



**Graduate Board
Room 57, Stodder Hall
Thursday, September 18, 2014
3:00pm - Refreshments
3:15pm - Meeting**

AGENDA

1. Welcome/Introductions
2. Approval of May 2014 minutes - Carol
3. September 2014 Curriculum Committee report - Scott
4. Short items:
 - a. Picnic – September 23, 2014
 - b. Changes in ROQ approval form
5. Review of DRAFT *Responsible Conduct of Research* Graduate Course approval process –David and Scott
6. Amendment to Graduate School policy on *Responsible Conduct of Research* - Carol
7. Review of DRAFT *Notification of Comprehensive Exam Results* form - David
8. Discussion of Graduate School priorities for AY 2014-15 - Carol
 - a. Updating mission and vision statements - Executive Committee
 - b. Strategic Plan
 - c. Other priorities?
 - d. Potential GB speakers?
9. Items arising

**Graduate Board
Stodder Hall Room 57
May 6, 2014**

Attending: P. Agrawal, A. Alyokhin, J. Beaupre, C. Billitteri, J. Bolton, T. Bowden, S. Butler, M. Day, J. Falvey, J. Ferland, H. Hamlin, M. Hough, C. Isenhour, I. Kim, A. Knightly, R. Lopez-Anido, S. McKinney, D. Neivandt, S. Ohno, H. Onsrud for N. Giudice, E. Pandiscio, E. Peterson, A. Reeve, A. Rosenwasser, J. Rubin, J. Settele, M. Shea, R. Sher, D. Skonberg, J. Spector, C. Wallace

Guests: R. Arnold, E. Sance

Graduate School: C. Burgess, A. Castro, D. Clements, S. Delcourt, D. Knight, J. Ouellette, D. Poisson, D. Sandweiss, K. Sweeney

Meeting convened at 3:17

1. Approval of minutes

Motion to approve the March minutes, seconded, unanimously approved.

2. Curriculum Committee report

The Curriculum Committee met on April 28th and recommends the following courses to the Graduate Board for approval:

New Courses:

CIE 558	Coastal Engineering
ERS 592	Climate Analysis
PSE 557	Advanced Plant Pathology
SFR 503	Advanced Forest Measurements and Models
SFR 509	Silviculture
SFR 575	Advanced Forest Biometrics and Modeling

Modifications:

BUA 507	Advanced Accounting
BUA 608	Accounting Theory and International Accounting
CEC 525	DSM Diagnosis and Treatment Planning
CEC 549	Developmental Theories in Counseling
CEC 553	The Profession of Counseling
CEC 557	Introduction to Play Therapy
CEC 585	Substance Abuse: Contemporary Approaches to Counseling, Treatment, & Prevention
ERS 542	Quaternary Environments and Climate Change
PSE 533	Advanced Wetland Delineation and Mapping

Motion to approve, seconded, unanimously approved.

3. Short items

- Grad Expo Summary

GSG President Jeff Falvey provided the Board with a recap of this year's Grad Expo. JF explained that there were 115 participants and over \$15,000 distributed in awards. Jeff Falvey thanked the judges who participated as well as GSG Vice-President Robin Arnold for organizing the Expo. JF also introduced Elisa Sance who will serve as GSG VP for the 2014-2015 academic year.

- USM Grad Resolution

DS referred to a memo from the University of Southern Maine regarding collaborative efforts between UM and USM at the graduate level. Dean Sandweiss, S. Delcourt and the Graduate Board Executive Committee hope to meet with USM representatives in May to further discuss this endeavor. DS stated that S. Delcourt will provide the Board with an update at the start of the next academic year.

- Hooding Update

Dottie Poisson announced a last minute change to this year's Hooding Ceremony. Due to construction the reception will now be held in the Wells Conference Center, not the Memorial Gym "Pit". DP informed board members that any students who want to participate but who have not registered yet are welcome to attend as long as they have retained regalia.

- Orientation

Scott Delcourt announced that this year's Graduate School Orientation will be held on August 27th and 28th. The orientation for new Teaching Assistants will take place on Wednesday the 27th while the orientation for new graduate students will take place on Thursday the 28th. SD stated that all departments will receive a request from the Graduate School to provide a list of their 2014-2015 teaching assistantships, both new and returning.

SD added that July 1st is the deadline for departments to notify the Graduate School as to which students will be appointed as TA's for AY2014-15. According to Graduate School policy, if notification is not received by this date, TA positions could be subject to reassignment to alternative graduate programs.

- Health Insurance

SD stated that the Health Insurance Committee, comprised of representatives from the student body, Auxiliary Services, and the Graduate School, has met with Cross Agency

and has approved this year's insurance policy. The 2014-2015 Graduate Assistant insurance premium is now \$2,495 of which the University will pay 50%. Due to changes required in the Affordable Health Care Act, all full-time students are now required to be insured. Therefore, the University will charge all students for a basic, high deductible health insurance plan (SHIP) unless the student provides proof of their own insurance (enrollment in the GA health plan suffices as proof of alternative insurance). This new procedure makes it all the more important for departments to send their new Graduate Assistant appointment forms to the Graduate School as early as possible. DP informed members that if students use the University policy they are obligated to stay in that policy, regardless of whether they are a Graduate Assistant.

- Summer Dissertation Fellowships

DS explained that five dissertation fellowships will be offered for the summer of 2014. Doctoral students are given preference, but the committee will consider thesis-writing master's students who have completed at least four semesters of course work. DS asked members to encourage eligible students to apply. Students must express how this fellowship will help move them along in their program towards graduation.

- Executive Committee Elections

DS stated that he has asked all current Executive Committee members to stand for re-election. Janet Spector, however, will be going on phased-retirement and will be replaced by Susan Gardner. DS opened the floor for nominations; none received.

Motion to accept, seconded, unanimously approved.

- Special Event

DS acknowledged the Graduate Student Government Executive Committee and presented each member with a Graduate Dean's Recognition Award and gift card.

4. Nine Years of Graduate Studies at UMaine – A Brief Retrospective & Prospective View

DS presented a PowerPoint presentation reviewing his last 9 years of service as the Dean of Graduate Studies.

Roberto Lopez-Anido read the following citation (appended below) on behalf of the Executive Committee and asked that it be included in the minutes. RLA stated that during DS's service as Graduate Dean the GS reached the highest level of graduate enrollment and doctoral graduates. The Graduate Board has approved numerous certificates and programs under Dan's

guidance, in addition to funding opportunities and fellowships. The GS would not have experienced the tremendous gain it has in the past few years without the guidance of Dean Sandweiss. DS was then presented with a Graduate Executive Committee Recognition Award.

***Resolution of the Graduate Board Thanking
Dean Daniel H. Sandweiss for his Service to Graduate Studies***

May 6, 2014

Whereas today is the final scheduled meeting of the Graduate Board for the 2013-2014 academic year, the Graduate Board wishes to acknowledge the accomplishments of Dean and Associate Provost Daniel H. Sandweiss over the past nine years.

