



University Honors Capstone Project Proposal Form

This form is completed in HNP150 by Honors students beginning their capstone project. Honors students who change their capstone project proposal after HNP150 will need to: (1) fill out this form again; (2) secure their Faculty-Mentor's signature on this form and the Faculty-Mentor contract; (3) write a new Prospectus & timeline; and (4) e-mail kristine.parada@ucr.edu to make an appointment with the Faculty Director for review, approval & signature.

First & Last Name:

SID:

Campus E-mail:

Primary Major:

College:

Capstone Title:

Abstract: The abstract should include a clear, succinct statement of the research question, experiential learning, or creative activity. Please limit to 250 words and use 10 pt. font. If you are doing a group project, please indicate that in this field, along with your group members' names and e-mail addresses.

Quarter and year you intend to complete your capstone project. For most students, this will be the quarter of their graduation.

Quarter: Fall Winter Spring Year:

Please fill out all fields below for your primary Faculty-Mentor.

Complete the below only if you have a secondary Faculty-Mentor.

Primary Faculty-Mentor Rank*:

Secondary Faculty-Mentor Rank*:

Primary Faculty-Mentor Name:

Secondary Faculty-Mentor Name:

Home Department of Primary Faculty-Mentor:

Home Department of Secondary Faculty-Mentor:

Primary Faculty-Mentor E-mail:

Secondary Faculty-Mentor E-mail:

**Faculty-Mentors must be ladder-ranked faculty members or faculty members with one of the titles indicated in the drop-down menu. If your Faculty-Mentor has a different title, please e-mail honorsdirector@ucr.edu for review.*

Faculty-Mentor's Endorsement: I have discussed the capstone project and my expectations with the student. The abstract reflects the project we will be working on.

Faculty-Mentor Signature (Required): _____ Date: _____

Secondary Faculty-Mentor Signature (if applicable): _____ Date: _____

Student Signature (Required): _____ Date: _____

HNP150 Faculty Approval Signature: _____ Date: _____

Honors Faculty Director Approval Signature*: _____ Date: _____

** If this form is completed in HNP150, the HNP150 Faculty member will provide a signature & the Faculty Director will provide a signature. If this form is completed after HNP150 because a student needs to change their capstone project, the student is responsible to obtain the Faculty Director's signature, but not the HNP150 faculty member's signature.*

There are 3 different types of capstone projects as described below. Please review the options below, and select the box next to the option(s) that would apply to your Honors capstone project. Please be sure to speak with your faculty-mentor if you are not sure which of these would apply to your project. Please note that any capstone project with an experiential component will require the student to meet with the Honors Faculty Director for approval. Similarly, if there appears to be a discrepancy between the project and the faculty-mentor (for example a Chemistry faculty that is overseeing a Creative Writing capstone), HNP150 faculty and/or the Honors Faculty Director may follow-up to ensure that the mentorship aligns with the topic. Additional information about the capstone can be found [here](#).

- (1) **Traditional research:** examples include a scientific experiment, policy analysis, literature review, archival project, or case study.
- (2) **Creative Activity:** involves creating an original work. Possibilities include a collection of poetry, novel, musical composition, dance performance, sculpture, painting, film, children's book, or play.
- (3) **Experiential Learning:** conduct an analysis of a meaningful experiential learning experience, such as study-abroad, UCDC, volunteer opportunity, civic engagement project, or internship. The experience should become an example, not the focus, of the project, a lens into wider issues, not simply an exploration of personal growth. This type of project should involve research or creative activity beyond the experience itself, for example, archival information, observational data, literature reviews, and/or interviews. A student choosing this pathway must outline a project with their faculty-mentor before the start of the experiential learning activity and receive prior approval from the Honors Faculty Director.

Some Honors capstone projects will require approval from the Office of Research Compliance (ORC), which provides oversight, resources, and education for integrity and compliance issues relating to the conduct of research at the University of California, Riverside. The ORC has oversight and responsibility over the Institutional Review Board (IRB) and Institutional Committees, who review and approve certain types of research. Please review the options below and select the box next to the option(s) that would apply to your Honors capstone project. Please be sure to speak with your faculty-mentor if you are not sure which of these would apply to your project.

