Central Connecticut State University

Special Project Capstone

(Plan C or E)

A Handbook and Writer’s Guide
For
Graduate Students

Revised June, 2008

Community of Scholars

To facilitate active and ongoing participation, community, and interaction of faculty and students around a shared commitment to the advancement of knowledge through innovation and research.
# The Special Project as the Capstone Experience

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Introduction

Congratulations! You are going to engage in the Special Project, one of the graduate capstone experiences at Central Connecticut State University for students in master’s programs. Your project will be a demanding and intellectually challenging task. You will learn and practice the skills required for organized research and documentation, analysis of information and effective communication. In doing your project you will be making the transition from one who is a consumer of knowledge to one who actively contributes to the knowledge base of their field or discipline. You are becoming part of the Graduate Studies Community of Scholars by advancing knowledge through innovation and research.

This handbook contains general guidelines for completing the special project capstone. However, since special projects can take multiple forms, such as applied research, action research, exegesis, exhibitions, performances, and curriculum design and development, the students should consult their departments for specific guidelines for the various approaches.

The Special Project Handbook has three chapters. Chapter I provides general guidelines to govern all special projects, regardless of the approach used by the department. Chapter 2 discusses specific standards (policies and requirements) required by the School of Graduate Studies in regard to special projects. Chapter 3 provides an overview of the courses designated as Special Projects and the approaches that departments may choose for their special projects. There are nine appendices that provide important information. These cover the Human Studies and Institutional Animal Use and Care Councils, as well as sample forms and documents that are needed for your special project. Appendix (H) is an approval form, signed by the student and advisor, to digitize the special project and post it at Elihu Burritt’s Library homepage. The School of Graduate Studies offers this option in conjunction with the Burritt Library for students who provide the digitized version of their special project and submit the signed form. The last appendix contains a rubric developed and approved by the Graduate Studies Committee meant to inform you of criteria by which your special project will be assessed.

My thanks to the Graduate Studies Policy Standing Committee and all faculty members who contributed information to this handbook to help students successfully complete their capstone.

While every effort will be made to keep this Handbook up-to-date, please confer with your graduate advisor about any recent changes that may have taken place. Please contact the School of Graduate Studies Office, Barnard Hall, room 102, (860) 832-2363, if you have questions.

Writing a Special Project takes time, hard work, and patience. Nonetheless, you should find it to be a worthwhile and rewarding endeavor. I wish you successful completion of your Special Project work.

Dr. Paulette Lemma
Associate Vice President Academic Affairs/
Dean, School of Graduate Studies
Chapter 1

The Special Project as the Capstone Experience

The Special Project is a culmination of the Master’s Program for students who elect Plans C or E for their Graduate Studies capstone experience at CCSU. Specific guidelines depend on the approach the Special Project takes within the individual departments. Nonetheless, all Special Project Capstones provide an opportunity for students to complete an academically rigorous, professional project that contributes in some meaningful way to the discipline and communities to which they belong. The Project should reflect an understanding of knowledge related to the discipline or field and an ability to apply this knowledge. The capstone represents the student’s ability to demonstrate a synthesis of the master’s program. Students completing Plan C receive valuable mentoring by their faculty supervisor and committee members. Students in Plan E are in classes with other students who are all working on similar approaches to the Special Project, led by an instructor who provides mentoring and guidance.

Registering for the Special Project

To register in the special project capstone, Plan C, you must complete the Graduate Capstone Course Registration form (Appendix A) and obtain the necessary signatures. The Dean, School of Graduate Studies, is the last person to sign the form which must be submitted to Barnard 102 for her signature. You should register for the special project in the registration period for the semester you intend to begin work with your special project advisor on the proposal. You must register using the Capstone Course Registration Form during the regular registration period. No capstone forms will be accepted after the add/drop registration period ends (i.e., after the third week of classes).

To register in the special project capstone, Plan E, you must register for the department’s designated course during the regular registration period as you would for any other coursework. (Some departments require special permission by the department chair.)

In order for you to register in the special project capstone (whether C or E), graduate policy requires that you have at least a 3.00 overall GPA and that you have completed 18 credits in programs with 30-35 credits or 24 credits in programs with 36 or more credits.
**Special Project Guidelines**

Each special project, regardless of the form it ultimately takes, must contain the following:

1. Abstract
2. Definition of the Project
3. Project Objective (its purpose, a rationale for conducting the project)
4. Review of Literature
5. Research Methods or Plans for conducting the Project
6. Results and/or Findings
7. Summary/Conclusion
8. Bibliography/References
9. Human Studies/IACUC approval or exemption if appropriate
10. Appendices as appropriate
11. Elihu Burritt Reproduction Approval form (optional)

The Department will specify the Style and Format to be used, the expected size of the committee, and whether an oral defense or an artistic performance/exhibition is required.

**Approaches to the Special Project**

Various approaches exist for completing Special Projects, such as those that follow:

1. An extended research paper, based on primary and/or secondary sources.
2. An artistic exhibition or creative performance.
3. An action research project in a classroom or professional setting.
4. An applied project of practical research that includes details of the design and implementation of a product.
5. An internship with an accompanying paper that documents the experience and includes descriptive data with analysis.
6. A curriculum project that is designed, implemented, and evaluated.

As indicated above, what constitutes an appropriate special project varies between disciplines and among the departments offering this option. Although no single description of a Special Project exists, each is an exercise in rigorous research and application to the discipline.

**Common Characteristics**

A special project is an exercise in applied research. Special Projects stress problem solving and knowledge application. They normally consist of an expansion or synthesis of work from courses within the student’s planned program. In this regard, to complete the Special Project successfully, the student must demonstrate mastery over both the specific content area and the methodology of the discipline.

A second common element to all special projects involves examining a specific topic of interest related to the discipline, chosen with the Special Project faculty supervisor. The topic should focus on a limited area and explore an issue or question related to their discipline. Students are asked to demonstrate their skills in using the methodologies of their fields and applying their knowledge to the selected topic of interest. It also requires the student to have an in-depth
understanding of the particular area of interest. The student must know the current “state of the art” or literature if they are to add to it.

Third, a special project represents an opportunity to work closely with one or more faculty members in your field. One characteristic of good graduate education is the opportunity for faculty and students to work together in a close relationship characterized as mentoring. Nuances, connected to the discipline, are best conveyed in the context of a close working relationship. Working on a special project under the supervision of faculty provides an opportunity for learning that goes beyond what is found in other graduate school activities.

A final characteristic of a special project is more personal in nature: A special project is an exercise in self-discipline. Completing a special project requires sustained initiative and focus for an extended period of time. YOU, the student, provide the structure of your work. The choice of topic is largely yours. Faculty will generally look to you to be the initiator of your special project work. A Master’s degree acknowledges you as a professional in your field; the mark of a professional is the ability to be self-motivated and self-directed.

To recap, a special project is a document that entails independent activity, with research that is integrated into its application. The special project is undertaken to explore an issue, problem or topic of interest that is applicable to the discipline or field. The goal of this activity is to synthesize what you have learned throughout your planned program of study, to add new or replicated knowledge to the discipline, and to demonstrate competency and worthiness of an advanced degree in the field.

The Special Project Process

Major steps for the planning, executing, and writing processes are presented in Figure 1. While the tabular presentation implies a linear progression, in fact, it rarely happens that way.