Dean Sandweiss has been a tireless advocate for graduate education both within and outside the University of Maine community. While the move of the Graduate School from an inaccessible basement in Winslow Hall to the brand new Stodder Graduate Center may be one of the most lasting and visible legacies of Dan's tenure as Dean, there have been many, many accomplishments that reflect Dan's visionary leadership of the Graduate School. During his service as graduate dean, the University of Maine reached its highest graduate student enrollment of 2389; doctoral student enrollment also reached its highest level at 467 students; and, during the current 2013-14 academic year, UMaine will confer more doctoral degrees than in any previous year. The Graduate School established several new graduate certificate and degree programs, including the University of Maine's first Professional Science Master's degree and the first MFA degree in Intermedia, as well as a PhD degree in his home department of Anthropology. More recently under Dan's guidance, the Graduate Board has approved a number of 4+1 and 4+2 programs to help retain some of our brightest undergraduate students for graduate study. Financial support for graduate students has also expanded significantly with the establishment the Susan J. Hunter Teaching Fellowships, the Michael J. Eckardt Dissertation Fellowships, and the University of Maine Doctoral research Fellowships, now re-named the Janet Waldron Dissertation Fellowships. This past year under the leadership of Dean Sandweiss, the Graduate School also made use of its new location in the Stodder Graduate Center to award five Summer Dissertation Fellowships that included precious office space in Stodder for dissertation writing.

Quite simply put, the Graduate School would not have experienced the tremendous gains that have been reached in the past few years had it not been for Dean Sandweiss's exemplary leadership. We extend to him our very best wishes as he returns to the faculty to resume his extraordinary research and teaching career.

PSM in Marine Sciences

Gail Zydlewski presented the proposal for a PSM in Marine Sciences: a two-year, non-thesis degree. GZ explained that the program would require 5 credits in apprenticeship/internship and added that twenty faculty members have committed to facilitating this program.

Motion to approve, seconded, unanimously approved.

5. 4+1 in Forestry

Mike Day presented the proposal for a 4+1 Forestry program, where students would obtain a Master of Forestry in addition to their Bachelor's degree. The department proposed a 3.0 minimum GPA requirement, under the condition that these students would increase their GPA to 3.7, but the Executive Committee has amended that a 3.5 GPA remains the base requirement in the students' junior year.

Motion to approve as amended, seconded, unanimously approved.

6. Graduate Certificate in Autism Spectrum Disorders

Jim Artesani presented the proposal for a 3-course certificate in Autism Spectrum Disorders. JA explained that the first course addresses methods, the second course addresses behavioral intervention, and the third course addresses communication. JA added that there is currently a high demand for professionals knowledgeable in autism spectrum disorders.

Motion to approve, seconded, unanimously approved.

7. Program Changes in Counselor Education

Dennis Lin presented the proposed change to the school guidance track of the Counselor Education program. DL requested that the number of required credits increase from 48 to 60. This increase is prompted due to a change in CACREP accreditation requirements for the program. The outstanding twelve credits will be gleaned from other certificate programs and a new advanced course in school counseling.

Motion to approve, seconded, unanimously approved.

8. Items Arising

No new items arising. DS wished everyone a wonderful and relaxing summer as well as best wishes for the new academic year.

Meeting adjourned at 4:38.



CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on September 11th and recommends the following courses to the Graduate Board for approval at its September 18, 2014 meeting.

New Courses:

BMS 525	Molecular Genetics
SMS 567	Knowledge and Participation in the Science Policy Process

Modifications:

CMJ 600	Introduction to Graduate Study in Communication
LIB 500	Graduate Seminar in Liberal Studies
LIB 697	Independent Study
LIB 698	Independent Study
LIB 699	Master Project in Liberal Studies
XXX 699	Graduate Thesis/Research



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses**

GRADUATE PROGRAM/UNIT _____ GSBSE
CURRENT COURSE DESIGNATOR BMS CURRENT COURSE NUMBER 525
EFFECTIVE SEMESTER Fall 2015
TITLE Molecular Genetics

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):



- New Course
 New Course with Electronic Learning¹
 Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change Prerequisite Change Other (specify) _____
 Number Change Credit Change
 Title Change Cross Listing (must be at least 400-level)²
 Description Change Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>David Neivandt, Director</u>	<u>09/05/14</u>	<u></u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>Kate Beard-Tisdale</u>	<u>9/8/2014</u>	<u>Kate Beard Tisdale</u>
College Dean(s) <u>Carol Kim</u>		
Dean and Associate Provost for Graduate Studies <u>David Neivandt</u>	<u>09/09/14</u>	<u></u>

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Material covered includes structure of DNA, genes, and genomes and how they affect the gene expression and regulation as well as an introduction to web-based tools for viewing sequence and genomics information. This course will also require reading and discussion of the recent scientific literature.

Prerequisite: Permission of Instructor
Cr. 3.

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

Applied Music Clinical Field Experience/Internship Research Studio
 Laboratory Lecture/Seminar Recitation Independent Study Thesis

Text(s) planned for use:

none

Course Instructor (include name, position, teaching load):

Keith Hutchison, Professor of Biochemistry & Molecular Biology

Reason for new course:

This course is a required course of the Professional Science Masters (PSM) in Bioinformatics.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
 Yes. Please list additional resources required and note how they will be funded or supported.

This course is currently being taught as an Experimental course.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Annually in the Fall.

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (include designator, number, title, prerequisites, credit hours):

[Empty box for current catalog description]

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

[Empty box for proposed catalog description]

Reason for course modification:

[Empty box for reason for course modification]

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

[Empty box for reason for elimination]

BMS525 - Molecular Genetics
Fall – 2014
Dr. Keith W. Hutchison
362 Hitchner Hall
keithh@maine.edu
keith.hutchison@umit.maine.edu

BMS525 is a graduate level course that uses the undergraduate BMB400 lectures as part of its source of information. BMB400 lectures will be recorded and made available for streaming on your own schedule. It maybe that a live connection to the class using a web browser will be possible. This will depend on both the functioning of BMB400 and BMS525. Students who are on the Orono campus may be tempted to attend the actual lectures. Please do not as the room will be full.

The reading assignments shown below are those using the BMB400 text (also shown). I think for the purposes of this course any good and recent Molecular Genetics textbook will be adequate, including the first addition of the Craig, et al. textbook.

The population of this course is made up of both graduate students from several different degree programs and non-degree students who usually are people working in a research laboratory someplace within the state. We will start by using the Blackboard teaching system for our interface for discussions. This may change to Google Groups or even Google Hangout. The bulletin board system of Blackboard is adequate for asynchronous discussion. If we can find a time for occasional teleconference or videoconference we can add one of the other systems.

**BMB 400 Text: Molecular Biology: Principles of Genome Function, 2E
By Craig, Green, Greider, Storz, Wolberger, and Cohen-Fix**

Based on the prerequisites for the course you should be familiar with the chemistry of macromolecules and basic genetics only some of which will be reviewed at the start of the course.

Sep 02	Introduction; Basic Chemistry	Chapter 2	
Sep 04	DNA-RNA; Genome structure	Chapter 2; Chapter 1	
Sep 09	Tools and techniques in molecular biology	Chapter 19.15 plus supplements	
Sep 11	Tools and techniques in molecular biology		
Sep 16	Chromosome structure and function	Chapter 4	

Sep 18	Chromosome structure and function		
Sep 23	The cell cycle, Chromosome segregation	Chapter 5,(esp 5.1-5.3); Chapter 7	
Sep 25	DNA replication	Chapter 6	
Sep 30	DNA replication		
Oct 02	NO LECTURE-BMB400 has exam		
Oct 07	Cellular responses to DNA damage	Chapter 15	
Oct 09	Repair of DNA double-strand breaks and homologous recombination	Chapter 16	PAPER 1 Due
Oct 14	OCTOBER BREAK		
Oct 16	Repair of DNA double-strand breaks and homologous recombination		
:Oct 21	Transcription	Chapter 8	
Oct 23	Transcription		
Oct 28	RNA processing	Chapter 10	
Oct 30	RNA processing		
Nov 04	NO LECTURE-BMB400 has exam		
Nov 06	Regulation of transcription	Chapter 9	
Nov 11	Regulation of transcription		
Nov 13	Regulatory RNAs	Chapter 13	
Nov 18	Regulatory RNAs		
Nov 20	Translation	Chapter 11	
Nov 25	Regulation of translation	Chapter 12	PAPER 2 Due
Nov 27	THANKSGIVING		
Dec 02	Mobile DNA	Chapter 17	
Dec 04	Mobile DNA		
Dec 09	Genomics and genetic variation	Chapter 18	
Dec 11	Genomics and genetic variation		

Text Book:

The text book referred to above is available at the UMaine bookstore or can be bought online.

