



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):

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

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS:

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 one's 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.

H1N1Statement

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>ENASHWORTH ENASHWORTH</u>	<u>5-22-14</u>	<u>ENQ.</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:*

- | | | | | |
|--|--|--|--|---------------------------------|
| ☐ Applied Music | ☐ Clinical | ☐ Field Experience/Internship | ☐ Research | ☐ Studio |
| ☐ Laboratory | ☐ Lecture/Seminar | ☐ Recitation | ☐ Independent Study | ☐ 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 Condensation of 'Informed Consent'" *Easily Distracted*, August 13, 2014. URL: <http://blogs.swarthmore.edu/burke/blog/2014/08/13/the-potential-condensation-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
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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:*

- | | | | | |
|--|---|--|--|---------------------------------|
| ☐ Applied Music | ☐ Clinical | ☐ Field Experience/Internship | ☐ Research | ☐ Studio |
| ☐ Laboratory | ☒ Lecture/Seminar | ☐ Recitation | ☐ Independent Study | ☐ 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 component ¹ to an existing course.

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

- ☐ New Course
☐ New Course with Electronic Learning ¹
☐ 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 Component ¹

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 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:*

- | | | | | |
|--|--|--|---|---------------------------------|
| ☐ Applied Music | ☐ Clinical | ☐ Field Experience/Internship | ☐ Research | ☐ Studio |
| ☐ Laboratory | ☐ Lecture/Seminar | ☐ Recitation | ☒ Independent Study | ☐ 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>SSprey</u>	<u>SD</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:*

- | | | | | |
|--|--|--|---|---------------------------------|
| ☐ Applied Music | ☐ Clinical | ☐ Field Experience/Internship | ☐ Research | ☐ Studio |
| ☐ Laboratory | ☐ Lecture/Seminar | ☐ Recitation | ☒ Independent Study | ☐ 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
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Leader, Initiating Department/Unit(s)

College(s) Curriculum Committee Chair(s) [if applicable]

Scott G. Delcourt

5/5/2014

SD

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:*

- | | | | | |
|--|--|--|--|---------------------------------|
| ☐ Applied Music | ☐ Clinical | ☐ Field Experience/Internship | ☒ Research | ☐ Studio |
| ☐ Laboratory | ☐ Lecture/Seminar | ☐ Recitation | ☐ Independent Study | ☐ 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:*

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