The first and often most difficult step for many students is selecting an idea or focus for the Special Project idea. Many students expect that a special project topic should suddenly come to them as a result of their own reflection. While at times this does happen, a more common process is that a person first identifies a general topic area and, then, following more examination of that area and consultation with his/her advisor, the student begins to focus more specifically on a topic that is appropriate for a special project. The sources from which the topic emanates are several: it may represent a topic in which students have had a long-standing personal interest; it may be a topic found stimulating in one or more classes; it may arise through discussions with instructors, advisors, or classmates; it may come from reading current books or journals in your field; or it may come from some organization or group that presents a problem or issue for resolution. Students should expect to spend time and patience on refining their Special Project topic.
Some “Dos” and “Don'ts” for Selecting the Special Project Topic

1. Do choose an idea that can sustain your interest over a long period of time.

2. Do write down interesting ideas, thoughts and quotations as you come across them in your readings as well as notes on discussions with faculty and peers, etc.

3. Do not choose topics that are overly ambitious. No project will be the final word on any particular topic.

4. Do not go it alone. Coming up with a topic is a negotiated effort between you and your advisor. Regularly talk with your advisor about your ideas.

adapted from Rudestam & Newton, 1992.

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**Figure 1**

Steps for Planning, Executing, and Writing the Special Project

- Choosing an Area of Interest
  - Developing/Refining the Special Project Topic Idea
    - Conducting a Review of Literature and Finding Appropriate Resources
      - Preparing the Special Project Proposal
        - Conducting the Research or Implementing the Special Project
          - Interpreting/Reflecting on the Findings or Outcomes
            - Reaching Conclusions Based on the Results
              - Preparing and Submitting the Final Written Special Project Document
A key part of refining your topic of interest involves a critical literature review of the field. This review does several things: (1) makes you aware of the current "state of the art" and knowledge base of the area; (2) helps you to identify gaps, i.e., key issues or questions around this topic that need to be explored; and (3) informs you about the kinds of methodologies that have been used to explore aspects of this topic. Keeping good notes on the material you read (including all information needed for a proper bibliographic citation in the style utilized in your department) will help you when you write your special project.

Today, almost all literature searches begin with (but are not limited to!) electronic search techniques. All major abstracts are computerized and can be searched via author, subject, and/or keywords. A complete description of how to use the various electronic databases is beyond the scope of this manual, but Burritt Library provides specific instructions on using the many databases on Consuls and in the reference section (third floor) of the library, as well as regularly offering classes in search techniques. Please consult with the reference librarian for further information.

As you read through the literature, you will gain a better understanding of what is known about your topic. At this point, it is advisable to begin discussing your ideas with departmental faculty (either within the specific class for Plan E or with designated faculty for Plan C). The suitability of your topic refers not only to the quality of the idea, but to logistical considerations that will have an impact on your ability to complete the project. Indeed, students often have good research ideas which, for a variety of reasons, they may be unable to carry out. Five key issues to consider: (1) time, (2) cost, (3) access to needed resources, (4) faculty support and (5) approval.

The first consideration is time: How long will the project take? A special project should represent a substantial effort on one's part, but it is not expected to be one's life work. While there are no hard and fast guidelines, a special project (once a workable idea is developed) should take no more than one to two semesters. A student who puts in regular, consistent effort on the project and meets regularly with the faculty adviser should be able to bring the special project to a successful close. If it seems that a possible topic would take a longer time to complete (assuming regular effort), you should consider narrowing the topic or selecting another topic.

A second consideration is cost. Will the project entail considerable out-of-pocket expense? Most students expect to (and do) spend some money on research expenses, but the amount should not be excessive. If your project requires extensive travel or the use of expensive materials, you should explore possible sources of financial support. For example, the Graduate Student Association (GSA) offers funds to help support student research. (Visit the graduate web site www.ccsu.edu/grad and click on GSA for funding information.) Your special project advisor also may know of research funds to help defray your costs. Depending on your topic, you might be able to get some support from business and industry, and/or professional associations. If funds are not available, and there are substantial costs involved, you may want to rethink your project.
A third consideration is access to needed resources. If your work depends on access to certain library materials or other documents, a key question is whether the materials are available. If certain materials are essential for the research, you should check whether these are obtainable before extensive effort is made in planning the project in more detail. You may want to set an arbitrary time limit on securing key material. If, for example, the materials you need that are under another person's control, such as a school principal or agency director, you may choose to pursue the project (assuming other factors make it seem worthwhile) for what you and the advisor consider a reasonable amount of time. If after that time, no clear progress has been made in obtaining the needed materials, it may be prudent to rethink the feasibility of the project.

A fourth issue that falls under the heading of feasibility is the availability of faculty support. It is in your best interest to connect with at least one faculty member in your program who shares an interest in your proposed topic and who has expertise in this area. If no one in the department has the interest or expertise to assist you, your project probably won't get off the ground.

A final and very important concern involves clearance of a research proposal through institutional review procedures. Before submitting your proposal for review to the Human Studies Committee (HSC) or Institutional Animal Care and Use Committee (see Appendix B), your special project advisor needs to review and sign the related forms. While CCSU has its own set of Human Studies and Animal Care review processes (see Appendices C & D, respectively), if your research involves another institution (e.g., school, hospital laboratory), your research proposal may also require the review and approval of that institution. It is of critical importance that you identify the nature of the review mechanism, collect or prepare the documents you will need to submit, and allow sufficient time for review. Failure to submit your project for review at the appropriate time may seriously delay your schedule. It is important to remember that clearance from HSC or IACUC must be obtained before you begin any data collection.

You might already know who will serve as your advisor or, if appropriate, on your committee. However, if you are in a Plan C Special Project and have developed your special project idea without consultation with any faculty (which is not recommended!), you may not have a clear idea of who should serve as your special project advisor. In this case, you should talk with your program adviser and the department chairperson who will know how to direct you to appropriate faculty who have expertise and share an interest in your topic. The purpose of the special project advisor (and committee) is to help you develop and shape your special project idea, to mentor you as you work on the project, and to evaluate the finished project that you produce.

For either Plan C or E, as you refine your interest area into a specific special project topic, you will develop specific research questions and the research methods for your project. Typically, this is an iterative process that cycles between reading the literature and discussions with your advisor. It is during this period that you will be completing your critical review of the literature.

All the reading, deliberation and discussion with your advisor should culminate in the writing of your special project proposal. Special Project proposals go through several revisions, reflecting both conceptual and stylistic changes. While the proposal is essentially an action plan, it can also represent, if done carefully, the first several chapters for your final submission of the special project, the definition of the project, its objective, and the review of literature.
Once research methods or plans for conducting the project have been agreed upon, you and your advisor must submit appropriate forms to the Human Studies Council or the Institutional Animal Care and Use Committee if the project involves either human or animal subjects. Approval from the appropriate committee is required before data collection/research can begin. Indeed, starting your research without human or animal subject approval is unethical and potentially exposes you and the university to legal complications.

For both students in Plan C and Plan E, the special project proposal must be reviewed and accepted by your advisor (committee). For students in Plan C, the Assoc. V. P. for Academic Affairs/Dean, School of Graduate Studies should receive a copy of the proposal and a signed Approval of Special Project Proposal Form. (See Appendix E.)

Following submission of the proposal (and approval of the Graduate School Dean for Plan C) the research effort is begun in earnest: experiments or interventions are conducted; surveys are distributed; historical works are examined; curriculums are evaluated; artistic or performances are begun, etc. For many students this part of the process, which they expect to be tedious, turns out to be exciting. The intellectual challenge of the research endeavor is experienced in a way that is never captured in the dry accounts that typify most academic journals and books.