NOTE: Much of the information in the textbook you can obtain from other sources including other books. You are welcome to use any sources available, recognizing that some information is out of date.

Course Structure:

BMS525 is a graduate student-only course, offered online solely as an asynchronous course. As such it will depend on your active participation in the discussions, your active reading of the literature for information to the those online discussions.

Course Infrastructure and Access

This course will use Blackboard for its communication infrastructure. Blackboard has a bulletin board structure for submission of questions and answers to questions I or others will pose.. I will be posing questions and posting papers for reading and discussion. There will also be three papers due. I will also post links to recorded lectures on topics we will be discussing. Some of these will be actual lectures given in the BMB400 course, some may be powerpoints with an voice overlay.

Computer literacy requirements: The field of molecular genetics is computationally intensive, relying heavily on computer and Internet access. This course will run the same way. Because of the electronic communication needs students will be expected to have access to a computer and the Internet. Assignments are to be submitted using Word (doc files) or OpenOffice/LibreOffice (odt files). If you are using Microsoft Works and don't want to invest in Word then I encourage you to download and install LibreOffice. The LibreOffice suite is compatible with all versions of Word, Excel, PowerPoint, Access, and Paint and it is free. There are versions for PCs, Macs and Linux machines.

Learning Outcomes

It is expected that at the end of this course you will understand the key principles of molecular biology and molecular genetics as well as have achieved a sufficiently advanced understanding that you will be able to make a critical assessment of information in order to solve problems or to at least propose sound hypothetical solutions. It is also expected that you will have some familiarity with web-based tools to analyze DNA sequence information and the ability to read and comprehend at least basic articles of the current scientific literature.

Grade

The grade will be based on three term papers plus class discussions.

Term paper 1	25%
Term paper 2	25%
Term paper 3	25%
Online discussions	25%

Papers

Papers will be based on a current article from the primary literature. Current means published in the year 2014. Primary literature means **not** a review article. The specific paper used for your term paper must be approved by me. **The text of all papers will have to be submitted electronically.** Figures can be hard copy. The preferred platform will be Blackboard. **Figures must be original. Cut and paste from the web is not acceptable and is a form of plagiarism.**

A cautionary note: not all the information that is on the Web is correct. Information contained in published research articles and published review articles is more reliable than information contained in some Web sites because it has been subject to peer review.

A second cautionary note - Plagiarism: Access to the Web provides you with many opportunities to learn more about the material covered in class. It also provides a strong temptation to directly cut and paste that material into ones answers. Particularly if you delayed starting the assignment and are crunched for time. Don't yield to that temptation. My recommendation is to read the material, take notes, turn off your computer, walk away and then write your answer. Any incidence of plagiarism on the final exam will result in failure of the course, regardless of one's grades on the other exam. Lest you think you can find a source that I cannot, you should be aware that faculty have access to a utility specific for this purpose, with a search engine at least as powerful as Google, and an analysis tool that rivals the best sequence analysis tools for looking for both complete and partial identities. It will compare not only your paper to the literature on the web, it will compare all class papers to each other.

University Plagiarism Statement: Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at The University of Maine. As stated in the University of Maine's online undergraduate "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of The University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated may act upon such evidence, and should report the case to the supervising faculty member or the Department Chair for appropriate action.

Due date: Because you will have a period of time to work on the term paper there should be no excuse for missing an assignment or turning one in late. If you are late on turning in an assignment you lose 3 points per day. This may not seem like much until you realize that if you are 3 days late you are down one letter grade. Because submission of the grade is electronic then weekend days also count.

Your writing should be as concise as possible. Nevertheless, they should be complete. Concise, not just to reduce how much I have to read, but concise because good scientific writing is concise. If you are unsure about something and just writing to fill space recognize that you also increase your chances of saying something incorrect. Complete means you have to finish the thought or analysis. That is, I am looking for the additional "thought" components that will require either extra thinking or extra research of the literature. I want to know what you expected and why and whether the information supports your expectation. I do give credit if you are generally heading in the right direction so even if you do not know the complete answer, put down what you do know.

Blackboard (<http://www.courses.maine.edu>)

Blackboard will be one of the primary conduits for information flow in the course. Keep coming back to Blackboard as I will be posting additional information as the semester progresses, plus there will undoubtedly be questions posted on the class bulletin board. In fact, Blackboard will likely be the only source of information regarding the class, including the site you will have to go to in order to download the exams.

Philosophy of Molecular Genetics

Molecular Genetics as a discipline is a subdivision and meeting ground of two other fields, Molecular Biology and Genetics. Molecular Biology is the biochemistry of macromolecules and macromolecular structures. Molecular Genetics is generally limited to the structure and metabolism of DNA and RNA, the functional organization of genomes (genomics) and the process of gene expression (how it works, how it is controlled). Of these areas, a great deal of interest has been recently directed toward genomics, mostly driven by the human genome project. As a result, each year I try to add more material in this area. Nevertheless, the other processes are still important and need to be covered. You can expect to be very busy..

As noted above, Molecular Genetics, as a field, is computer intensive and it is my view that we need to stress and stretch the uses of the computer to its limits. On campus there are two options, First Class Client Conferencing System and Blackboard. Blackboard will be our primary contact point as noted in the syllabus. As the semester progresses I will provide you with additional web-based resources to help you understand the field, or for your additional information. You should make full use of this material.

Molecular genetics is also a language course. It will be in English but the terminology or jargon of the field is critical to understand, misuse of terms will likely affect your grade.

Philosophy of education:

It is my view that upper level courses, such as this, are not only to provide you with the information on a particular topic. It is also a training ground for your functioning as a scientist. That means it is time for you to start learning how to seek the information you need on your own. This does not mean that I will be unavailable if you need help. On the contrary, there will be many ways for you seek and get help from me, from questions in class to questions online and office visits. However, it does mean that I expect you to

try and work out the answers by and for yourself first, so that when you come to me I can see what your thought processes have been. That way I might be able to correct not only a misunderstanding of concept but also the way you think of things.

Learning to work through answers on your own teaches you to use thought processes as you would in a research environment. The road is deceptively straightforward. To answer a question you ask yourself a series of other questions: what do I know about the question at hand, what do I want to find out, and how can I get from A to B. Furthermore, if I got from A to B by one path, is that path useful to answer other questions, or does it create conflicts with other things I know. I am spending some time on this because it is also the best way to get through my exams, which test not only what you know but, to a certain extent, how well you can apply it to new situations.

