

The Graduate School



5775 Stodder Hall, Room 42  
Orono, Maine 04469-5775  
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umaine.edu/graduate

January 8, 2016

To: Curriculum Committee:  
Scott Delcourt  
Ali Abedi  
Pat Burnes  
Deborah Rooks-Ellis  
Grant Miles  
Xuan Chen  
Deborah Rollins  
Matthew Biddle

Fr: Jessica Ouellette, Administrative Support Supervisor

Re: **Curriculum Committee, January 12th, 2015 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, January 12th at 1:00 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 1:10- 1:20 SFR 593  
Michael Day
2. 1:20-1:25 FSN 510  
No presentation
3. 1:25-1:30 FSN 584  
No presentation
4. 1:30-1:40 FSN 585  
Mary Camire- telephone conference call


 DEC 08 2015  
 GRADUATE SCHOOL

# NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Forest Resources

COURSE DESIGNATOR SFR COURSE NUMBER 593 EFFECTIVE SEMESTER Spring 2016

COURSE TITLE Sustainable Tourism Planning

## REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component<sup>1</sup> to an existing course.

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

- ☒ New Course
- ☐ New Course with Electronic Learning<sup>1</sup>
- ☐ 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)<sup>2</sup>
- ☐ Description Change ☐ Addition of Electronic Learning Component<sup>1</sup>

## ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>[Signature]</u>	<u>27 Oct '15</u>	<u>SMS</u>
College(s) Curriculum Committee Chair(s) (if applicable) <u>Michael Day SFR Grad Coll.</u>	<u>27 Oct 15</u>	<u>[Signature]</u>
College Dean(s) <u>Edward N. Ashworth</u>	<u>12/8/15</u>	<u>ENA</u>
Graduate School		

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 Graduate School.

**SECTION 1 (FOR NEW COURSE PROPOSALS):**

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

SFR 593 Sustainable Tourism Planning

Number of credit hours: 3 credits

Prerequisites: SFR 150 or permission.

Principles and practices of planning for sustainable tourism destination. The course provides a basis for a tourism destination service learning project involving natural and cultural attractions. The project will include developing, facilitating, evaluating, and documenting the tourism destination planning process. Specific topics include tourism potential evaluation, tourism sociocultural and environmental impacts, community-based tourism planning, tourism regional and site planning, and strategic tourism planning. Because of overlap SFR 493 and SFR 593 cannot both be taken for degree credit. The course requires field trips within and outside of scheduled class periods.

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:

Gunn, C. and T. Var. 2002. Tourism planning, Basics, concepts, cases. 4th. ed. Routledge, New York. 443pp.

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

Sandra De Urloste-Stone, Assistant Professor of Nature Based Tourism, 60% teaching.

Reason for new course:

No graduate course is currently offered for students interested in tourism studies, nor to develop skills in destination planning. Cross-listed with SFR493 (graduate students will be required to submit an additional project)

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.

N/A

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?

Every year. No overload salary payments will be required.

## **SFR 593 Sustainable Tourism Planning**

### **1. Course information**

Course description: Principles and practices of planning for sustainable tourism destination. The course provides a basis for a tourism destination service learning project involving natural and cultural attractions. The project will involve developing, facilitating, evaluating and documenting the tourism destination planning process. Specific topics include tourism potential evaluation, tourism sociocultural and environmental impacts, community-based tourism planning, tourism regional and site planning, and strategic tourism planning. The course requires field trips within and outside of scheduled class periods.

Number of credit hours: 3 credits

Prerequisites: SFR 150 or permission.

### **2. Faculty Information**

Name: Sandra De Urioste-Stone

Phone number: (207) 581-2885

Fax number: (207) 581-2875

E-mail address: sandra.de@maine.edu

Where students may leave physical messages: 237

Office hours: M & F 11:00am – 1:00 pm

### **3. Instructional Materials and Methods**

#### Required Textbook Title

Gunn, C. and T. Var. (2002). *Tourism planning. Basics, concepts, cases*. 4th. ed. Routledge, New York. 443pp.

#### List of References and Reserve Materials

Additional readings are included as PDF files on blackboard.

Becken, S. & Hay, J.E. (2007). *Tourism and climate change: risks and opportunities*. Bristol, UK: Channel View Publications.

Brooks, M. (2002). *Planning theory for practitioners*. Chicago, IL: American Planning Association.

Butler, R.W. (1980). The concept of a tourist area cycle of evolution: Implications for management of resources. *Canadian Geographer*, 24(1): 5-12.

Mason, P. (2008). *Tourism impacts, planning and management*. 2<sup>nd</sup> ed. Burlington, MA: Routledge.