While engaged in this phase of your special project, you should keep in close touch with your advisor (committee). Problems or questions will often arise (hopefully minor) that may require some modification of your research plan. Consulting with your advisor about possible changes will minimize misunderstandings about such alterations later.

The analysis and interpretation of one's results are often the most challenging parts of the project. As the results are examined and initial expectations are confirmed or negated, students begin to understand, more clearly than ever before, the human side of the research enterprise. Results are never as clear cut as they seem to be in print; different interpretations now seem plausible; shortcomings in methods are seen in hindsight; and directions for new research emerge. Once again, it is important to consult with your advisor as you formulate the conclusions and recommendations that your work will add to your field or discipline.

If producing and interpreting the data are more exciting than most students expect, writing the special project is often more painful than students anticipate. Simply put, writing is hard work. If it is any consolation, it is hard work for everyone. There are, however, several strategies that you can follow that will make you more productive.

First, understand that revisions are inevitable and using and saving copies to your computer will make that task relatively painless. Also, all word processing packages contain spelling and grammar checks which can help with the writing process. Moreover, there are now specialized word processing programs available that can help you with format issues. (If you do not own or have access to a computer, computers are available on the campus, primarily the Micro...
Computer Lab in Marcus White Annex. Also, the Micro Computer Lab regularly conducts classes on word processing packages.)

The second trick is to write something everyday—even if it is only a few paragraphs. Getting something down on paper (stored on the computer) is the hard part; it is always easier to revise once you've gotten the basic idea down. Don't worry if it doesn't sound “right” in its original form—that's what revision is for. If you've done a good job in putting your proposal together, you probably can use most or all of the proposal with some modification in the actual project that will be submitted.

Thirdly, don't feel that you have to write the whole special project before you can ask your advisor for feedback on what you've written. It is best to submit materials in intervals; your advisor is there to help.

A word to procrastinators. You really want to finish and get that degree. If it seems that you just never seem to get down to writing, put pressure on yourself. Finding other students who are writing their projects can also be a good source of encouragement. Call regularly. Set small but realistic goals.

Also, keep in mind that each semester you have not completed the special project, the Continuing Registration Fee of $40 must be paid when you have not registered for any other courses. (Fee is due upon the letter from the Dean, School of Graduate Studies.) If you do not receive a letter regarding this fee, call the Graduate Studies Office at (860)832-2363 to confirm that the fee has been charged to your pipeline account.

Some departments require that students completing the special project must make an oral presentation before the department will officially accept it. The oral defense is done after a completed version of the special project has been read by the advisor or committee members. The department will explain the format to follow for the oral defense.

Once your advisor (committee) has approved your special project, you will need to make an official copy and an additional abstract for submission. For students in Plan C, your advisor (committee) will sign an Approval of Special Project Form (Appendix F) which will be turned in with your copies to the Dean, School of Graduate Studies (Barnard 102).

It is always a good idea for you to check with your advisor or the Dean, School of Graduate Studies after your special project has been submitted to be sure that you have completed all requirements for graduation. If you haven't completed an application for graduation, be sure to do so. (Applications are available in the Graduate Studies Office, Barnard 102 or on line at www.ccsu.edu/grad - click on forms.)

That's it! Go home, tell your significant other, family or friends to celebrate with you. You've earned it.
Chapter 2

School of Graduate Studies Policies and Requirements

Central Connecticut State University follows certain procedures regarding approval of special projects (see below). Individual departments may set additional criteria. (See Chapter 3.)

After a Plan C special project has been approved by your special project committee, the chair of the committee must submit:

1. The original, including abstract, of the special project in a three-ring notebook or clamp-type binder;
2. one copy, including abstract, of the special project in a three-ring notebook or clamp-type binder;
3. one (1) additional copy of the abstract to be maintained in the School of Graduate Studies Office;
4. Approval of Special Project Form (see Appendix F) signed by all members of the special project committee, to the Assoc. V. P. for Academic Affairs/Dean, School of Graduate Studies.

(Plan E projects are handled differently per department policies.)

In addition to the original and copy of the special project, students may prepare final copies of the special project for their special project advisor, other members of their committee, and themselves.

The Graduate School also has certain style guidelines that govern:

Special Project Cover Page

Each special project must include a cover page of pertinent information. The cover page should contain the following elements (items in italics require you to put in accurate information):
Abstract Cover Page (See Appendix G)

Each special project must include an abstract that summarizes the purpose, methodology, findings and conclusions of the study. The abstract should be written with approximately 200-300 words or from one to two pages. As a summary of the special project, it should contain the following elements: (1) a summary of the project’s purpose; (2) brief statements regarding the methods of investigation or the planning of the project; (3) a description of the results or the findings, including where and how you obtained them; and (4) conclusions and/or recommendations, which relate back to the original objective of the special project. When writing an abstract, it is important to be exact, concise, and unambiguous.

Biographical Note It is your choice as to whether to include a short biographical note as the last page of your special project. At minimum, you should summarize your academic background and honors and pertinent employment history. Additional information—about your family, your interests, your long-term goals—is acceptable.

Digitized/Electronic Submission

Students completing Special Projects may submit a copy of their special project in digital format. The specific procedures are explained below and also in Appendix H. Both the digital copy and the signed Special Project Reproduction Form should be submitted to the Graduate School Office (Barnard 102) at the same time that you submit the hard copy and abstract of your special project.
Special Project Deadlines

Submission of special projects follows the final examination deadlines for both fall and spring semesters. For students seeking summer graduation, Special Projects should be submitted no later than August 15.

Capstone Rubric

The Graduate Studies Committee has developed and approved a capstone rubric form (Appendix I). The rubric provides specific areas that all special projects should contain and indicates levels by which special projects will be assessed by committee members.
SPECIAL PROJECT CHECKLIST

The following checklist is provided to assist you with the organization of your special project. It is suggested that you check all the boxes below to be certain your special project contains each of the items before you submit your special project for review.

The paper format of your special project should be assembled in the following order

☐ Special Project Cover Page
☐ Abstract Cover Page
☐ Abstract  (The abstract size should be between 200-300 words.)
☐ Text/Narrative, along with appropriate tables and figures
☐ List of References
☐ Appendices
☐ Biographical Statement (If appropriate)

Submission requirements:

☐ Original and one copy of the special project, including abstracts in each
☐ Additional Abstract for Office, School of Graduate Studies
☐ Approval of Special Project Form (See Appendix F)  
  (Form must be signed by all members of the special project committee.)
☐ HSC or IACUC Approval Forms, as appropriate
☐ Special Project Reproduction Approval Form, if appropriate (See Appendix H)
☐ Capstone Scoring Rubric (completed by readers)
Chapter 3

Specific Department Requirements

As noted in earlier chapters, The University's Graduate Studies Committee has established certain policies regarding the special project process. Beyond these requirements, individual departments may set additional criteria or policies regarding special project work. Departmental special project requirements may include committee size and/or composition, style, format, and evaluation process, such as an oral defense of special project. Table 1 presents a summary of these requirements for Special Projects that are considered Plan C. Table 2 presents a summary of these requirements for Special Projects that are considered Plan E.

Students should consult individual departments for these specific requirements.