Disability Statement

If you have a disability for which you may be requesting an accommodation, please contact Ann Smith, Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

H1N1 Statement

In the event of disruption of normal classroom activities due to an H1N1 swine flu outbreak or other events, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses**

GRADUATE PROGRAM/UNIT Marine Policy/School of Marine Sciences
CURRENT COURSE DESIGNATOR SMS CURRENT COURSE NUMBER 567
EFFECTIVE SEMESTER January 2016
TITLE Knowledge and Participation in the Science Policy Process

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

RECEIVED

MAY 30 2014

GRADUATE SCHOOL

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Teresa Johnson, SMS</u>	<u>5-2-14</u>	<u>TJ</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>[Signature]</u>	<u>5-15-14</u>	<u>[Signature]</u>
College Dean(s) <u>[Signature] ENASHWORTH</u>	<u>5-22-14</u>	<u>EAQ.</u>
Dean and Associate Provost for Graduate Studies		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Environmental policy decisions should be based on the best available information, while at the same time allowing for public input. Stakeholder engagement in science and management is increasingly promoted to improve policy-making outcomes. This seminar examines these two dimensions of the science policy process: how knowledge is produced and used in decision-making and the role of non-experts, including stakeholders, in this process. Through readings of the literature and case studies in marine policy, the course will explore topics such as the social construction of scientific knowledge, the role of science and scientists in policy-making, public understanding of science, non-expert participation in science and policy, and local ecological knowledge and other forms of expertise. Prerequisites: Graduate student standing or with permission of the instructor. 3 credits.

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- Applied Music Clinical Field Experience/Internship Research Studio
 Laboratory Lecture/Seminar Recitation Independent Study Thesis

Text(s) planned for use:

C. Finlayson. Fishing for Truth (1994) - out of print; select chapters to be available on e-reserve.
R. Pielke, The Honest Broker (2007) - ~\$30 on Amazon.com
S. Sismondo, An Introduction to Science Studies, Second Edition (2010) ~ \$14 on Amazon.com
D. Wilson, The Paradoxes of Transparency: Science and the Ecosystem Approach to Fisheries in Europe (2009)[e-book]
Purchasing books is not required as they are available electronically. We do not read all of these books, so students are not required to purchase them. They will be available at Folger on reserve.

Course Instructor (include name, position, teaching load):

Teresa R. Johnson, Assistant Professor
Teaching load: 1/1

Reason for new course:

This course provides an introduction to science and technology studies (STS) for students interested in environmental policy and natural resource management; it is directed at marine policy and dual degree students in SMS, but graduate students in other departments (such as Anthropology, Communication and Journalism, and Ecology and Environmental Sciences) would find the course useful also.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other courses could be found that apply STS theories to marine environmental management. No prerequisites are needed, other than students must be graduate students. Advanced undergraduate students will be allowed to take the course with permission of the instructor. This course would not affect course offerings in other units.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every other year, unless demand exists from the marine policy graduate degree program. This will be part of the instructor's typical course load.

SMS 567: Knowledge and Participation in the Science Policy Process

Dr. Teresa R. Johnson
Office: 200 Libby Hall
Phone: 581-4362
Email: Teresa.johnson@maine.edu

COURSE DESCRIPTION

Environmental policy decisions should be based on the best available information, while at the same time allowing for public input. Stakeholder engagement in science and management is being increasingly promoted to improve policy-making outcomes. This seminar examines these two dimensions of the science policy process: how knowledge is produced and used in decision-making and the role of non-experts, including stakeholders, in this process. Through readings of the literature and case studies in marine policy, the course will explore topics such as the social construction of scientific knowledge, the role of science and scientists in policy-making, public understanding of science, non-expert participation in science and policy, and local ecological knowledge and other forms of expertise. Prerequisites: Graduate student standing or with permission of the instructor. 3 credits

COURSE EXPECTATIONS

Participation: The course will proceed primarily through assigned readings and class discussion. Students are expected to come to class having read all assigned readings and prepared to discuss and critique the course material. Students will be responsible for leading discussions of readings each week; these will be assigned in advance. Discussion will vary by the content of the article, but students are expected to be able to *very briefly* summarize the article's take home message(s); identify and discuss key terms, concepts, theories, and methodologies; and relate readings to other class materials and (when possible) real world examples.

Reaction papers: Short reactions (1-2 page max) to assigned readings will assess student's understanding of the course material and facilitate class discussion. Students will be asked to briefly summarize key points, reflect on specific questions, and/or identify themes or questions for class discussion. Reactions will be emailed to the instructor by 5 p.m. the night before the class meets so that the instructor can review them and use them to promote class discussion.

Project: Students will select a science policy issue through which to explore critically the role of science, knowledge, and/or participation. Projects should have a marine or coastal focus, although exceptions are possible. Projects must be approved by the instructor (either by email or in person) and must be identified by week 5 of class. In class progress reports will be expected. Students will write a paper (~ 5000-6000 words, due the last day of class) and then present their projects at the end of the class.

GRADING:

Participation	50%
Short Reactions	20%
Final Project (20%) and Presentation (10%)	30% (described above)

Readings from Books (all available electronically)

- Roger A. Pielke, Jr. *The Honest Broker: Making Sense of Science in Policy and Politics* (2007)*
- Sergio Sismondo, *An Introduction to Science Studies*, Second Edition (2010)*
- Doug C. Wilson, *The Paradoxes of Transparency: Science and the Ecosystem Approach to Fisheries in Europe* (2009)[e-book at Folger Library]
- Alan Christopher Finlayson, *Fishing for Truth: A Sociological Analysis of Northern Cod Stock Assessments from 1977 to 1990* (1994 – out of print; key chapters scanned)*

* All books have been placed on reserve at Folger Library. All books, except for Finlayson, are available for purchase at Amazon.com. Chapters from Finlayson will be made available as an e-reserve at Folger Library.

Journal articles, listed in the syllabus, will be available electronically on Google Drive [use your @maine.edu address]. See the instructor if you cannot access them or if you wish to use a different gmail account.

Academic honesty

Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at The University of Maine.

Students with disabilities statement

If you have a disability for which you may be requesting an accommodation, please contact Ann Smith, Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

DISCLAIMER

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Class Schedule!

Week 1: Introductions: What is science? Why should we care?

- Class exercise and discussion
- Recommended Reading: Sismondo Chapter 1

MLK Day – No class this week.

Week 2: Scientific Paradigms, Norms, and Controversies

- Required Reading: Larkin 1977; Smith and Punt 2001; Ludwig et al. 1993; Rosenberg et al. 1993; Wilson et al. 1994; St. Martin 2001; Rose and Cowen 2003
 - Recommended Reading: Kuhn, Thomas S. 1962. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Week 3: Social Constructivism and the Collapse of the Northern Cod Fishery

- Required Reading: Finlayson, *Fishing for Truth (selections)*

Week 4: Introduction to STS and the TAC Machine

- Required Reading: Finish Finlayson; Sismondo, Chapters 5-6; Wilson: Chapters 1-3

Week 5: Mandated Science, Uncertainty, and its Implications for Scientists

- Required Reading: Jasanoff 1987; Wilson and Degnbol 2001; Alcock 2004; Wilson et al. 2002; Ebbin 2004; Weeks 1995; Sullivan et al. 2006

Week 6: Boundary Work, Boundary Organizations, Extended Peer Review, & Civic Science

- Required Reading: Clark et al. 2011; Guston 2001; Ravetz 2004; Healy 1999; Degnbol et al. 2006; Rockmann et al. 2012; Dankel et al. 2011; Backstrand 2003

Optional: *Maine Fishermen's Forum, Rockport, ME.* [Students are encouraged to attend, but this not required. Most SMS marine policy or dual degree students do attend, so I ask students to share observations from the Forum after break. The Forum is an important site for industry-science-policy interactions.]