- (1) Institutional Review Board – reviews any human subjects related research to ensure protection of their rights and welfare (further defined here: <https://research.ucr.edu/orc/irb>). This is the most common IRB approval for undergraduate research. The PI (Principal Investigator) overseeing the project may or may not have already received approval for this research, depending on the topic of your Honors capstone project (i.e., if you are pursuing your own independent project or are working on an aspect of a project that has already been approved in your PI's lab). To follow are examples that may involve this type of approval.
 - a. Surveys / questionnaires
 - b. Interviews
 - c. Focus groups
 - d. Human factors evaluation
 - e. Secondary use of identifiable data
 - f. Research on individual or group characteristics or behavior, including, but not limited to research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior
 - g. Collection of data from voice, video, digital, or image recordings made for research purposes
- (2) Institutional Review Board – Clinical-biomedical (IRB-Clin) reviews research employing clinical or biomedical components (<https://research.ucr.edu/orc/irb-clin>). Generally, research that undergraduates work on with clinical or biomedical components will already have received IRB-Clin approval through the PI, but you should still indicate it on this form.
- (3) Institutional Animal Care and Use Committee (IACUC) oversees approval and oversight of activities involving vertebrates (<https://research.ucr.edu/orc/iacuc>). Generally, research that undergraduates work on with vertebrates will already have received IACUC approval through the PI, but you should still indicate it on this form.
- (4) Institutional Biosafety Committee (IBC) oversees approval and oversight of activities involving the use, storage and handling of biohazardous materials (<https://ehs.ucr.edu/ibc>). Generally, research that undergraduates work on with biohazardous materials will already have received IBC approval through the PI, but you should still indicate it on this form.
- (5) N/A: Please mark this box if none of the above is applicable to your project.

University Honors Faculty-Mentor Contract

As the primary faculty-mentor for a University Honors student completing their capstone project, I understand, and will adhere to, the following expectations:

1. Read, and become familiar with, this “University Honors Capstone Project Handbook.”
2. Mentor no more than three University Honors students during a given academic year.
3. Provide quarterly progress reports regarding student research/creative activity/experiential learning to the University Honors Faculty Director, who will serve as the instructor-of-record for a one-unit, letter-graded, independent research course (HNPG198H and HNPG199H, depending on a student’s cohort) which the student will enroll in each quarter while completing their capstone project.
4. Listen to the student, as they explain their idea for a capstone project, and guide the development of forming the idea into a realistic project.
5. Communicate with the student about the methodologies needed to develop the idea. This may include, for example, guiding the student through the process and timeline required for obtaining Institutional Review Board (IRB) approval.
6. Introduce the student to other personnel in the applicable research group, establish clear reporting lines between the student and the other personnel, and explain the culture of the research group, if applicable.
7. Inform the student of the unpredictable nature of research, creative activity and experiential learning; the need for individual initiative, accountability, and adaptability; the prospect that the project may not achieve expected results, even if the student performs at full capacity; and the process of responding to a failed experiment, a null hypothesis, or unexpected outcomes.
8. Inform the student of the expected time commitment for conducting the project and for completing it. Assist the student with developing, and adhering to, a realistic timeline.
9. Apply for funding from University Honors, if necessary, to support the student’s research/creative activity/experiential learning.
10. Establish timelines and expectations for periodic progress reports from the student. Meet with the student at least bi-weekly to monitor progress regarding research/creative activity/experiential learning. This includes providing guidance on the capstone project’s content and composition, discipline-specific formatting or parameters, and IRB approval (if applicable).
11. Review drafts of and provide feedback on all project components, including the abstract, prospectus, timeline, work-in-progress, and final project, and provide meaningful feedback.
12. Assist the student in preparing their required oral presentation, poster presentation, performance, or exhibit of the capstone project. Help the student to identify an appropriate venue to present the capstone project, for example, the Undergraduate Research & Creative Activities Symposium, a discipline-specific conference, the classroom, a lab meeting, or a community. Faculty-mentors are expected to be present during their mentee’s oral presentation, poster presentation, performance, or exhibit and are also encouraged to attend Undergraduate Research Symposium (April 21-25, 2025 at the HUB), regardless of whether their student will be participating in the event.
13. Complete the University Honors Capstone Project Rubric (appended). Due no later than the end of finals week of the quarter of the capstone project submission, the rubric will be used solely as an evaluation tool for the capstone project. It will not be used as a mechanism for assigning a grade for HNPG 199H.
14. Attend the University Honors Cording Ceremony, which will occur near the end of spring quarter.
15. Determine whether the completed capstone project should be archived in eScholarship, the open-access repository for UC scholarly works, or request an exception or embargo, by contacting University Honors Faculty Director Dr. Begoña Echeverria, at honorsdirector@ucr.edu, prior to the student’s submission of the capstone project to University Honors.
16. Contact the mentee’s University Honors Counselor, the Administrative Director of University Honors, or the Faculty Director of University Honors with any issues or concerns related to the student and/or their capstone project (honors.ucr.edu/people).

