

A KU HONORS GUIDE TO:

# CAPSTONE



Turn in your Project



Complete your Project

Reflect on your Work



Explore your topic



Present Your project



Pick your Advisor



Identify your Topic





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## Overview of the Honors Capstone Project

The Honors Capstone Project represents an ambitious independent or collaborative research, creativity, innovation, or service-learning project that is the culmination of your college experience in the Honors Program at Kutztown University.

The Honors Capstone Project is about *process* more than it is about a *product*. As you study and develop your Capstone, you will map out a plan, have conversations with faculty members, create a proposal, conduct independent work, discover new ideas, face challenges, present your work in progress, write your own independent-study courses, produce or write the final project, and publish your original work to audiences out in the larger world.

Through the capstone process students will exercise the following Honors student learning goals:

**Self-authorship:** combine one's identity, relationships, beliefs, and values into a set of expressed commitments upon which to act.

**Communication:** develop and present ideas logically and effectively in order to enhance communication for various audiences and purposes.

**Integrative scholarship:** integrate knowledge to express insight and originality through disciplinary or multidisciplinary methods.

These learning outcomes are an expression of the following Kutztown University Honors Program Commitments:

**Leadership**—We seek out opportunities both on and off campus to initiate and coordinate meaningful change and positive uplift throughout our lives and communities.

**Community**—We actively endeavor to connect with others, foster inclusion, and participate in service projects that enhance the university and larger community with civic engagement.

**Intellectual Curiosity**—Recognizing that learning is a dynamic, participatory process, we are personally motivated to seek our knowledge, to explore, to discover, to question, to make connections, and to pursue deep inquiry at every opportunity.

**Experiential Learning**—We respect the classroom as a critical site of intellectual exchange, and we also choose to expand our intellectual horizons beyond it through participation in athletics, creative projects, public performance, fieldwork, undergraduate research, study abroad, and internships.

**Originality**—We are makers. We are doers. We transform learning into action, creativity, and innovation, hoping to serve and inspire the world.

Your Capstone Project will demonstrate your investment in your academic and creative passions, and the things you learn you will be able to apply in your personal and professional life for years to come.

Wishing you an exciting and enriching Capstone experience,

Professor Andrew Vogel  
Director, KU Honors Program

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# Finding Your Capstone Idea

In some ways the hardest part of the capstone project is coming up with your idea.

There is no prescribed model for a capstone. There is not one format that a capstone must take. That is, your capstone should take the shape of your learning and conform to the dictates of your own ambitions, which you will define for yourself in collaboration with faculty mentors.

As flexible as the format may be, your capstone should be *impressive*. It should be *original*. It should reflect your goals. It should be the biggest thing you've ever done, motivating you above and beyond. It won't conform to any arbitrarily prescribed criteria, but it should represent a concrete challenge that you aspire to meet. It should bring you pride, and it should in some way act as a springboard for the kind of work you want to do in the world. These are all generalities. Aside from meeting these abstract criteria, your capstone should take the shape that you design for it.

There's no need, of course, to go it alone. Connect with faculty and other advisors, work closely with them to help you flesh out and define what you want your capstone to be. Use the prospectus writing process to sketch the final product and map a course of learning for yourself to get there.

Just to brainstorm a little, if you're a painter, your capstone could be an expansive series of paintings. . .

- if you want to be a professor, you might want your capstone to look like a master's thesis
- if you're going into law, develop a legal study
- if you want to go into management, write a new business plan or an innovative business strategy proposal
- if finance is your thing, write a white paper on a strategy for an investment portfolio
- if you're a musician, augment your senior recital with deep background research and new compositions or arrangements
- if you're in computer science and information technology, don't write a paper, develop an application
- if you're in game design, build a game
- say you're an athlete in sports management and want to go into coaching, you could develop and apply an offensive schema and coaching philosophy
- if public relations is your thing and you're concerned about the environment and climate change, develop an informational campaign to coordinate political action
- animation majors should probably be making short films
- CTM majors should be making video projects or documentaries
- aspiring Social Workers should identify communities in need and create service interventions, which they can track