**Table 1**

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<td>Department</td>
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<tr>
<td>Art</td>
</tr>
<tr>
<td>Communication</td>
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<tr>
<td>Computer Sciences, MIS, Comp. Electronics/Graphic Technology</td>
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<tr>
<td>Criminology/Criminal Justice</td>
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<tr>
<td>Design (Graphic Information)</td>
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<td>Engineering Technology</td>
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### Table 1 (Continued)

**DEPARTMENT PLAN C SPECIAL PROJECT**

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<tr>
<th>Department</th>
<th>Program</th>
<th>Course Number</th>
<th>Type of Project</th>
<th>Committee Membership</th>
<th>Style Format</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>MS Geography</td>
<td>GEOG 595</td>
<td>Applied Research</td>
<td>Must be members of the dept.</td>
<td>Chicago</td>
<td>Oral defense</td>
</tr>
<tr>
<td>History</td>
<td>MA Public History</td>
<td>HIST 595</td>
<td>Client or Academically Based Research (Exhibitions, Oral Histories Archival Preparation, Walking Tours, etc.)</td>
<td>Two or more faculty</td>
<td></td>
<td></td>
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<tr>
<td>International and Area Studies</td>
<td>MS International Studies</td>
<td>IS 595</td>
<td>Applied Research</td>
<td>Full-time faculty who teach for IS program</td>
<td>APA or MLA</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>Manufacturing &amp; Construction Management</td>
<td>MS Construction Management</td>
<td>IT 595</td>
<td>Applied Research</td>
<td>Advisor and at least one more faculty member</td>
<td>APA</td>
<td>Public presentation to faculty and students in the program</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MS Math</td>
<td>Math 590</td>
<td>Action Research</td>
<td>Two or more faculty</td>
<td>APA</td>
<td>Oral defense</td>
</tr>
<tr>
<td>Music</td>
<td>MS Music Education</td>
<td>MUS 597 A (formerly 500)</td>
<td>Action Research</td>
<td>Two or more faculty</td>
<td>APA or MLA</td>
<td></td>
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<tr>
<td>Music</td>
<td>MS Music Education</td>
<td>MUS 597B</td>
<td>Performance or Conducting Recital</td>
<td>Two department members</td>
<td>APA</td>
<td>Oral Defense</td>
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<td>Technology Education</td>
<td>MS Technology Education</td>
<td>TE 596</td>
<td>Curriculum Project or Action Research in a classroom setting</td>
<td>Two department members</td>
<td>APA</td>
<td></td>
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</tbody>
</table>
## Table 2

**DEPARTMENT PLAN E SPECIAL PROJECT**

<table>
<thead>
<tr>
<th>Department</th>
<th>Program</th>
<th>Course Number</th>
<th>Type of Project</th>
<th>Style Format</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership</td>
<td>MS Educational Technology</td>
<td>EDT 597</td>
<td>Applied Research</td>
<td>APA</td>
<td></td>
</tr>
<tr>
<td>Physics/Earth Science</td>
<td>MS Natural Sciences Specialization: Science Education</td>
<td>SCI 595</td>
<td>Action Research</td>
<td></td>
<td>Research Presentation Submission for possible Publication</td>
</tr>
<tr>
<td>Special Education</td>
<td>MS Special Education</td>
<td>SPED 596 and SPED 597</td>
<td>Action Research</td>
<td>APA</td>
<td></td>
</tr>
<tr>
<td>Teacher Education</td>
<td>MS Early Childhood Education, MS Elementary Education</td>
<td>EDEL 591 EDEL 592</td>
<td>Action Research</td>
<td>APA</td>
<td>Presentation</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>MAT</td>
<td>MAT 550</td>
<td>Action Research</td>
<td>APA</td>
<td>Presentation</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>MS Educational Foundations: Secondary Education track</td>
<td>EDSC 585</td>
<td>Action Research</td>
<td>APA</td>
<td>Presentation</td>
</tr>
</tbody>
</table>
References


Appendix A

Graduate School—Central Connecticut State University, New Britain CT 06050
GRADUATE CAPSTONE COURSE REGISTRATION FORM for Plan A (Thesis) and Plan C
(Special Project)

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID or Soc Sec #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street:</td>
<td>Telephone Nos.: (H)</td>
</tr>
<tr>
<td>City:</td>
<td>(W)</td>
</tr>
<tr>
<td>State/Zip:</td>
<td>Email Address:</td>
</tr>
<tr>
<td>Country (if appl.):</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Program (e.g., Math, Reading, Spanish) and Degree (e.g., MS, MA):

Current Graduate Overall GPA: | Number of Program Credits Completed:

***A student must have at least a 3.00 overall GPA to be eligible for all graduate program capstones and have completed 18 credits (for programs with 30-35 credits) or 24 credits (for programs with more than 36 credits).***

Capstone Title:  
Capstone Type | Academic Term | Year | Student Status
---|---|---|---
☐ Plan A: Master’s Thesis | ☐ Fall ☐ Spring | ☐ Full-time ☐ Part-time
☐ Plan C: Special Project | ☐ Summer (only by special approval of the Dean of Graduate Studies) | |

The sponsoring faculty member completes this section with the graduate student:

Proposed Course No. (e.g., ENG 599, EE 596): | Average Weekly Contact Hrs. (3, 6): | Credits (3, 6):
---|---|---

Meeting Place (classroom, office, or other location):

Evaluation Schedule:

Planned Readings and Other Assignments:

Means for Evaluation:

Required Capstone Written Agreement/Approvals:

Submitted by | Date:
---|---
| Student’s Signature | Printed Name
Sponsored by | Date:
| Faculty Member’s Signature | Printed Name
Approved by | Date:
| Department Chair’s Signature | Printed Name
| Dean of Academic School’s Signature | Printed Name
| Dean of Graduate School’s Signature | Printed Name

Note: faculty load credit of .5 is awarded when capstone advisor submits student’s thesis or special project proposal approval form and thesis or special project proposal to the Graduate School Dean; final .5 is awarded when advisor submits completed capstone work and final approval form to the Graduate Dean.

Effective 11/2005 Distribution of Completed Form: original—Enrollment Center; copies—faculty member, chair, student, academic dean, Graduate School

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Appendix B

Description of the Human Studies Council and the
Institutional Animal Care and Use Committee

Use of Human Participants or Animal Subjects in your Research

In keeping with current federal standards and regulations, all research involving human participants or animal subjects must be approved by the appropriate campus committee: the Human Studies Committee (HSC) or the Institutional Animal Care and Use Committee (IACUC). These groups function to insure that appropriate safeguards are used to protect the rights and well being of research subjects.

Human Studies Council

The function of the Human Subjects Council is to protect the rights and welfare of human research participants and to assist faculty and students engaged in relevant research from unknowingly committing unethical acts. The HSC conducts a risk-benefit analysis in which committee members review: the objectives and methods of the proposed study, the involvement of humans in the project, the potential for risks to participants, the procedures that will be used to protect participants from risk, and the potential social and scientific benefit that will accrue from the study. Many minimal risk studies with adult volunteers are approved quickly through an expedited review process. However, research with certain protected populations (e.g., children, prisoners, mentally disabled persons) or research that involves deception or greater than minimal risk go through a full review process. The full review process can be done only at convened meetings of the full HSC. These meetings generally take place during the regular academic year every three weeks. Students should be sure to submit proposals in a timely manner that factors in the turn around time that will be needed for the review process. It is important that your research proposal is submitted for HSC review, since approval by this committee essentially says that the University supports your work. Copies of the CCSU Human Research Policy, guiding ethical principals and federal guidelines, are available from the Office of Sponsored Programs, Barnard 120 or at www.ccsu.edu/humanstudies.

In cases where research involving human participants is being performed at another institution, approval must also be obtained from appropriate review committees at that institution. Copies of such approval should be attached to the CCSU forms to expedite the review process.