Spring Break

Week 7: Roles for Scientists in Policy

- Required Reading: Pielke, *The Honest Broker (selected chapters)*
- Updates from the Maine Fishermen's Forum. Other students can present observations from other venues relevant to class, e.g., lectures, seminars, news articles, etc.)

Week 8: Public Understanding of Science/Knowledge

- Required Reading: Sismondo, Chapter 15; Delaney et al. 2007; van Densen and McCay 2007; Degnbol and McCay 2007

Week 9: FEBK/LEK

- Required Reading: Agrawal 1993; Neis et al. 1999; Holm 2001 (and rejoinders/reply)

Week 10: Expertise and Cultural Models

- Required Reading: Wynne 1992; Wilson 2003; Paolisso 2002; Carolan 2006; Collins et al. 2007
 - Recommended Reading: Collins and Evans 2002

Week 11: FEBK and Collaborative Research

- Jenkins 2007; Johnson 2010; Johnson and McCay 2012

Week 12: Participation/FEBK in Policy-making

- Required Reading: Sismondo, Chapter 16; Jentoft et al. 1998; Wilson and McCay 1998; Okey 2003
 - Recommended Reading: Rowe and Fewer 2005

Week 13: Catch-up, wrap-up, and presentations and discussion

- Readings: TBA [Students will recommend readings related to their class projects].

ⁱ The intent is to cover all of the readings as described on the syllabus. However, the instructor reserves the right to spend more or less time on readings depending on the interest and discussion generated in class.



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses**

GRADUATE PROGRAM/UNIT Communication and Journalism (CMJ)
CURRENT COURSE DESIGNATOR CMJ CURRENT COURSE NUMBER 600
EFFECTIVE SEMESTER Fall, 2014
TITLE Introduction to Graduate Study in Communication

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) _____	_____	_____
College(s) Curriculum Committee Chair(s) [if applicable] _____	_____	_____
College Dean(s) _____	_____	_____
Dean and Associate Provost for Graduate Studies _____	_____	_____

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Course Instructor (include name, position, teaching load):

Reason for new course:

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
- Yes. Please list **additional resources** required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (include designator, number, title, prerequisites, credit hours):

CMJ 600 - Introduction to Graduate Study in Communication

An overview of principal approaches to conducting research in communication with an emphasis on available resource material in various fields of inquiry within the discipline.

Prerequisites & Notes
permission.

Credits: 1

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

CMJ 600 - Introduction to Graduate Study in Communication

An overview of principal approaches to conducting research in communication with an emphasis on available resource material in various fields of inquiry within the discipline. Includes an introduction to responsible conduct of research policies and practices.

Prerequisites & Notes
permission.

Credits: 1

Reason for course modification:

New version of CMJ 600 now integrates University of Maine responsible Conduct of Research Requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

CMJ 600: Introduction to Graduate Study in Communication
Fall, 2014
Dunn 424
Wednesday, 3:30-5:00pm
1 credit: September 3 to October 29, 2014

Michael Socolow
439 Dunn Hall
(207) 581-1941
michael.socolow@umit.maine.edu
Office Hours: Mon. & Weds.
10am-11am & by appointment

Course Description:

This course offers an overview of graduate studies in Communication and Mass Communication. We will meet once a week for the first nine weeks of the semester. Topics covered include planning and conducting research, academic writing, professional development, and an overview of departmental and campus resources available for graduate study at the University of Maine.

Course Goals and Objectives:

The objective of the course is for the student to develop an introductory and general understanding of the process for graduate-level research in Communication and Mass Communication at the University of Maine. The course will provide an overview of the expectations, guidelines, and timelines for completion of the MA and PhD programs; it will help students formulate research topics and strategies for their curriculum; it will introduce students to professional expectations and teach the student academic responsibilities including personal conduct, responsible conduct of research policies and practices, integrating with scholarly networks, and publishing.

Course Learning Outcomes:

By the end of CMJ 600 the student should: have a narrative research essay and a draft plan for their Program of Study in this department; understand and apply appropriate modes of bibliographic and scholarly citation; know how to research and compose a literature review and produce academic writing; understand the IRB process and complete all training requirements for the University of Maine's Responsible Conduct of Research requirements; understand and practice professional conduct in academia.

Course Materials & Resources:

All course readings and other materials will be available through the course Blackboard website:

<https://www.courses.maine.edu/>

IMPORTANT NOTE: By the end of CMJ 600, all students must have completed all required components of the University of Maine's Responsible Conduct of Research program. The Office of Research and Sponsored Programs (ORSP) delivers Financial Conflict of Interest (FCOI) and Responsible Conduct of Research (RCR) training through the University of Maine System (UMS) subscription service to the Collaborative Institutional Training Initiative (CITI). Students will need to register with CITI by carefully following the instructions posted at Blackboard. It is recommended that students bring laptops to class beginning on September 24 and to register in class on that date in order to have any questions, issues, or concerns answered in class. ORSP will receive electronic notification of the successful completion of CITI training, but it is the student's responsibility to obtain printed evidence that the requirements are completed. Those printed results are to be submitted to the Professor and the Department according to the instructions posted at Blackboard. If all requirements are successfully completed CMJ 600 will substitute for the Graduate School's requirement of INT 601: Responsible Conduct of Research. While the instructor of CMJ 600 will facilitate completion of the requirements, **it is the responsibility of the graduate student** to insure compliance. The graduate student is encouraged to ask questions for clarification at any step in the process.

Although not specifically assigned below, reference materials enumerating the University of Maine's policies and rules concerning research and scholarly misconduct will be posted at the Blackboard website. Students are required to read these policies, and be able to discuss them, no later than September 24, 2014, when class discussion of ethical research begins. These materials include, but are not limited to:

University of Maine Student Handbook:

<http://www.umaine.edu/handbook/>

UMS Student Conduct Code:

<http://www.maine.edu/pdf/conductcode.pdf>

UMaine Policy & Procedures on Alleged Misconduct in Research and other Scholarly Activities:

<http://www.umaine.edu/research/vice-president-for-research/policy-and-procedures-on-alleged-misconduct-in-research-and-other-scholarly-activities/>

UMaine Policies & Procedures for Financial Disclosures and Conflicts of Interest in Extramurally Sponsored Activities (PDF):<http://umaine.edu/computingcoursesonline/files/2012/10/ConflictofInterestPolicy.pdf>

UMS Full Statement of Policy Governing Patents and Copyrights

<http://www.maine.edu/pdf/intprop.pdf>

Academic Integrity:

Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at the University of Maine. As indicated in the University of Maine's on-line "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of the University of Maine Student Conduct Code. If I have probable cause or reason to believe a student has cheated I will act upon such evidence and the student will be referred for disciplinary action.

Disabilities (ADA) Statement:

If you have a disability for which you require an accommodation, please contact Ann Smith, Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term. Academic accommodations cannot be granted retroactively.

Course Requirements:

Students are expected to attend each class prepared for the discussion of assigned materials and are expected to participate in class discussion. Students are required to satisfactorily complete all University of Maine Responsible Conduct of Research requirements in CMJ 600 [see schedule below for completion dates]. On **October 29** students will submit an approximately 5-page introductory reflection essay on their research agenda at the University of Maine and a draft Program of Study form. Topics to be covered in the reflective essay include: putative faculty mentors, putative research methods, University research resources, and ideal scholarly outcome. It is understood that this paper is preliminary, and as it will be submitted before the completion of the Departmentally-required graduate methods courses, it will not attain the precision expected later in the program. Detailed instructions, and standards of evaluation, for the assignment will be posted at Blackboard.