- if you're in ecology, do field work to uncover relationships in the biosphere
- if physics is your interest, work on mapping subatomic particle behavior
- if it's astronomy, join the search for exoplanets
- our educators could be developing curricula and, perhaps, applying and assessing learning gains during their student-teaching semester
- creative writers should finish their novel, complete that screenplay, compile a collection of poems, or develop a graphic narrative

Point being, there is not one thing that a capstone should be for all Honors students, because the purpose of the capstone is for you to apply what you've learned in your coursework in order to build the strengths that define you as a person. You should be excited about your work. You should love doing it. The only limits on the capstone are those that you set for yourself.

# Capstone Requirements

When it comes to questions of scope or length, this should be determined in direct consultation with your faculty mentor(s). A capstone does pursue excellence, but all of our fields define that differently. The Honors program will not dictate to you or your faculty advisors what your capstone must look like. When it comes to compiling a gallery show of paintings, how many paintings should you make? Ask your faculty mentor. When it comes to potentially publishable scientific discovery, how many pages? Your mentor should advise you. How long should a graphic novel be? Ask your mentor. A psychological study should be as long as it takes to build on the representative research and publish your new data. How long is a typical published study in any of the social sciences? Your mentor will advise you.

The flexibility in all this stands on the foundation of the Honors program commitments and learning outcomes, listed above—**self authorship, communication, and integrative scholarship**, which are an expression of our investment in leadership, community, experiential learning, intellectual curiosity, and originality. Building on these pillars, all capstone projects should include the following basic components:

- Capstone Proposal
- Independent study that creates space for self-directed creativity and problem solving that mark the characteristic skills of Honors graduates
- Work in Progress Seminar, including both a workshopping presentation and a brief written status reflection
- Project Amendments or mid-process revisions (if needed)
- Off Campus Presentation
- Final Project submission or publication, including a final process statement, reflection, and self-assessment.

Taken altogether this series of documents should be thought of as something of a capstone project portfolio. To illustrate, your final submission or publication of your capstone on the Rohrbach Library Research Commons, should bring together your initial proposal, the slide deck (if you made one) and status reflection from your WIPS, the poster presentation or slide deck (if you made one) from your off-campus presentation, the core piece of your project, and the final reflection and self-assessment.

## Capstone Proposal

Along with the capstone record sheet included at the end of this packet, a written project proposal should outline your background knowledge, regular classes, and courses courses-by-contract that established foundational knowledge or practices and inspired you. Take time to define your research question or project ambition, including the contribution you aspire to make or gap you wish to fill with your project. In your proposal,

you should also identify your specific learning outcomes and state why those are important to you. Building on your learning goals, you should outline how your project will allow you to develop them. Outline how the work you will do will help you learn what you want to learn and practice what you want to practice.

Then, your proposal should map out a fairly detailed and substantial list of learning resources that you will start working with to develop your project. Have a plan! This section will likely include a bibliography of reading, listening, viewing, and models that you'll study and interact with as well as tools that you'll need.



Further, describe the work arrangement shared between faculty mentor(s) and yourself. Along with simply outlining expectations as to deliverables, deadlines, and meetings, this should include an explanation of the course(s) wherein you will be doing your capstone work. Most students will use independent study courses 395H/398H, but other arrangements are possible such as studio art classes, computer science workshops, major-specific capstone courses, internships, field work, or even student teaching. Spell out the plan, whatever it is, and please include in your capstone proposal packet a copy of the Independent Study request form that you are submitting to your department.

Going deeper, take a little time in your proposal to detail the methods that you plan to use to create your project and/or conduct your research.

Your proposal should, likewise, include a proposed table of contents of the various different elements that your final project will likely include.

