professors should be communicated with the proposals at different stages of its development.

**IRB Submission:** The proposal should be submitted in the form requested by the Office of Research and Grants Administration and the IRB submission process. All forms for participants and school district approval must be conceptualized. Full acceptance of the complete IRB is not needed for a grade. Submission of all items is needed.

**Due Dates:** Due dates for course assignments, as well as scheduled readings, are listed in the course calendar or are announced in class. No LATE assignments will be accepted. If there is a problem with submitting the assignment on time, please contact the professor ahead of time to ask for an extension (only extenuating circumstances will be allowed). If assignments are turned in late, it is the discretion of the professor to determine the amount of points to be taken off the final grade. If needed, the professor will provide ample feedback on any assignment if the assignment is emailed to him at least 3-4 days prior to due date.
3.3 Course Schedule:

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Readings / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CITI training and completion</td>
<td>(<a href="http://www.citiprogram.org">www.citiprogram.org</a>) cases and online certification (NO CLASS MEETING. Work at home on computer.) Submit results of the certificate electronically to Dr. Veal by week 4.</td>
</tr>
<tr>
<td>5</td>
<td>Proposal Outline</td>
<td>Work on proposal outline.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Work on proposal outline. Sent draft of literature review and revised outline of paper.</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td><strong>Theoretical Framework.</strong> What is it? How do I find one? Meet face-to-face to discuss projects, ideas, and writing.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>SPRING BREAK - NO CLASS</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Department of Health and Human Services, National Institutes of</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/3/20</td>
<td>Modification of proposals</td>
<td>Work on proposal.</td>
</tr>
<tr>
<td>3/27 F2F</td>
<td>Introduction to Institutional Review Boards (IRBs)</td>
<td>IRB processes and purpose Navigating the IRB website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submitting a proposal (Cofan children as an example)</td>
</tr>
<tr>
<td>11/20</td>
<td></td>
<td>Submit Revised Proposal to Dr. Veal via OAKS.</td>
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<tr>
<td>4/3 OL</td>
<td></td>
<td>Work on proposal.</td>
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<tr>
<td></td>
<td></td>
<td>Develop, find, or modify any instruments.</td>
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<td></td>
<td></td>
<td>Meet face to face with professor for individual mentoring.</td>
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<tr>
<td>13/4/10 OL</td>
<td>Proposal to IRB</td>
<td>Upload Proposal to IRB. Face-to-Face to discuss proposals, IRB, and presentation criteria.</td>
</tr>
<tr>
<td>14/4/17 F2F</td>
<td>Finalize Proposal with literature Review and Methods sections.</td>
<td>Meet face to face with professor for individual mentoring. (If needed.)</td>
</tr>
<tr>
<td>15/4/24 F2F</td>
<td>Proposal Presentations</td>
<td>Proposals are presented and evaluated by professor and students.</td>
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</tbody>
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### 3.6 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

### 2.12 Program-Specific Elements

**Capstone Proposal Guidelines**

**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.

The capstone project is meant to provide each SMFT graduate student with experience identifying a critical need (pedagogical, curricular) or research question in science and math education, and formally proposing a project plan for addressing this need/question. The process of formally proposing a project will help you successfully plan and implement your project and will be very much akin to that which you will experience in your professional life as leaders in
science and math education within your community, school system, school district, state and/or region.

Prior to formally writing the capstone proposal, each student must select a project advisor who will guide the student through writing the capstone proposal and carrying out the project. If the capstone is a project added to an SMFT course then the advisor should be the instructor of that course. If the capstone is an independent project then the advisor can be any member of the SMFT Graduate Faculty. All students will take SMFT 690: Capstone Project Development. The students will pass CITI training for working with human subjects, learn about the IRB process, and write their proposal. Once the proposal is written it must be approved by the director of the SMFT Program and by one member of the SMFT Graduate Faculty other than the project director. If the project involves any work with students, then the project must also be approved by the appropriate supervisor at the host institution.

Students must plan their capstone project the semester before they carry out the work. They should submit the proposal to the program director early enough to allow time for revisions, which are frequently required.

The formal project proposal should contain the following sections:

**Cover page.** which includes a descriptive project title, the author's name, and contact information, and a place for the signature/date of approval of the proposal by the project advisor, the program director, other SMFT faculty member and host institution supervisor.

**Abstract** – This is a concise statement (500 words) that summarizes the goals and objectives for the project, the projects intellectual merit, the population affected by the project and the anticipated outcomes. This brief summary of the entire proposal is placed first but should be written last. There should not be any information in the abstract that is not included in the main body of the proposal. It is only a summary.

**Introduction** – In this section the student should address the intellectual merit of the project. This discussion should include:

- Briefly, what is your project.
- The aspect/problem/issue in science and/or math education that is the focus of the project, and what is the need for reform or change or research.
- How can your project make a difference?
- The community (public, families, teachers and/or students) impacted by the project, and if applicable, the need for research/change/reform among this population.
- Again, how might your project make a difference?
- The evidence that reform/change or research into the proposed area of science and math education is needed. This part of the introduction should provide a brief (1-2 page) review of the pertinent literature.

**Project Goals and Objectives** – In this section of the capstone proposal the student should explain exactly what they plan to do and how they plan to do it. The section should include:

- The overarching goals for the project
• The incremental objectives that will be met along the way to achieve these goals.
• A description of the project plan and how the project goals and objectives will be met. In other words, tell as specifically as you can what you plan to do. Be as detailed as possible at this point. If you have to make changes as you are doing the project, that is OK, but you should show that you have thought about the details of what you intend to do.
• A project timetable for completion of each aspect (incremental objective) of the project.
• How the project relates to, and/or goes beyond or enhances/extends the South Carolina or National Science and Math Education Standards.

Anticipated Outcomes

• What will be the anticipated product (curriculum, teaching resources, research, etc.) of your capstone project?
• How will you know if the product has met your capstone project's goals?
• How will your product or research findings be disseminated to the community of science and math education professionals impacted by your project?

Literature Cited

• A literature cited section must be included. All literature should be cited using APA style formatting and should include parenthetical citations.
• All capstone proposals must be completed by the add/drop date of the semester in which the capstone project is to be completed. This may require some planning prior to the semester of capstone enrollment.

All capstone proposals must be signed by the project advisor prior to being submitted for final approval by the SMFT program director.

Paper Outline:
• Introduction –
• Background –
• Literature Review –
• Theoretical Framework – What is the theory that is guiding this research?
• Research Question or Description of Problem –
• Rationale or Justification for Project (Literature Review) -
• Research Design – (qual or quant; instruments; tests)
• Relation to SC Math and/or Science Standards –
• Timeline