For more information, or for copies of the Human Research Approval Form, contact Mimi Kaplan, Assistant Director of the Office of Sponsored Programs, 120 Barnard Hall (phone: 832-2366; e-mail: Kaplan@mail.ccsu.edu or www.ccsu.edu/humanstudies.)
Institutional Animal Care and Use Committee (IACUC)

The IACUC is responsible for oversight and evaluation of the animal care and use program at CCSU. Its functions include inspection of facilities; evaluation of programs and animal-activity areas; review of proposals for the use of animals in research, testing or education; and the review of concerns involving the care and use of animals at CCSU.

The following should be considered in the preparation and review of animal care and use protocols:

- Rationale and purpose of the proposed use of animals
- Justification of the species and number of animals requested. Whenever possible, the number of animals requested should be justified statistically.
- Availability or appropriateness of the use of less-evasive procedures, other species, isolated organ preparation, cell or tissue culture, or computer simulation.
- Adequacy of training and experience of personnel in the procedures used.
- Unusual housing and husbandry requirements.
- Appropriate sedation, analgesia and anesthesia.
- Unnecessary duplication of experiments.
- Conduction of multiple major operative procedures.
- Criteria and processes for timely intervention, removal of animals from a study, or euthanasia if painful or stressful outcomes are anticipated.
- Post procedure care.
- Method of euthanasia or disposal of animals.
- Safety of work environment for personnel.

The Application for Project Approval (APA) form is available from Ruth Rollins, Chair IACUC, located in Copernicus Hall. Each APA is reviewed by the IACUC, which includes a veterinarian. Some protocols may be approved by an expedited process and may require two to three weeks. Other protocols require a full review process that can be done only at a regularly convened meeting of the full IACUC. The full committee generally meets four times a year. Timely submission of proposals is especially important if approval is required before submission of research proposals for university or external grants.
TO ALL CCSU APPLICANTS:  
If humans are to be involved and/or are to be placed at risk,\(^1\) directly or indirectly, in any research project, please read this notice carefully.

HHS regulations require that all applications for support of research or training projects, which use human subjects or human materials, or place humans at risk in any way, should have the prior approval\(^2\) of the Central Connecticut State University Human Studies Council. The HSC operates under strict HHS guidelines. Each principal investigator is expected to submit the Human Studies form for HSC review and approval.

If you have any questions, contact the Office of Sponsored Programs and Research Services (832-2366). For forms and policies go to www.ccsu.edu/humanstudies.

NOTE: HSC APPROVAL MUST BE RENEWED ANNUALLY

Review of non-sponsored research by the HSC is encouraged. If a project is not reviewed, CCSU is not liable for any legal action resulting from the research. It is in your best interest to have your research reviewed.

\(^1\)The following extract is taken from HHS regulations: "Subject at risk means any individual who may be exposed to the possibility of injury, including physical, psychological, or social injury, as a consequence of participation as a subject in any research, development or related activity which departs from the application of those established and accepted methods necessary to meet his needs, or which increases the ordinary risks of daily life, including the recognized risks inherent in a chosen occupation or field of service."

\(^2\)If prior approval is not obtained; approval of the HSC must follow the application within 60 days of mailing.
CCSU Human Studies Approval Form

CCSU HUMAN STUDIES APPROVAL FORM

PLEASE TYPE

PRINCIPAL INVESTIGATOR:__________________________________ PHONE:_________

IF CCSU STUDENT, PLEASE ENTER CCSU ID#______________

INVESTIGATOR’S MAILING ADDRESS: STREET, CITY, STATE AND ZIP

___________________________________________________________

TITLE OF PRINCIPAL INVESTIGATOR:____________________________ EMAIL_____________________

TITLE OF PROJECT:______________________________________________

For students, please indicate (check) which of the following best describes your project:

_____ Dissertation
_____ Thesis
_____ Special Project (graduate level capstone other than thesis or dissertation)
_____ Class project: specify CCSU DEPT/CLASS:____________________________
_____ Other undergraduate research project

Who is your supervising professor? _______________________

What is your professor’s academic department? ______________________

☐ If this research is for thesis/graduate work or ANY other STUDENT PROJECT, your supervising professor must sign below indicating approval for submission of proposal to HSC. Professor’s approval means that the supervising professor has reviewed all material to be submitted by the student researcher and has determined that the submission is complete, is consistent with relevant ethical principles and procedures, is free of typographical and other errors, and that the quality of the material is deemed to be suitable for human studies review and distribution to potential participants, as appropriate.)

PROFESSOR’S SIGNATURE INDICATING APPROVAL* __________________________

Note: If you are submitting this electronically, your supervising professor should submit a separate e-mail or letter indicating approval of your project.)

Will your research be conducted in a school or other external agency? ____yes  ____no

If you answered 'yes' to the question above, you must attach written "gatekeeper" approval with this application. (For example, if you are conducting a study in a school or external agency, gatekeeper approval is typically written permission from the principal/superintendent or agency director. Letter should be on official letterhead. Gatekeeper must indicate familiarity with the goals and methods of the study and state permission/support for the project.)

SPONSORING AGENCY (if applicable)_______________________________________

PROJECT START DATE:______________________ CONTINUATION______________________
NEW PROPOSAL_______  OLD PROPOSAL WITH CHANGES_____
OLD PROPOSAL W/OUT CHANGES_____

IF OLD PROPOSAL, PREVIOUS HSC #__________

PLEASE COMPLETE ALL PARTS OF THIS FORM
1. SUMMARIZE YOUR PROPOSED RESEARCH; OUTLINE OBJECTIVES AND METHODS
(Do not exceed 150 words) See #2 on Checklist.

2. SUMMARIZE ALL INVOLVEMENT OF HUMANS IN THIS PROJECT: (WHO, HOW MANY, AGE, SEX, LENGTH OF INVOLVEMENT, FREQUENCY, ETC.)

3. INDICATE WHETHER ANY SUBJECT OF YOUR RESEARCH WILL BE SELECTED FROM THE FOLLOWING CATEGORIES:
   ( ) Minors     ( ) Pregnant women     ( ) Mentally retarded     ( ) Mentally disabled
   ( ) Physically disabled     ( ) Prisoners     ( ) Addicts     ( ) Parolees
   ( ) Fetuses     ( ) none of the above

4. CHECK ALL RISKS TO HUMANS INVOLVED IN YOUR PROJECT: (See #3C Checklist)
   ____ No risks
   ____ Deception
   ____ Personal material (interviews, opinions, test scores)
   ____ Stress or emotional arousal
   ____ Loss of privacy
   ____ Embarrassment, disappointment, or other disagreeable emotion
   ____ Alteration of self-concept (e.g., through knowledge of test scores)
   ____ Physical or psychological trauma or pain
   ____ Loss of legal rights
   ____ Experimental diagnostic procedures
   ____ Side effects of medications
   ____ Experimental treatment procedures
   ____ Contraction of disease
   ____ Worsening of illness

BRIEFLY EXPLAIN ANY OF THE ABOVE YOU CHECKED
5. INDICATE PROCEDURES TO PROTECT HUMAN PARTICIPANTS FROM RISKS
   (Check all appropriate):
   
   _____ Precautions in uses of stressors or emotional material (explain below)
   _____ When deception used, subjects full informed as to the nature of the research at a feasible
time (explain below)
   _____ Procedures to minimize changes in self concept (explain below)
   _____ Data from protected sources
   _____ Code numbers will be used
   _____ Individual data submerged in results
   _____ No unauthorized use of data
   _____ Data confidentiality will be used
   _____ Debriefing on experimental purposes
   _____ Clinical trial (describe data monitoring below)
   _____ Sterile equipment
   _____ M.D. or other appropriately trained individual in attendance