Course Schedule:

September 3, 2014:

Course Introduction & Overview

Discussion: Program goals & expectations; the responsibilities of mentor and advisee; Departmental policies & procedures.

Assignment: *Department of Communication & Journalism Graduate Handbook*.

Introduction to Citation: Links at Blackboard.

September 10, 2014:

Who We Are and What We Do (Part I)

Discussion: Communication and Mass Communication Scholarship at the University of Maine

Assignment: Read at least one piece of scholarship by a UMaine CMJ Professor. Post a reflection of the Course Blackboard Discussion Board by 9am on September 10, 2014.

Please read all student posts before class. Posts may not exceed 250 words; they should be precise and succinct.

First Visits by CMJ Department Professors.

September 17, 2014:

Who We Are and What We Do (Part II)

First Half: Second Visits by CMJ Department Professors (Dunn 424)

Second Half: Fogler Library Resources – with Jennifer Bonnet, Reference Librarian (Fogler Library Classroom)

September 24, 2014:

The Responsible and Ethical Conduct of Research

Discussion: Introducing Responsible & Ethical Research

Assignment: University of Maine, Office of Research & Sponsored Programs, "Compliance - Responsible and Ethical Conduct of Research," (URL):

<http://umaine.edu/orsp/compliance/responsible-conduct-of-research/>

[Please review all the RCR Resources linked at bottom of the page]

[Please bring a laptop or tablet or reserve department laptop for class]

October 1, 2014:

On-Line RCR Training Requirements I:

Discussion: Financial & Other Conflict of Interest Training

Assignment:

Ruth Fischbach and Joyce Plaza, "Conflicts of Interest," The Columbia Center for New Media Teaching & Learning (CCNMTL) in collaboration with the Columbia University Center for Bioethics and the Columbia University Office for Responsible Conduct of Research [hereafter: CU-RCR]. URL:

http://ccnmtl.columbia.edu/projects/rcr/rcr_conflicts/ (accessed 8/20/2014).

Carefully read instructions on Conflict of Interest:

http://www.orsp.umesp.maine.edu/ORSPDocs/Info/CITI_Instructions_COI.pdf

Students will complete the on-line Training Program in Financial Conflict of Interest in class. Students must bring a laptop computer, or reserve a Department computer, to complete the training *during* the class period.

October 8, 2014:

On-Line RCR Training Requirements II:

Discussion: Working with Humans and Animals

Assignment:

“Research Compliance - Institutional Review Board for the Protection of Human Subjects (IRB)”

Assignment: <http://umaine.edu/research/research-compliance/institutional-review-board-for-the-protection-of-human-subjects-irb/>

Read posted successful IRB applications [Blackboard]

Timothy Burke, “The Potential Condescension of ‘Informed Consent’” *Easily Distracted*, August 13, 2014. URL: <http://blogs.swarthmore.edu/burke/blog/2014/08/13/the-potential-condescension-of-informed-consent/> (accessed August 20, 2014).

Keith Brown, “Princeton University says researchers did not torment monkey in plastic exercise ball,” *Times of Trenton*, August 18, 2014.

http://www.nj.com/mercer/index.ssf/2014/08/princeton_university_says_researchers_did_not_torment_monkey_in_plastic_exercise_ball.html (accessed 8/20/2014)

Students will complete the on-line required training for the Institutional Review Board for the Protection of Human Subjects (IRB) in class.

This class will also cover “The Welfare of Laboratory Animals.”

October 15, 2014:

Collaboration, Authorship & Peer Review

Discussion: What is collaboration in research, scholarship, and publication? How is authorship credit adjudicated? What is peer review and why is it effective (or not effective)?

Assignments:

Daniel Vasgird and Ellen Hyman-Browne, “Mentoring.” CU-RCR. URL: http://ccnmtl.columbia.edu/projects/rcr/rcr_mentoring/ (accessed 8/20/2014).

Robin Eisner and Daniel Vasgird, “Collaborative Science.” CU-RCR. URL: http://ccnmtl.columbia.edu/projects/rcr/rcr_science/ (accessed 8/20/2014).

Gabriel Rossman, “You Broke Peer Review. Yes, I Mean You,” *Code and Culture*, November 18, 2013. URL:

<http://codeandculture.wordpress.com/2013/11/18/youbrokepeerreview/> (accessed 8/20/2014).

Freddie deBoer, “Can Double-Blind Peer Review Be Reformed?” *The Dish*, August 18, 2014. URL: <http://dish.andrewsullivan.com/2014/08/18/can-double-blind-peer-review-be-reformed/> (accessed 8/20/2014).

Freddie deBoer, “Can Double-Blind Peer Review Be Reformed? Ctd” August 19, 2014. URL: <http://dish.andrewsullivan.com/2014/08/19/can-double-blind-peer-review-be-reformed-ctd/> (accessed 8/20/2014).

Cecile Janssens, “Let’s Clarify Authorship on Scientific Papers,” *Chronicle.com* (August 11, 2014). URL: <http://chronicle.com/article/Lets-Clarify-Authorship-on/148287/> (accessed 8/20/2014).

October 22, 2014:

Research Integrity, Sloppiness and Misconduct

Discussion: What constitutes research misconduct? What constitutes plagiarism? What resources and organizations exist to insure ethics in scholarship and research?

Assignments:

Robin Eisner and Daniel Vasgird, “Research Misconduct.” CU-RCR. URL: http://ccnmtl.columbia.edu/projects/rcr/rcr_misconduct/ (accessed 8/20/2014).

Robin Eisner and Daniel Vasgird, “Data Acquisition and Management.” CU-RCR. URL: http://ccnmtl.columbia.edu/projects/rcr/rcr_data/ (accessed 8/20/2014).

Charlie Tyson, "Academic Urban Legends," *InsideHigherEd.com* (8/20/2014). URL: <https://www.insidehighered.com/news/2014/08/06/how-rumors-spread-sloppy-citation-practices> (accessed 8/20/2014)

October 29, 2014:

Course Completion

Discussion: Responsibility to Society & implanting a research agenda.

Assignments: Students will submit a **draft** Program of Study, evidence that all RCR and FCOI requirements have been successfully completed, and the introductory reflective essay.



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses**

GRADUATE PROGRAM/UNIT _____ Graduate School _____
CURRENT COURSE DESIGNATOR _____ LIB _____ CURRENT COURSE NUMBER _____ 500
EFFECTIVE SEMESTER _____ Fall 2014 _____
TITLE _____ Graduate Seminar in Liberal Studies _____

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
 New Course with Electronic Learning¹
 Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change Prerequisite Change Other (specify) _____
 Number Change Credit Change
 Title Change Cross Listing (must be at least 400-level)²
 Description Change Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
College(s) Curriculum Committee Chair(s) [if applicable] Scott G. Delcourt	4 Sep 2014	SG
College Dean(s)		
Dean and Associate Provost for Graduate Studies		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- | | | | | |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Course Instructor (include name, position, teaching load):

Reason for new course:

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
- Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments programs been consulted? Any concerns expressed? Please explain.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (include designator, number, title, prerequisites, credit hours):

LIB 500 - Graduate Seminar in Liberal Studies
Interdisciplinary exploration of selected topics both within and across the areas of humanities, social sciences and the natural sciences. Topic varies from semester to semester. May be taken more than once.

Prerequisites & Notes
permission of instructor.