Also, if you need to secure things like rights for music or a theatrical production, IRB approval for social science research, lab materials for experiments, access to locations for field work, a visit to a historical archive, study abroad or any kind of travel, resources for a service project, access to data, or anything else you may need, then your proposal should spell out as precisely as possible the plan to secure all elements or approvals.

Think ahead and name a venue where you would intend to try to present your project to an off-campus audience. Planning ahead for that makes identifying opportunities and following through much easier.

Finally, your proposal should include an explanation of how this project represents self-authorship in terms of you defining your personal commitments. It should speak to those



ways that the project will help you grow as a communicator. And it should map out those ways that you're applying various knowledges and practices from your field(s) of study.

There is no set length that your proposal needs to be, but developing it in consultation with your faculty advisor and hitting all these points could easily produce a document of 4 or more pages.

## Work in Progress Seminar and Status Reflection

A Work in Progress Seminar (WIPS) should be presented during the first semester of independent work.



The WIPS is an important milestone in your project development. When you present your WIPS, you should be far enough along to have a solid narrative of where you started, of what you've learned so far with your project, and where it is going.

The WIPS presents, then, an opportunity to reflect. It is also very much a workshopping opportunity so you can get feedback that should help you see through your project successfully. At the same time it serves as practice for the presentation of your research off campus.

Your WIPS presentation should cover of the following elements:

- Contextualize your project by outlining its relevance to your field and/or the world.
- Narrate what brought you to this project. Share why it matters to you and stokes your passion.
- Define the core concepts for a general audience.
- Explain your methods.
- Map out your progress so far by sharing draft language, prototypes, preliminary results, samples, etc.
- Tell about any challenges you've faced. This helps the younger students so they can learn from the pitfalls you've faced and overcome. It also provides faculty mentors an opportunity to supply guidance, encouragement, and moral support.
- Identify the implications of your work. Name your audience. Who will use it. Who might it serve or affect. How might it be used. Why is it important.
- Describe the work yet to do and sketch out the final product, including where you intend to present and/or publish.

Your presentation should be about 15 minutes. Leave plenty of time for Q&A, workshopping, and generative discussion.

Some things to remember when scheduling your WIPS:

- Select a date coordinating with your Capstone advisor and the Honors Program Director.
- Schedule a room, date, and time with the Honors Program secretary. Consider a room that allows for Zoom participation if needed.
- Publicize your WIPS through D2L, including a short description of your project and the time/location of the WIPS.
- The Honors Program Director and your capstone advisor must be present at your WIPS.
- Invite your peers. If you have fewer than five students at your WIPS, it will not be counted. You will have to reschedule the presentation.

In preparing to present your WIPS, also take the time to prepare a brief written reflection. This reflection will be shared with your faculty mentor(s) and the Honors program, but you yourself are the primary audience. Along with the elements that will make up the presentation itself, this is an occasion to analyze your progress so far, reset your thinking, and map out your course to completion. Your process reflection should be at least 3 pages.

## Capstone Project Addenda

In the course of completing your capstone, it is not unusual for your thinking to evolve and the project to change. A collection of short stories might evolve into a novel. An experiment in cellular biology might drift into questions of organic chemical processes. A study of an ecosystem might shift from particular fauna to zoom in on a symbiotic relationship. Unforeseen issues with IRB might cause you to shift method or focus. A social study initiated around a statistical survey might morph to incorporate the collection of qualitative data. Maybe you started out with independent studies and found yourself developing your capstone through an internship. There are so many forms a change might take.

If your project changes in significant and substantial ways it's important to communicate that to your advisors and the Honors program, so simply write a short, 1-2 page description of the change, attach it to the Capstone Project Addenda form included later in this packet, get signatures, and submit it to the Honors Program office.

## Off-campus Presentation

Among the many aptitudes that you will develop through your capstone project will be the skill of presenting your specialized work in various modalities to a variety of different audiences. This is obviously a threshold skill that opens doors in many fields.

