Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: School of Science and Mathematics, School of Education Health and Human Performance
Graduate Program: M. Ed. Science and Mathematics for Teachers

Course Number & Title SMFT 690 Capstone Project Development
Total hours/week: 3 hours once every 3 weeks
Number of Credits Lectures: 1 Lab:

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered Fall 2010

Catalog description (Please limit to 50 words): This course will teach development of research projects in an educational setting, the ethical conduct of research using human subjects, and preparation of proposals for the Institutional Review Board (IRB). It will include the Collaborative Institutional Training Initiative (CITI) training required for IRB approval. Students will write a capstone project proposal.

Prerequisites (or other restrictions) EDFS 632 Education Psychology Learning, Cognition, and Motivation

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course?
1. Help students develop better capstone projects and prepare better proposals for their projects.
2. Have the students understand the ethical issues involved with research using human subjects.
3. Have the students complete the CITI training on educational research, not just the “exempt” training.
4. Make sure that capstone projects obtain IRB approval when required.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?
This course will help meet the following standards for NCATE review of programs for advanced preparation of

If more space is needed for any section, please attach additional sheets to this form.

November 2007

Page 1 of 3
teachers:
“Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.”

“Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional roles emphasized in the program.”

“Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.”

We have examined whether the material on human subject research and the CITI training could be included in EDFS 632 or EDFS 635, but these courses are shared by other programs and do not have time to adequately cover this material. We have struggled for several years to improve the quality of capstone project proposals and feel that putting the proposal writing into a course is the best way to move forward.

Are other departments affected by this course? □ YES  X  NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES  X  NO  If yes, at what institution?

Method of teaching:
The course will meet for three hours every third week in the semester. Besides in class discussion the students will be required to complete a set of readings and the online CITI training for educational research. The students will prepare a written capstone project proposal.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course. Currently students in the SMFT program who complete the minimum required credits in each area come out one credit short of the required 36 hours for graduation and many are taking one credit of independent study to complete the program. Requiring this course for all students should reduce the frequency of this problem.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course. Shifts in department staffing should be minimal.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff it will be staffed by current members of the Department of Teacher Education.

b. Budget none

c. Library none

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature] Date: March 30, 2010

Signature of Department Chair: [Signature] Date: 3/30/10

Additional Chair’s Signature*: [Signature] Date:

Signature of Schools’ Dean: [Signature] Date: 3/30/10

Additional Schools’ Dean Signature*: [Signature] Date: 4/1/10

Signature of the Provost: [Signature] Date: 4/5/2010

Signature of Budget Director**: [Signature] Date:

*For interdisciplinary courses.  **Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

[Signature] Date: 4-21-2010

Signature of Chair of Grad Council: [Signature] Date: 9/14/10

Signature of the Faculty Secretary: [Signature] Date:

If more space is needed for any section, please attach additional sheets to this form.

November 2007
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
- 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.
### Potential Readings:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<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>
<tr>
<td>Cases and Codes</td>
<td>Allan Brandt, &quot;Racism and Research: The Case of the Tuskegee Syphilis Study&quot;</td>
</tr>
<tr>
<td>CITT online modules and case studies</td>
<td>(<a href="http://www.citiprogram.org">www.citiprogram.org</a>)</td>
</tr>
</tbody>
</table>

### Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>CITT1 training and completion</td>
<td>(<a href="http://www.citiprogram.org">www.citiprogram.org</a>) cases and online certification</td>
</tr>
<tr>
<td>13</td>
<td>Introduction to Institutional Review Boards (IRBs) Modification of proposals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Proposals</td>
<td>Proposals are presented and evaluated in class.</td>
</tr>
</tbody>
</table>
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 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 and 60% on a written capstone proposal. 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>
<th>Std.</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</td>
<td>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>
<td></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</td>
<td>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>
<td></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>
<td></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 or National 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>
<td></td>
</tr>
<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</td>
<td>CP5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty Committee on Graduate and Continuing Education
Proposal to Change a Graduate Program

1. Department: School of Science and Mathematics and School of Education Health and Human Performance

2. Graduate Program: M. Ed. Science and Mathematics for Teachers

3. Program Change(s) will go into effect: Fall 2010

4. Change(s) Desired:
   Present Requirement: none
   Requirement Change: Require SMFT 690 Capstone Project Development

5. Justification for change: This will improve the quality of the program in four ways:
   (1) It will help to improve the quality of the written capstone project proposals.
   (2) It will ensure that all of the students take the CITI training on protection of human subjects in educational research and that those projects that need IRB approval are being submitted to the IRB.
   (3) Currently when students take the minimum required number of credits in each category they have 35 credits but they need a total of 36 credits to complete the degree. Requiring this course will correct this problem.
   (4) It will provide a course and assignments from which data may be collected for accreditation.

6. Signature of Program Director: Pam Harmon Date: 3/30/2010

7. Date approved by the Department: March 19, 2010

8. Signature of Department Chair: Nita Van Driel Date: 3/30/10

9. Signature of School Dean: James A. Welsh Date: 3/30/10
   Signature of School Dean: James P. Dean Date: 4/1/10

10. Signature of Provost: Susan J. Morrison Date: 4/1/2010

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education. H.R. Library Date: 4/21/2010

12. Signature of Chair of Graduate Council: Date: 9/14/10

13. Signature of the Faculty Secretary: Date:

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(Form approved by FCGCE on April, 2001 and replaces all others)