Credits: 3

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

IDS 500 - Graduate Seminar in Interdisciplinary Studies
Interdisciplinary exploration of selected topics both within and across the areas of humanities, social sciences and the natural sciences. Topic varies from semester to semester. May be taken more than once.

Prerequisites & Notes
permission of instructor.

Credits: 3

Reason for course modification:

Change in name of the graduate program from Liberal Studies to Interdisciplinary Studies. New course designator and title more accurately reflect the focus of the Interdisciplinary Studies program.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses**

GRADUATE PROGRAM/UNIT _____ Graduate School _____
CURRENT COURSE DESIGNATOR LIB CURRENT COURSE NUMBER 697
EFFECTIVE SEMESTER Fall 2014
TITLE Independent Study

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
 New Course with Electronic Learning¹
 Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change Prerequisite Change Other (specify) _____
 Number Change Credit Change
 Title Change Cross Listing (must be at least 400-level)²
 Description Change Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
_____	_____	_____
College(s) Curriculum Committee Chair(s) [if applicable]		
<u>Scott G. Delcourt</u>	<u>5 Sep 2014</u>	<u>SG</u>
College Dean(s)		
_____	_____	_____
Dean and Associate Provost for Graduate Studies		
_____	_____	_____

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Components (type of course used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- | | | | | |
|--|--|--|---|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input checked="" type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Course Instructor (include name, position, teaching load):

Reason for new course:

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
- Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (include designator, number, title, prerequisites, credit hours):

LIB 697 - Independent Study

Advanced independent study for MLS students on an approved reading, research or experiential field project under the guidance of a graduate faculty member.

Prerequisites & Notes

permission of PAC Advisement Committee.

Credits: 1-3

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

IDS 697 - Independent Study

Advanced independent study for students in the MA in Interdisciplinary Studies program on an approved reading, research or experiential field project under the guidance of a graduate faculty member.

Prerequisites & Notes

permission of Graduate School

Credits: 1-3

Reason for course modification:

Change in name of the graduate program from Liberal Studies to Interdisciplinary Studies. New course designator and description more accurately reflect the changes in the Interdisciplinary Studies program.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses**

GRADUATE PROGRAM/UNIT _____ Graduate School _____
CURRENT COURSE DESIGNATOR LIB CURRENT COURSE NUMBER 698
EFFECTIVE SEMESTER Fall 2014
TITLE Independent Study

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
 New Course with Electronic Learning¹
 Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change Prerequisite Change Other (specify) _____
 Number Change Credit Change
 Title Change Cross Listing (must be at least 400-level)²
 Description Change Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
_____	_____	_____
College(s) Curriculum Committee Chair(s) [if applicable]		
<u>Scott G. Delcourt</u>	<u>5/5/2014</u>	<u>[Signature]</u>
College Dean(s)		
_____	_____	_____
Dean and Associate Provost for Graduate Studies		
_____	_____	_____

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Components (type of course used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- | | | | | |
|--|--|--|---|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input checked="" type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Course Instructor (include name, position, teaching load):

Reason for new course:

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
- Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (include designator, number, title, prerequisites, credit hours):

LIB 698 - Independent Study

Advanced independent study for MLS students on an approved reading, research or experiential field project under the guidance of a graduate faculty member.

Prerequisites & Notes

permission of PAC Advisement Committee.

Credits: 1-3

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

IDS 698 - Independent Study

Advanced independent study for students in the MA in Interdisciplinary Studies program on an approved reading, research or experiential field project under the guidance of a graduate faculty member.

Prerequisites & Notes

permission of Graduate School

Credits: 1-3

Reason for course modification:

Change in name of the graduate program from Liberal Studies to Interdisciplinary Studies. New course designator and description more accurately reflect the changes in the Interdisciplinary Studies program.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses**

GRADUATE PROGRAM/UNIT _____ Graduate School _____
CURRENT COURSE DESIGNATOR _____ LIB _____ CURRENT COURSE NUMBER _____ 699
EFFECTIVE SEMESTER _____ Fall 2014 _____
TITLE _____ Master Project in Liberal Studies _____

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change Prerequisite Change Other (specify) _____
- Number Change Credit Change
- Title Change Cross Listing (must be at least 400-level)²
- Description Change Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
_____	_____	_____
College(s) Curriculum Committee Chair(s) [if applicable]		
Scott G. Delcourt	5/5/2014	
College Dean(s)		
_____	_____	_____
Dean and Associate Provost for Graduate Studies		
_____	_____	_____

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input checked="" type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Course Instructor (include name, position, teaching load):

Reason for new course:

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
- Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (include designator, number, title, prerequisites, credit hours):

LIB 699 - Master Project in Liberal Studies
Required of candidates for the Masters of Arts in Liberal Studies.

Prerequisites & Notes
open only to MLS candidates.

Credits: Ar

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

IDS 699 - Master Project in Interdisciplinary Studies
Required of candidates for the Masters of Arts in Interdisciplinary Studies completing their capstone projects.

Prerequisites & Notes:
Open only to MA in Interdisciplinary Studies candidates; INT 601 or CMJ 600 is recommended but not required.

Credits: Ar

Reason for course modification:

Change in name of the graduate program from Liberal Studies to Interdisciplinary Studies. New course designator, title, and description more accurately reflect the changes in the Interdisciplinary Studies program.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses**

GRADUATE PROGRAM/UNIT _____ Graduate School _____
CURRENT COURSE DESIGNATOR XXX CURRENT COURSE NUMBER 699
EFFECTIVE SEMESTER Fall 2014
TITLE Graduate Thesis/Research

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change Prerequisite Change Other (specify) _____
- Number Change Credit Change
- Title Change Cross Listing (must be at least 400-level)²
- Description Change Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
_____	_____	_____
College(s) Curriculum Committee Chair(s) [if applicable]		
<u>Scott G. Delcourt</u>	<u>4 Sep 2014</u>	<u>SGD</u>
College Dean(s)		
_____	_____	_____
Dean and Associate Provost for Graduate Studies		
_____	_____	_____

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Course Instructor (include name, position, teaching load):

Reason for new course:

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
- Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (include designator, number, title, prerequisites, credit hours):

XXX 699 - Graduate Thesis/Research

Graduate Thesis.

Prerequisites & Notes
permission.

Credits: Ar

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

XXX 699 - Graduate Thesis/Research

Graduate thesis or research conducted under the supervision of student's advisor.

Prerequisites & Notes:

INT 601, CMJ 600, or alternative "Responsible Conduct of Research" course approved by the Office of Research and Sponsored Programs and the Graduate School is required before completion of 3rd XXX 699 credit. Permission.

Credits: Ar

Reason for course modification:

New Graduate School policy requiring all thesis students admitted Summer 2014 or later to take a course in the Responsible Conduct of Research.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



THE UNIVERSITY OF
MAINE

JOIN US!

NOTE: DATE HAS CHANGED

Join the Graduate School Staff at the

Annual Graduate School Picnic

September 23, 2014

4-6 PM

Rain or Shine

Stodder Hall Patio

(East Side)

All graduate faculty, support staff,
graduate students and their families
are invited to attend.