Your off-campus presentation must take place at an academic or professional conference, a seminar, a film festival, or some kind of gallery showing “beyond the walls of KU.” This means that the venue fosters the occasion for you to interact with an audience outside of KU. If KU is hosting a conference with external participants, that is fine. Please see the Honors Program Director with any questions.



Students are responsible for identifying, submitting, attending, and presenting their work. Consult with your Advisor to identify presentation opportunities. Be sure to plan in advance. Provide a copy of the conference program, showing poster, invitation to publish, or some other form of confirmation to the Honors Program secretary for proof of attendance.

## Capstone Project

A capstone project may assume many forms, shapes, and modalities. Regardless, at some level all of our work must be reproducible and communicated somehow with an audience, and some portion of the capstone must be written. In most cases, some form of portfolio serves as a model, and that portfolio should include a variety of elements.

At the very least, the final capstone submission will include the following items:

- The core project product itself. This may be a piece of writing, a series of photographs of sculptures, code for a programming application, a research paper groomed for publication in your field of study, the prototype(s) for a design product, a communication campaign, white papers containing information and recommendations, user manuals for a software application, an organizational proposal, an IRB proposal and social research survey, a movie, a video essay or documentary.
- The original proposal and all addenda.
- Your WIPS slides (if used) and status reflection.
- Your presentation poster, slide deck, or paper that you presented to an off-campus audience.
- A final process narrative, reflection, and self-evaluation essay.

These elements may be organized in the way that makes the most sense to you for presenting your project. A piece of computer programming might include, the code, a whitepaper explaining its value, and a manual designed to train end users. An education



project might contain a working bibliography of teaching resources, some contextual justification, a curriculum proposal, and assessment data on the effectiveness of the lessons. A musical performance might include some analysis of music that the performance relates to, an original arrangement or score, and a recording. A scientific study might be accompanied by a substantive annotated bibliography. A research article might collate a portfolio of primary artifacts of study.

All capstones must include a reflective process narrative and self-assessment. This is a crucial element of any capstone project. Whereas the core of your capstone ought to be addressed to specialists, the ranks of which you are joining, a reflection is addressed to the general readership of the Honors learning community, and it provides you a chance to map out and explain how your project developed, what you learned along the way, and how you plan to extend or continue what you've started in the months and years to come. While your core project will demonstrate the creation of new knowledge by conforming to the genre conventions of your field of practice, in your reflection you can take time to explain how you did what you did, what you would do differently if you did it again, what was left unfinished, or lines of thought or inquiry you ran out of time to pursue. You should also spell out next steps for further research, performance, or application. This sort of reflection and self-assessment is crucial the learning process because by doing this work we establish platforms for our future work. Additionally, your process reflection serves future Honors-community members who may follow in your footsteps with similar projects.

Among all these variables, ultimately the student should work in consultation with their faculty advisor(s) to decide how to organize the final submission. If the capstone contains a variety of different pieces, some introductory and/or intercalary elements may be needed to orient readers. The reflection essay might serve as an introduction. Sections of a process narrative might serve as transitions between various elements of your portfolio. Data might be collated in an appendix. Whatever structure the final product takes, some significant portion of it should aim to meet the standards of professional expectations or publication in your chosen field.

## Final Submission

When you submit your final Capstone Project to your advisor(s) for approval, return to Honors to get your original Capstone Project Record Sheet for them to sign. Their signature indicates final approval of your project.

The final project should be organized into a BOUND, HARD COPY of all components and documents related to your finished Capstone Project. A 1 inch 3-ring binder is recommended.



For all writing, use one-inch margins, double spacing, and two-sided printing unless alternative formatting requirements are appropriately mandated by your field of practice. All relevant citations, footnotes, and/or references should conform to the discursive conventions of your field of practice.