Faculty-Mentor Name: _____

Faculty-Mentor Signature: _____

RESEARCH, CREATIVE, AND/OR EXPERIENTIAL CAPSTONE		1	2	3	4	5	
		Unacceptable	Needs significant improvement	Satisfactory Does an adequate job of meeting the criteria	Good Does a good job of meeting the criteria	Excellent Goes above & beyond the criteria	
65%	Capstone Content	<p>Capstone demonstrates evidence of originality, creativity, and innovation Score should indicate the degree to which each of the 3 markers are demonstrated in comparison to similar types of established works within that genre/discipline, with the consideration that it is an undergraduate capstone project.</p> <p>Capstone demonstrates evidence of superior academic merit Score should indicate the degree to which it is academically rigorous, has a comprehensive literature review, is well-referenced, and other markers applicable to that genre/discipline.</p> <p>The research, creative, and/or experiential question is clearly identified within an academic framework Score should indicate the degree to which goals/objectives/hypothesis are clear & effective and contexts are identified and developed.</p> <p>Methodology/approach appropriate for topic and discipline Score should indicate the degree to which the methodology is comprehensive & well-developed and the topic is clearly contextualized among sources and materials cited</p> <p>Supporting evidence and body of knowledge Score should indicate the degree to which the body of knowledge is thoroughly discussed; evidence is sufficient and well-utilized; contrasting perspectives are discussed; information is evaluated, analyzed, and synthesized.</p> <p>Conclusions and implications Score should indicate the degree to which conclusions and implications are well presented and developed, assertions are qualified and well supported, and the significance of the project is clearly and well stated.</p>					
		<p>There are no grammar, spelling, punctuation, or discipline-specific formatting errors.</p> <p>Organization is clear and effective.</p> <p>Sources and citations are used correctly throughout the content.</p> <p>Language clearly and effectively communicates ideas through clarity, style, diction, and readability, as appropriate to the genre/discipline.</p>					
		<p>Oral Presentation Score should be filled as follows: (1) Completed an oral presentation past the deadline in an informal setting (such as a classroom, lab meeting, community setting, or other venues as listed in the Honors approved list) - 1 (2) Completed an oral presentation past the deadline in a formal setting (such as a professional meeting, conference, or other venues as listed in the Honors approved list) - 2 (3) Completed an oral presentation on time in an informal venue (such as a classroom, lab meeting, community setting, or other venues as listed in the Honors approved list) - 3 (4) Completed an oral presentation on time in a formal venue (such as a professional meeting, conference, or other venues as listed in the Honors approved list) - 4 (5) Completed an oral presentation according to the criteria in (4) and also received a grant or award for his/her presentation at the formal venue - 5</p>					
		<p>Student practiced excellent time management in progressing on his/her capstone by setting, reflecting upon and adjusting priorities and timelines (i.e., capstone and progress goals were all completed on time or early).</p> <p>Student was able to work independently as needed.</p> <p>Student was able to work collaboratively as needed.</p> <p>Student was a "self-starter" and consistently demonstrated initiative.</p> <p>Student was able to identify potential issues, causes, and solutions for his/her capstone project and deal with these items in a professional manner.</p>					
		<p>Student worked on attaining mutually agreed upon goals.</p> <p>Student displayed high standards of attendance, punctuality, and professionalism as required for the project.</p> <p>Student responded thoughtfully to feedback and communications.</p> <p>Student actively and consistently communicated with his/her faculty-mentor regarding the issues, resolutions, and progress of his/her capstone project.</p>					
TOTAL SCORE:							

Timely Submission of Capstone	YES	NO
Did the student turn in his/her capstone by the capstone deadline of noon on Thursday in week 6 of the quarter they graduate ?		

*NOTE: This rubric is not intended to provide a letter grade for the student's capstone or his/her HNP199H course. It is an evaluative tool to provide Honors and the student with insight into the quality of their capstone and a means to determine a student's possible nomination for "High Distinction" or "Highest Distinction."

*SUBMISSION: Faculty-mentors will receive an electronic link to this rubric once an Honors student submits his/her capstone.