   OTHER AND EXPLANATIONS:

6. INDICATE HOW YOU WILL OBTAIN INFORMED CONSENT (see sample CONSENT FORM)

   _____ Subject or parent/guardian reads information on consent form and signs (Please attach a copy of the
   consent form used)

   _____ Subject receives ORAL briefing (from principal investigator or Project personnel) and then gives
   ORAL consent. (Please attach copy of the text of briefing and consent)

   _____ Other (please explain)

7. BRIEFLY DESCRIBE THE SOCIAL AND SCIENTIFIC BENEFITS THAT WILL ACCRUE TO EACH
   HUMAN SUBJECT, OR TO HUMAN BEINGS IN GENERAL, AS A RESULT OF THE INDIVIDUAL'S
   PARTICIPATION IN THE PROJECT:
DRUG FREE CERTIFICATION
As a condition of approval of this research, I certify that I will not engage in the unlawful manufacturing, distribution, dispensing, possession or use of a controlled substance in conducting any activity associated with this research. (45 CFR 620, subpart F, Appendix C)

SCIENTIFIC MISCONDUCT STATEMENT
I certify that I am aware that Central Connecticut State University does not tolerate scientific misconduct. The following PHS definition (NPRM) is accepted by the University: "'Misconduct' or 'misconduct in science' as used herein is defined as plagiarism, deception or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting or reporting research; or (2) material failure to comply with federal requirements that uniquely relate to the conduct of research."

Signature of Investigator __________________________ Date __________________________

*If you are submitting this form electronically check here and read section B below. Please note that you should also print one hard copy of this form and send it with your signature via mail to: Office of Sponsored Programs, Barnard Hall, Room 120. We must have a signed copy on file before we can approve the project.

A. If submitting paper copies: SUBMIT TWO (2) COPIES OF THIS FORM WITH THE FOLLOWING ATTACHED TO EACH COPY:

1. Copies of each consent form (written and/or verbal text)
2. Copies of all questionnaires, surveys, tests and other relevant material used

SEND OR DELIVER ALL COMPLETED FORMS TO:

Mimi Kaplan, Kaplan@ccsu.edu Sponsored Programs, Barnard Room 120.

B. If submitting electronically: Submit a copy of this form, a copy of each consent form (written and/or verbal text), and a copy of all questionnaires, surveys, tests and other relevant material used attached as MS-Word or .pdf (or similar standard file type) documents. E-mail to Kaplan@ccsu.edu and to waite@ccsu.edu.

Where to direct questions: Please call Ms. Mimi Kaplan, Assistant Director, Office of Sponsored Programs at (860) 832-2366 or Dr. Bradley Waite, Chair, Human Studies Council at (860) 832-3115, if you have questions about submissions.

Be sure that you also view the HSC Sample Consent Form and checklist. The sample consent form is intended for your use as a “boilerplate” consent instrument. You will need to fashion your actual consent instrument in a format that is appropriate for and specific to your study and research participants.

All HSC information can be found at www.ccsu.edu/humanstudies

HSC Sample Consent Form

The sample provided below is intended as a guide to assist you in providing full information and obtaining and documenting participants’ informed consent. Feel free to draw from it liberally or use as a “boilerplate.” See item 4 of the HSC approval checklist (in Appendix D on web site) for a listing of issues that should be addressed in your consent form. See also the Documentation of Informed Consent Checklist (Appendix B on the website) for further information.]
1. Invitation to Participate and Description of the Project. You are being asked to participate in our study of [ ]. We are investigating this topic in order to further our understanding of [ ]. Describe how participant was recruited to participate if it is not obvious. Your participation in the research study is voluntary. Before agreeing to be part of this study, please read and/or listen to the following information carefully. Feel free to ask questions if you do not understand something.

2. Description of Procedure. If you participate in this study, you will (may) be asked to [list and describe all procedures here; include information on the duration of involvement].

3. Risks and Inconveniences. [List all risks here. List protections from risk here. Risks are not limited to the physical. They may also involve the potential for psychological or social injury, fatigue or other. For example, consider embarrassment or other feelings that are uncomfortable. For some studies a statement like the following might be useful: There is a possibility that some of the questions in the interviews may make you feel uncomfortable. We will be asking you about personal things and you may feel embarrassed at times when taking about [ ]. This rarely happens, but if you do feel uncomfortable, you can do any of the following: you can choose not to answer certain questions, you can take a break and continue later, you can choose to stop the research (interview, etc). If you wish you can call [ ] or someone else of your choosing to talk about your feelings. Please note that some of these issues may not be applicable to your study and you may have other protections from risk in place. Please describe such here.]

4. Benefits. [Describe all benefits here. Even if your study has no direct benefits to the participant you should describe the general class of benefits to accrue, such as: This study was not designed to benefit you directly, however, there is some possibility that you may learn about [ ] through your participation. In addition, what we learn from the study may help us to better understand [ ].]
5. Financial (or other) considerations: [Describe any financial or other (e.g., course credit) considerations.]

6. Confidentiality. [Describe confidentiality arrangements. For example, if applicable you may state: Any and all information obtained from you during the study will be confidential. Your privacy will be protected at all times. You will not be identified individually in any way as a result of your participation in this research. The data collected however, may be used as part of publications and papers related to [the research topic]. If participation is anonymous you may note that here.]

7. Voluntary Participation. Your participation in this study is entirely voluntary. You may refuse to participate in this research. Such refusal will not have any negative consequences for you. If you begin to participate in the research, you may at any time, for any reason, discontinue your participation without any negative consequences.

8. Other considerations and questions. Please feel free to ask any questions about anything that seems unclear to you and to consider this research and consent form carefully before you sign.

Authorization: I have read or listened to the above information and I have decided that I will participate in the project described above. The researcher has explained the study to me and answered my questions. I know what will be asked of me. I understand that the purpose of the study is [     ]. If I don't participate, there will be no penalty or loss of rights. I can stop participating at any time, even after I have started.

I agree to participate in the study. My signature below also indicates that I have received a copy of this consent form.

Participant’s signature____________________________________ Date _________________

Name (please print) ______________________________________

[If applicable, Signature of Person Obtaining Consent]

[P lease be reminded that signed, fully informed permission of parent(s) or guardian (s) as well as the assent of participants will be required for studies involving minors.]

If you have further questions about this research project, please contact the principal investigator, [name, at (860) 832-xxxx, e-mail:     ] or faculty supervisor [if different, name, at (860) 832-yyyy, e-mail:     ]. If you have questions about your rights as a research participant or if you have a research related complaint please contact Ms. Mimi Kaplan, Assistant Director, Office of Sponsored Programs and CCSU Human Studies Council Administrator at (860) 832-2366, e-mail: Kaplan@ccsu.edu; or Dr. Bradley Waite, Chair, CCSU Human Studies Council at (860) 832-3115, e-mail Waite@ccsu.edu.

The participant will be given one copy of this consent form. One copy of this form is to be kept by the investigator for at least five years.

[Version 8.30.01]
APPROVAL CHECK LIST

1. **Administrative**
   - a. Are the appropriate number of copies submitted?
   - b. Are copies of each informed consent form submitted?
   - c. Are copies of each questionnaire and/or example stimuli submitted?

2. **Scientific Aspects**
   - a. Is the hypothesis stated?
   - b. Is the research design appropriate?
   - c. Does the information to be collected provide a means to answer the hypothesis?
   - d. Is a sample size calculation performed? If not, is it necessary?