Additionally, your final submission should include a title page with the capstone title, student name, department, university and year, and advisor's name. Include an abstract after the title page, Table of Contents, and an Acknowledgements page. Page numbers should be included on each page.

Turn in the project at Honors hall by the due date in week 12 of the semester that you complete. Final due dates will be announced at the beginning of every semester. When you deliver your capstone, we will be delighted to celebrate your achievement with you.

Honors students are strongly encouraged but not required to upload their final projects to the Rohrbach Library Research Commons. Cases where students might not upload may be creative work where this form of publication may prevent further publication, or controversial subjects that may hinder professional advancement. Instructions for uploading projects to the research commons may be found on our D2L site.

Most importantly, celebrate your and your peers' achievement at the Honors Senior Banquet!

# Recommended Capstone Timeline

Think of your Capstone as a three-semester project. Typically, the last of those three semesters is the semester you graduate.

## First Capstone Semester—Planning

- Start thinking early. Identify your topic. Be curious, talk to your friends and advisors, ask questions, figure out what interests you. Decide what you would like to propose to potential advisors.
- Find an Advisor. Have conversations with multiple people. The Advisor you select can be within your major or outside of it.
- Develop and submit your Capstone Proposal. Work with your Advisor to create this document. Ask them to help you formulate your plan, define the scope of appropriate work, anticipate pitfalls, identify and list learning resources that you should consult.
- Submit Capstone Project Record Sheet with signatures.
- Submit paperwork for your first Honors Independent Study (if needed). Your major may or may not offer an Honors 398 course. If they do not, meet with the Honors Director for assistance. (Please note: Independent Study paperwork goes through the department for the course prefix. Honors only asks for a copy of the form.)



## Second Capstone Semester—Research and Development

- Conduct your research and/or develop your project, and have fun. Love the work and learning that you're doing.
- Schedule and deliver your WIPS (Work in Progress Seminar). Details can be found in this document under the WIPS section.
- Complete your Independent Study. Be sure to attend scheduled meetings with your Advisor and achieve the defined goals and outcomes you set for the semester. (You do get graded for these classes, and you must earn a B or better to gain Honors credit. Your Advisor may give you an incomplete if your WIPS is not completed during this semester.)
- Plan for next semester. Submit Independent Study paperwork for 395H. This is an Honors Independent Study course. Most majors have a 395, but if they do not, meet with the Honors Director and your faculty advisor. Develop the syllabus for your Independent Study.
- Plan for potential off-campus conferences, venues, galleries, or presentation spaces to present/publish your Capstone Project. Your Advisor may provide some

guidance! Remember, your conference must be “beyond the walls of KU.” See the description in this guide for more information.

### **Third Capstone Semester—Completion and Publication**

- Complete all portions of your Capstone Project, including, along with the project itself, all reflective writing and the compilation of related components, organized with a table of contents.
- Circulate drafts to your Advisor(s) for revisions and approval throughout the semester.
- Present your Capstone Project at an approved conference or event. Requirements can be found above in this guide.
- Retrieve the Capstone Project Record Sheet from the Honors Program office for Capstone Advisor final approval and signature.
- Submit your Capstone Project and signed Record Sheet to the Honors Program Secretary. Your final project **MUST** be submitted no later than Week 12 of the semester that you graduate to be eligible for the Best Capstone Award.

## Guidelines for Faculty Advisors

As noted in the overview of these guidelines, the Honors Capstone project represents the culmination of the curricular and cocurricular investments that students make in Leadership, Community, Intellectual Curiosity, Experiential Learning, and Originality. The project should provide an occasion for students to practice and grow in terms of the Honors program learning outcomes—**self-authorship**, **communication**, and **integrative learning**. Field-specific excellence is expected, and what that entails should be defined by each student in consultation with you, their faculty mentor(s). While there are some particulars we ask for, which are outlined in these guidelines, the Honors program will not dictate the form, standard, or modality of an Honors project to students or faculty mentors because we trust the Honors students to set their own high aspirations, and we trust the faculty to hold them accountable. The job of the Honors program when it comes to capstone projects is to guide, encourage, credit, and celebrate our terrific students and the faculty who guide them in their pursuit of excellence.