RECORD OF QUALIFICATIONS FOR APPOINTMENT ___ OR REAPPOINTMENT ___ (CHECK ONE)
TO THE UNIVERSITY OF MAINE GRADUATE FACULTY
(To be submitted with a copy of the applicant's curriculum vitae)

To be used in recommending faculty members for appointment/reappointment to the Faculty of The Graduate School at The University of Maine for a five-year period. **Applicants for reappointment should complete only the contact information below and provide an updated curriculum vitae and supplemental documents as necessary that addresses all unit/program appointment criteria.**

Recommended for:

- | | | |
|---|--|--|
| <input type="checkbox"/> Full Graduate Faculty | <input type="checkbox"/> External Graduate Faculty | <input type="checkbox"/> <i>Ex Officio</i> |
| <input type="checkbox"/> Associate Graduate Faculty | <input type="checkbox"/> Instructor | <input type="checkbox"/> <i>Emeritus</i> |

Reason recommended for appointment type: _____

Tenured: Yes _____ or No _____ **If no, go to next line.**
Tenure Track: Yes _____ or No _____ **Date Tenure Will Begin if Granted(mm/dd/yy):** _____

CONTACT INFORMATION

Name _____ Employee ID # _____

Office Address _____

Title _____ Unit _____

Effective Date of Appointment to University Faculty: _____

Sponsoring Dept. or Program: _____

Please attach a complete curriculum vitae and supplemental documents as necessary which include the following information and address all unit/program appointment criteria:

- ACADEMIC TRAINING - Institution with earned degrees, dates, and major
- PROFESSIONAL QUALIFICATIONS – Institution/Organization, dates, and rank/title
- PRESENT RESEARCH PROJECTS
- THREE MOST RECENT PUBLICATIONS
- OTHER CREATIVE ACCOMPLISHMENTS

Nominee will be teaching the following course(s) for graduate credit _____

Other information _____

UNIT APPROVAL

I attest that I have reviewed the unit/program appointment criteria for the appointment type requested and that

_____ meets them.
(Name of Appointee)

Graduate Coordinator _____ Unit _____ Date _____

Unit Head _____ Unit _____ Date _____

GRADUATE SCHOOL USE ONLY

Graduate Faculty Appointment: Approved _____ Referred to Executive Committee _____

Reason for Referral _____

Associate Vice President for Research and Graduate Studies

Date

University of Maine
Office of the Vice President for Research
July 2014

Procedure for Approval of Departmental Graduate-Level RCR Courses

Background

Commencing with the Summer 2014 term, the University of Maine Graduate School requires all newly-admitted graduate students enrolled in graduate research masters (thesis) or doctoral programs to receive one credit of Responsible Conduct of Research (RCR) training prior to completing their degrees. Students must complete RCR training prior to completion of 3 thesis credits (XXX699).

Students who matriculated prior to Summer 2014 are not required to take RCR training unless supported to conduct research on an award from the National Institutes of Health, National Institutes of Food and Agriculture, or National Science Foundation (visit: <http://umaine.edu/orsp/compliance/responsible-conduct-of-research/> for information on these federal regulations).

Graduate students subject to the RCR training policy and/or federal mandate must enroll in INT601, currently the only course approved to meet the requirement. However, in light of the fact that many UMaine colleges require their graduate students to take existing departmental courses with RCR content, the Vice President for Research and Dean of the Graduate School (VPRDGS), through the Office of Research and Sponsored Programs (ORSP), will consider approving such courses as alternates to INT 601 in order to minimize student duplication of effort.

The process for gaining approval for alternate courses is outlined below. Questions regarding the RCR graduate training requirement should be directed to Wendy Eckert at: eckert@maine.edu or 207-581-2657.

Alternate Course Approval Process

Step 1: The assigned course instructor will have his/her certification in the Responsible Conduct of Research which may be obtained in any of the following ways:

- a. Complete a Basic or discipline-specific RCR course in CITI and forward the completion certificate to ORSP; or
- b. Participate in INT 601 and forward the completion report to ORSP; or
- c. Participate in and complete an ORSP approved RCR workshop.

Step 2: The proposing department will submit for approval a new or amended course syllabus incorporating the RCR topics outlined in the Office of Research Integrity publication, *Introduction to the Responsible Conduct of Research*, by Nicholas H. Steneck¹, as follows:

¹ Available for download at: <https://ori.hhs.gov/sites/default/files/rcrintro.pdf>.

- a. RCR – Rules of the Road
- b. Research Misconduct
- c. The Protection of Human Subjects
- d. The Welfare of Laboratory Animals
- e. Conflicts of Interest
- f. Data Management Practices
- g. Mentor and Trainee Responsibilities
- h. Collaborative Research
- i. Authorship and Publication
- j. Peer Review.

This most effectively can be accomplished by incorporating the contents of INT 601 into departmental courses. This also is the preferred method, as the topics, lectures, and assignments in INT 601 are designed to meet federal RCR training requirements and are all available for use and adaptation at: <http://umaine.edu/computingcoursesonline/int-601>.

Important: If the syllabus in question is a modification to an existing, previously approved course, the department must submit the original along with the modified syllabus, and provide an explanation of, and for the changes.

Step 3: ORSP will provide a review of the syllabus(i) and advise the department as to whether and what type of revisions are required for the course to meet federal and UMaine RCR training requirements.

Step 4: Upon preliminary approval, ORSP will forward course documents to the Associate Vice President for Research and Graduate Studies (AVPRGS) for final review and approval, as follows:

- a) If the course in question is a new course then the syllabus will be submitted to the graduate board for approval.
- b) If the course in question is a modified existing course, then the AVPRGS shall determine if the changes in the course syllabus are sufficiently large that the course must be reapproved by the graduate board, or if it is acceptable as proposed.

Step 5: Courses approved as meeting the Graduate School's RCR requirement shall be listed as such in the graduate catalog.

Current Policy:

4.7 Responsible Conduct of Research (RCR) Training

All students enrolled in graduate research masters (thesis) or doctoral programs must receive one credit of RCR training prior to completing the degree, preferably prior to commencing the research. At the advisory committee's or Graduate Coordinator's discretion, this credit may be substituted for one of the 6 required thesis/dissertation credits (XXX699) and is a co-requisite for XXX699; therefore, students must take the RCR training before or at the same time as the first registration for XXX699. The Graduate School will provide a list of acceptable options for fulfilling the RCR training requirement.

Proposed Revised Policy:

4.7 Responsible Conduct of Research (RCR) Training

All students enrolled in graduate research masters (thesis) or doctoral programs must receive one credit of RCR training prior to completing the degree, preferably prior to commencing the research. At the advisory committee's or Graduate Coordinator's discretion, this credit may be substituted for one of the 6 required thesis/dissertation credits (XXX699), and is a co-requisite for XXX699; therefore, Students must take the RCR training before or at the same time as the first registration for the completion of 3 credits of XXX699. The Graduate School will provide a list of acceptable options for fulfilling the RCR training requirement.



**NOTIFICATION OF RESULTS OF THE PH.D.
COMPREHENSIVE EXAMINATION**

**(To be returned to The Graduate School no later than
ONE WEEK after the examination)**

TO: The Graduate School

_____ Date

This is to notify you that _____

Student Name

_____ MaineStreet ID (7 Digit)

in the field of _____

Field

on _____

Date

has successfully passed the comprehensive examination

has provisionally passed the comprehensive exam, subject to the following conditions:

- _____
- _____
- _____
- _____
- _____

Successful completion of all conditions must be achieved within 6 months or less from the comprehensive examination date or the provisional pass will convert to a fail. Upon successful completion of the conditions; resubmit this form with the non-provisional box checked and signatures of the advisory committee (the candidate will subsequently be admitted to candidacy).

has not passed the comprehensive examination

**ADVISORY COMMITTEE:
(Signatures)**

_____ Graduate Coordinator