3. **Human Subjects Issues**
   - a. Is the study population defined?
   - b. Are there any anticipated problems from using this study population? Is it appropriate for the hypothesis to be tested? Are subject recruitment procedures documented? Will the study be advertised? Is subject compensation addressed?
   - c. Are the risks adequately defined?
   - d. Are the potential benefits clearly defined to the subjects and to society?
   - e. Do the benefits outweigh the risks?
   - f. How are subjects protected from risks?

4. **Consent Form**
   - a. Is the study title on each page with the investigator's name and contact telephone numbers?
   - b. Is there a clear description of the study goals, design and implementation?
   - c. Is there a clear description of potential risks?
   - d. Is there a clear description of what is expected of the subject such as extra visits, extra tests, and the duration of the subject's participation?
   - e. Are all of the standard University statements, as stated in the CCSU Human Studies Council policy, included (such as confidentiality, withdrawal, subject rights, and compensation provided)?
   - f. Is the consent form readable and in clear, easy to understand lay terms? Are there spelling, typographical, or grammatical errors?

---

"Risk" means any individual who may be exposed to the possibility of injury, including physical, psychological, or social injury, as a consequence of participation as a subject in any research, development, or related activity which departs from the application of those established and accepted methods necessary to meet the person's needs, or which increases the ordinary risks of daily life, including the recognized risks inherent in a chosen occupation.
Appendix D

Human Studies Council Exemption Form

PLEASE TYPE into bracket areas. Use as much space as you need.

PRINCIPAL INVESTIGATOR: ___________________________________  _______________

Your Name  Phone

IF CCSU STUDENT, PLEASE ENTER CCSU STUDENT ID# ______________________

INVESTIGATOR'S MAILING ADDRESS:

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

TITLE OF PRINCIPAL INVESTIGATOR: ______________________________________________

E-MAIL: __________________________

TITLE OF PROJECT: ______________________________________________________________

For students, please indicate (check) which of the following best describes your project:

_____ Dissertation
_____ Thesis
_____ Special Project (graduate level capstone other than thesis or dissertation)
_____ Class project: specify CCSU DEPT(CLASS): ________________________________
_____ Other undergraduate research project

Will your research be conducted in a school or other external agency? _____yes  _____no

If you answered 'yes' to the question above, you must attach written "gatekeeper"
approval with this application. (For example, if you are conducting a study in a school you
must attach written permission from the principal or superintendent of that school or district.)

Who is your supervising professor? __________________________

What is your professor’s academic department? __________________________

PROFESSOR’S SIGNATURE INDICATING APPROVAL* ________________________________
(*note: professor’s approval means that the supervising professor has reviewed all material to be submitted by the student researcher and has determined that the submission is complete, is consistent with relevant ethical principles and procedures, is free of typographical and other errors, and that the quality of the material is deemed to be suitable for human studies review and distribution to potential participants, as appropriate.)

SPONSORING AGENCY (if applicable): __________________________________________________

PROPOSED PROJECT START DATE: _______________________

A. See the listing of exemption categories attached at the end of this form. In which of these exemption categories do you believe your project falls? ______ (insert the specific number here)

B. Please check Yes or No for each of the following items.

___Yes ___No 1. My research deals with sensitive topics (i.e., those dealing with behaviors, which, if publicly disclosed, could be damaging to participants or place them at risk of criminal or civil prosecution.

___Yes ___No 2. My research participants may experience physical, emotional, or mental stress, discomfort or harm as a consequence of their participation (e.g., includes embarrassment, etc).

___Yes ___No 3. My research will include hospitalized, institutionalized, or mentally retarded persons; prisoners; pregnant women or fetuses; or other members of a vulnerable population).

If you answered “yes” to any of the above questions STOP HERE, your project does not qualify for exempt status; you should apply for an expedited or full review. See www.ccsu.edu/humanstudies/hsc_forms_page.htm to get the HSC form and to get further information (or call 832-2366). Otherwise go on to items 4 and 5.

___Yes ___No 4. My research participants will include children under the age of 18 years.

___Yes ___No 5. My research will be conducted in a normal classroom setting and will involve only normal educational practices.

If you answered “yes” to Item 4 and “no” to Item 5 STOP HERE, your project does not qualify for exempt status; you should apply for an expedited or full review. See www.ccsu.edu/humanstudies/hsc_forms_page.htm to get the HSC form and to get further information (or call 832-2366). Otherwise, type a brief answer to each of the following:

1. Describe the nature and purpose of your research. Be sure to describe your methods here (Do
not exceed 150 words).

2. Summarize all involvement of humans in this project. (who, how many, age, sex, length of involvement, etc).

3. Describe the procedures you will use to assure participants that their involvement in the project is voluntary and that there is no penalty for not participating. Include verbatim instructions or text, as appropriate.

4. Will the information you collect include identifiers of any kind? Yes___ No___
   *If yes, describe the procedures you will use to inform your participants of this and to ensure the confidentiality of their information.*

5. If applicable, please submit the following attachments:
   a. Copies of each consent form (written and/or verbal text) or letter.
   b. Copies of all questionnaires, surveys, tests and other relevant material used.
   c. Copy of gatekeeper letter.

PRINCIPAL INVESTIGATOR’S SIGNATURE* ________________________

* Your signature indicates your belief that this study is exempt from review.

If you are submitting this electronically, check here ___ if you believe your study is exempt from review.

Email completed form (with accompanying surveys, consent forms, gatekeeper letters) to waite@mail.ccsu.edu and Kaplan@mail.ccsu.edu or submit 2 paper copies to:

Mimi Kaplan, Sponsored Programs, Room 120 Barnard Hall. Phone: 832-2366
Exemption Categories
Research activities in which the only involvement of human participants will be in one or more of the following categories are exempt from review:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
   (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

5. Research and demonstration projects which are conducted by or subject to the approval of Department or Agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Thanks to CSUSM for the foundations of this exemption form.
APPROVAL CHECK LIST

1. Administrative
   ___a.  Are the appropriate number of copies submitted?
   ___b.  Are copies of each informed consent form submitted?
   ___c.  Are copies of each questionnaire and/or example stimuli submitted?

2. Scientific Aspects
   ___a.  Is the hypothesis stated?
   ___b.  Is the research design appropriate?
   ___c.  Does the information to be collected provide a means to answer the hypothesis?
   ___d.  Is a sample size calculation performed? If not, is it necessary?

3. Human Subjects Issues
   ___a.  Is the study population defined?
   ___b.  Are there any anticipated problems from using this study population? Is it appropriate for the hypothesis to be tested? Are subject recruitment procedures documented? Will the study be advertised? Is subject compensation addressed?
   ___c.  Are the risks adequately defined?
   ___d.  Are the potential benefits clearly defined to the subjects and to society?
   ___e.  Do the benefits outweigh the risks?
   ___f.  How are subjects protected from risks?

4. Consent Form
   ___a.  Is the study title on each page with the investigator's name and contact telephone numbers?
   ___b.  Is there a clear description of the study goals, design and implementation?
   ___c.  Is there a clear description of potential risks?
   ___d.  Is there a clear description of what is expected of the subject such as extra visits, extra tests, and the duration of the subject's participation?
   ___e.  Are all of the standard University statements, as stated in the CCSU Human Studies Council policy, included (such as confidentiality, withdrawal, subject rights, and compensation provided)?
   ___f.  Is the consent form readable and in clear, easy to understand lay terms? Are there spelling, typographical, or grammatical errors?