That all being said, the Honors program does recommend a three-semester process, which allows a student to immerse themselves deeply in their practice, research, or project. Independent studies represent an essential component of the capstone process because they help students meet major requirements while also creating time and mental bandwidth to practice deep self-directed learning. Ideally, that three-semester process allows for 2 independent study semesters, the content and practice of which is mapped out and executed by the student with direct faculty input. Students are encouraged to take independent studies within their major(s)/minor(s), ideally meeting restricted elective requirements, but free electives provide an alternative when available.

However, the Honors Program recognizes that not all students or majors are able to fully accommodate a two-semester independent study learning process. Social Work and Education programs, for only 2 examples, have rigorously scripted senior learning processes whereby students meet standards of accreditation. In such cases, the Honors program will seek to collaborate with faculty advisors to creatively find space for students to pursue advanced and independent projects that build on internships or student-teaching as field work for experientially exploring research questions established and applied in independent study, major capstone, or studio-arts classes. Affording such flexibility may necessitate some summer or winter off-term work on the student's part. Whatever plans students develop with their faculty advisor(s) should be spelled out in the capstone record sheet and any relevant addenda. The expectation is that even in cases where a student sits in a more traditional class while doing their Honors capstone they are afforded the flexibility to define and pursue self-directed goals and, also, their work pursues excellence above and beyond standard expectations.

In all this, students usually need guidance on a few particular things:

- setting up an independent study and drafting a prospectus of their project



- determining what counts as a capstone-worthy project in the field
- fleshing out their learning goals and the resources necessary to pursue those, including bibliographies of field-specific literature
- creative problem solving along the way, since we all know that advanced work never follows a straight line
- recording changes to the project design or scope
- recognizing and working within the conventions of creating and publishing new knowledge in the field
- identifying conferences where they might present their research and being mindful of timelines of proposal deadlines

## Capstone Project Timeline from a Faculty Point of View

### Capstone Semester 1

- Have conversations with your advisee to develop "doable" ideas.
  - Be sure to note whether the project might need time-sensitive planning such as securing IRB approval, gathering materials that might need grant funding, time and access for conducting lab work, rehearsal rooms, or art studios, planning travel for international research or field work. Such elements should be accounted for in the capstone prospectus timeline.
  - Will the project challenge the student, yet realistically be possible to complete in three semesters? Is it of an appropriate and sustainable scope?
  - Does the project have a target audience of patrons, scholars, students, professionals, investors, or community members?
- Review the Capstone Proposal and sign off on the top part of the Capstone Record Sheet.
- Sign off on Independent Study Paperwork for the upcoming Semester 2 of the Capstone (398 recommended, please note alternative courses).
  - It's important to clearly define expectations for any IS with clear learning outcomes and defined deliverables.

### Capstone Semester 2

- Guide the student in the first of two Independent Studies or other courses according to the proposed learning outcomes mapped out in the previous semester.
- Help the student focus is on the research/background/project development.
- Help the student plan for potential off campus presentation/publication/screening venues.
- Review WIPS status reflection and attend presentation.
- Assign grade for the Independent Study or course.
  - Did the student complete what was agreed upon to the quality expected?
  - Did the student schedule and present their WIPS?

- Sign off on Independent Study (395) Paperwork for the upcoming Semester 3 of the Capstone (recommended)
  - Again, please be sure to work with the student to spell out defined expectations.
- Consider nominating student for any awards, such as the Ali-Zaidi Award for Academic Excellence or the KU Chambliss Award.

### **Capstone Semester 3**

- Continue to Guide the student in the first of two Independent Studies or other courses according to the syllabus and learning outcomes mapped out in the previous semester.
- Focus is on the writing/project completion.
- Help the student prepare to present or show their project off campus, developing a poster, paper, slide-deck, performance, or whatever items are necessary and appropriate.
- Sign off on the Capstone Record Sheet (Final Signatures; Thesis Advisor approval)
  - Did the student complete the Capstone to the quality expected?
  - Please note: the approved Capstone must be submitted to the Honors Program by the end of week 12 to be considered for the Capstone Award.
- Assign grade for the Independent Study or course.
- Attend senior recognition ceremony to help your advisee celebrate. You'll receive an invitation.

In closing, on behalf of the students and the university, we in the KU Honors Program wish to thank faculty for their selfless support of students who aspire to go above and beyond in their studies. The value of the work that you do is inestimable.



## Kutztown University of Pennsylvania | Honors Program Capstone Project Record Sheet

Due to the Honors Program office by the end of the first semester of the three-semester timeline of your Capstone Project. This record sheet tracks your progress during the Capstone Project and remains in the Honors Program office until final signatures are needed.

Submit your formal Capstone proposal with this sheet. See Capstone Booklet for formal proposal guidelines. Please note, students taking a 398/395 course must complete the appropriate Independent Study request form (separate from this record sheet).

### Student Information:

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

KU Email: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Course(s) to be used toward Capstone Project (ex. ANT 398/395): \_\_\_\_\_

Anticipated Graduation Mo./Yr.: \_\_\_\_\_

Starting Semester: \_\_\_\_\_ Anticipated Completion Semester: \_\_\_\_\_

### Advisor Information:

Thesis Advisor: \_\_\_\_\_ Advisor Email: \_\_\_\_\_

Advisor Department: \_\_\_\_\_ Advisor Phone: \_\_\_\_\_

Secondary Advisor (optional): \_\_\_\_\_ Advisor Email: \_\_\_\_\_

### Capstone Information:

Project Title: \_\_\_\_\_

Proposal Approved by Thesis Advisor (Signature/Date): \_\_\_\_\_

Proposal Approved by Honors Director (Signature/Date): \_\_\_\_\_

-----**For Office Use Only**-----

### WIPS Information:

Date of Presentation: \_\_\_\_\_ Location of Presentation: \_\_\_\_\_

Reflection Approval: \_\_\_\_\_

### Final Conference/Presentation Information:

Date of Presentation: \_\_\_\_\_ Location of Presentation: \_\_\_\_\_

### Consent for Digital Archive:

Completed: \_\_\_\_\_ Not Completed: \_\_\_\_\_

### Final Signatures:

Final Approval by Thesis Advisor (Signature/Date): \_\_\_\_\_

Final Approval by Honors Director (Signature/Date): \_\_\_\_\_



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## Kutztown University of Pennsylvania | Honors Program Capstone Project Modification Sheet

If changes are made to your Capstone project after the initial approval, please fill out this form with the signature of your Capstone advisor. Please attach a document describing all changes made to the project as well as your reasoning for the changes listed. This record sheet should be handed in to the Honors Program office promptly to ensure that all changes will be approved by the Honors director for you to resume work on your project.

### Student Information:

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

KU Email: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Changes to Capstone Coursework (if any): \_\_\_\_\_

Anticipated Graduation Mo./Yr.: \_\_\_\_\_

Starting Semester: \_\_\_\_\_ Anticipated Completion Semester: \_\_\_\_\_

### Advisor Information:

Thesis Advisor (  New Advisor  Same Advisor ): \_\_\_\_\_

Advisor Department: \_\_\_\_\_ Advisor Phone: \_\_\_\_\_

Advisor Email: \_\_\_\_\_ Secondary Advisor (optional): \_\_\_\_\_

### Capstone Information:

Project Title: \_\_\_\_\_

Proposal Changes Approved by Thesis Advisor (Signature/Date): \_\_\_\_\_

Proposal Changes Approved by Honors Director (Signature/Date): \_\_\_\_\_