---

1"Risk" means any individual who may be exposed to the possibility of injury, including physical, psychological, or social injury, as a consequence of participation as a subject in any research, development, or related activity which departs from the application of those established and accepted methods necessary to meet the person's needs, or which increases the ordinary risks of daily life, including the recognized risks inherent in a chosen occupation.
Appendix E
Approval of Special Project Proposal

CENTRAL CONNECTICUT STATE UNIVERSITY
New Britain, Connecticut

TO: Assoc. V. P. Academic Affairs/
    Dean, School of Graduate Studies, Barnard 102

FROM: Primary Special Project Advisor: ________________________________

SUBJECT: Approval of Special Project Proposal

Attached you will find a copy of the approved special project proposal prepared by:

_________________________________________  __________________________
Name of Student                                                               Degree Program

Title of Approved Special Project Outline:

______________________________________________________________________

If human or animal subjects are involved, your approval letter from the HSC _____or
IACUC________ should be attached.

Signed: ___________________________________________  Printed: _________________
    (Primary Special Project Advisor)                (Primary Special Project Advisor)

_________________________________________  Printed: _______________________
    (Committee Member)                              (Committee Member)

_________________________________________  Printed: _______________________
    (Committee Member)                              (Committee Member)

Date approved by Advisor and Committee Member(s)__________________________

Accepted by: ____________________________________________________________

Assoc. V.P. for Academic Affairs/Dean, School of Graduate Studies

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Appendix F

Approval of Special Project

CENTRAL CONNECTICUT STATE UNIVERSITY
New Britain, Connecticut

TO: Assoc. V. P. for Academic Affairs/
    Dean, School of Graduate Studies

FROM: ________________________________         ____________________
    Primary Special Project Advisor                           Program

SUBJECT: Approval of Special Project

Attached you will find an original of the approved special project, and one (1) additional
copy of the abstract prepared by:

____________________  _________________________
    Name of Student                                          Degree Program

Title of Approved Special project:

____________________________________________________________________

If human or animal subjects were involved, have you included HSC or IACUC Approval
in the Appendix of Special project ________________________________.

Date Approved: _______________________

Signed: ________________________________       Printed: ________________________________
    (Primary Special project Advisor)                   (Primary Special project Advisor)

____________________
    (Committee Member)

____________________
    (Committee Member)

____________________
    (Committee Member)

Accepted by: _________________________________________________
    Assoc. V.P. for Academic Affairs/Dean, School of Graduate Studies

Date: _________________________
Appendix G

Sample Abstract Cover Sheet

Special Project Title

Your Name

An Abstract of a Special Project
Submitted in Partial Fulfillment of the
Requirements for the Degree of
(name your degree e.g. M.A. M.S.)

In

(your Program)

Central Connecticut State University
New Britain, Connecticut

Date

Special Project Advisor Name
Department
Appendix H

Elihu Burritt Library Special Project Reproduction Approval Form

Student Name: ____________________________________________  ____________________________________________  ____________________________________________  ____________________________________________

Last  First  Middle  Year of Birth*

Document Type:  _X_  Special Project

Document Title: ____________________________________________

___________________________

Student Agreement for Posting Special Project to the Web

Please check one of the boxes below indicating whether you give your permission to add your Special Project to our digital library.

☐ I do give permission / ☐ I do not give permission to the Library Systems office at Elihu Burritt Library, Central Connecticut State University, to post a complete copy of my Special Project to the Burritt Library homepage.

__________________________________________________________________________

Student Signature  Date

Special Project advisor’s and Dean’s signatures are required for posting to the digital library.

__________________________________________  ____________________________

Special Advisor Signature  Date

__________________________________________  ____________________________

Dean, School of Graduate Studies  Date

☐ If applicable, the organization in which the Special Project was conducted gives permission to the library.

__________________________________________________________________________

Organization Representative  Title  Organization

Changes to this Interlibrary Loan agreement should be made in writing to: Interlibrary Loan Office, Elihu Burritt Library, Central Connecticut State University, 1615 Stanley Street, New Britain, CT  06050

*Librarians who catalog books must establish a unique form of the name for a given author. Providing us with your year of birth will assist with this endeavor.
Appendix I

Capstone Rubric

Student’s Name ____________________________  CCSU ID # ________________

Faculty Assessors ______________________________________________________

<table>
<thead>
<tr>
<th>Capstone Rubric (Plans A/C/E)</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Definition of Project/Introduction Or Statement of Hypothesis</td>
<td>Introduction does not clearly explain the nature and structure of the capstone, its rationale and relevance to discipline.</td>
<td>Introduction clearly presents the capstone, its nature, relevance and structure.</td>
<td>Introduction makes strong case for the value the capstone provides to the discipline, as well as presenting its nature and structure.</td>
</tr>
<tr>
<td>2. Thesis/Argument</td>
<td>Argument is unclear, inconsistent, inappropriate, or not suitably original.</td>
<td>Argument is appropriate, clearly presented, consistently applied, and suitably original.</td>
<td>Argument is clear, consistent, sophisticated, and strikingly original.</td>
</tr>
<tr>
<td>3. Familiarity with/ Grounded in Literature. Knowledgeable of the current state of discipline</td>
<td>Does not indicate familiarity with literature; has large gaps and shows little grounding of the capstone in the literature. No substantive engagement.</td>
<td>Displays familiarity with reasonably full range of literature; demonstrates an appropriate grounding and engagement with the literature.</td>
<td>Displays impressive familiarity with full range of and grounding in literature; engages with it substantively and productively.</td>
</tr>
<tr>
<td>4. Methodology or Plans for the Project</td>
<td>Methodology is not clearly presented, not appropriate or not adequately applied to capstone.</td>
<td>Methodology is clearly presented, relevant and appropriately applied to capstone.</td>
<td>Methodology and project are mutually enriching.</td>
</tr>
<tr>
<td>5. Results/Findings/ Demonstration of Thesis Argument and Claims</td>
<td>Outcomes minimally address research questions and fail to demonstrate its claims persuasively. Presentation minimally addresses research questions; structure reflects a lack of organization, detail, understanding and/or accuracy.</td>
<td>Outcomes address research questions. Presentation of evidence uses argumentation and is reasonably persuasive in making connections with research ideas.</td>
<td>Outcomes thoroughly address research questions. Presentation of evidence conveys a mastery of argumentation. Structure provides a coherent and clear focus of new understandings.</td>
</tr>
<tr>
<td>6. Summary/ Conclusion or closing argument</td>
<td>Capstone summary is minimally supported by results and/or findings; exhibits a lack of original ideas, personal interpretation of findings, and/or an inability to draw an inventive synopsis.</td>
<td>Summary sufficiently supported by results and/or findings while adequately and accurately summarizing the capstone.</td>
<td>Summary presents carefully analyzed information to present inventive and originally developed decisions and/or conclusions supported by results and/or findings.</td>
</tr>
<tr>
<td>7. Bibliography/ References</td>
<td>Lack of proper format and limited details with many sources missing or incomplete.</td>
<td>Bibliography/References are mostly complete and correctly formatted. Capstone contains a variety of sources.</td>
<td>Bibliography/References are complete (all sources shown) and correctly formatted; inserted to validate evidence.</td>
</tr>
<tr>
<td>8. Writing</td>
<td>Writing is unclear, distracts from meaning, is not at appropriate level, or contains excessive errors.</td>
<td>Writing is clear and appropriately sophisticated, with virtually no errors, and supports meaning.</td>
<td>Writing is at or near professional level, has no errors, and enhances meaning.</td>
</tr>
</tbody>
</table>

Totals ____________ ____________ ____________

Overall Score: ____________