#### 4. Student Learning Outcomes

##### Course Learning Outcomes

**By successfully completing this course, each student should be able to:**

1. Describe origins and evolution of sustainable tourism.
2. Define and analyze diverse sustainable tourism market segments.
3. Understand and analyze the socio-cultural, environmental, and economic impacts of tourism.
4. Understand and analyze sustainable tourism planning models
5. Demonstrate competence in professional conduct and communication skills in development of a sustainable tourism development plan.
6. Identify sustainable tourism trends and challenges.
7. Develop critical thinking, contrasting theory and data generated in the field for supporting the planning process.
8. Organize a sustainable tourism destination plan that identifies and fully develops ideas.
9. Demonstrate professional writing skills including organization of ideas, use of proper mechanics and style, and clarity of expression.

#### 5. Assessment and Evaluation

The assignments and assessment methods for this course will be used to measure students understanding of the topics covered, and their ability to communicate that understanding verbally and through writing. Assignments will also provide additional opportunities for learning about and synthesizing the topics in this course. It is a writing intensive course.

Class time will be spent discussing readings from the required texts, supplemental articles, and other topics introduced by the instructor or students. There will be homework and review of work nearly each week to ensure students are keeping up with the readings and the belief that this will assist you in participating in class discussions.

##### Explanation of assignments

Assignments: all written assignments should be professionally presented according to instructions listed below. **All assignments are due at the beginning of class.** Late assignments (those turned in after the first ten minutes of class on the due date) will be accepted but will receive a deduction of one letter grade for each day (or portion thereof) the assignment is late.

- 1) *In-class exercises, and quizzes*
- 2) *Home Assignments*

- 3) *Pair report and presentation (due week 8)*: students will research about a specific market segment. Pairs will draft a six-page (double-spaced) summary about the segment, and give a ten-minute oral presentation (in a format of their choosing; it does not have to be PPT). Detailed Instructions are posted on blackboard.
- 4) *Group report*: students will conduct a sustainable tourism development plan. Students will draft a tourism plan (including maps, objectives, attractions, services, and strategies), and give a twenty-minute oral presentation. Detailed Instructions are posted on blackboard. Development of the plan will require turning in draft sections of the plan using the following schedule:
- Week 3: Destination description  
 Week 5: Identification of key stakeholders  
 Week 8: Identification and review of community tourism plan  
 Week 9: Analysis of potential impacts, apply TALC model to destination  
 Week 10: Attraction rankings  
 Week 11: SWOT analysis, vision and goals  
 Week 12: Market segments and priorities  
 Week 13: Action plan worksheet  
 Week 14: Presentations, assemble final report
- 5) The Sustainable tourism development plan will involve the use of a community in Maine, and your group is expected to give the community contacts your final report and a presentation. The reaction of the community to your report will be helpful in assessing how well you achieved the goals of developing a useful plan.

### **Assessment**

<b>ACTIVITY</b>	<b>PERCENTAGE</b>
Class attendance and participation	10%
In-class exercises , and quizzes	10%
home assignments	10%
Exams 1 and 2	20%
Pair report (5%) and presentation (5%)	10%
Group report draft sections	15%
Final Group report (15%) and presentation (10%)	25%

A: 94-100%  
 A-: 90-93%  
 B+: 87-89%  
 B: 84-86%

B-: 80-82%  
 C+: 77-79%  
 C: 74-76%  
 C-: 70-73%

D+: 67-69%  
 D: 64-66%  
 D-: 60-63%  
 F <60%

## 6. Course Organization and Policies

- a. Assignments: Are expected to be professionally presented according to the following guidelines:
  - Type all papers, strictly following the content and length requirements for that assignment.
  - Double space all papers unless the assignment instructions specifically state otherwise.
  - Indent each paragraph.
  - Use one-inch margins.
  - Use 12-point font.
  - The first page should include your name, the date, name of the assignments, and the course.
  - Spell-check and proofread your papers. Spelling and grammar, as well as content will be considered in assigning grades. Any paper containing a spelling error that would be caught by the spell-check function of MSWord will receive a one-letter grade deduction.
  - Multiple page assignments must be stapled, double-sided (preferably).
  - Home assignments can be revised and submitted for a revised grade.
  - Comments on drafts for the sustainable tourism development plan must be addressed in the Final Group Report.
- b. Quizzes: May be given several times during the semester. They must be taken during the day and time they are proctored. Make up quizzes will not be given.
- c. Two examinations will be given during the semester; they must be taken during the day and time they are proctored.
- d. Classroom etiquette: Is expected, and includes: attending regularly and on-time to classes; being prepared--having done the required reading & other assignments for each lecture; contributing knowledge and effort when working in small groups; volunteering answers to questions and making self-initiated opportunities for learning; being supportive of other people in class ("criticize ideas not people"); being respectful to your classmates (not reading materials from other course, chatting, texting, etc.).
- e. Academic honesty. Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations

may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an Instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

- f. Disability support services: "If you have a disability for which you may be requesting an accommodation, please contact the Director of Disability Services in East Annex, 581-2319, as early as possible in the term."
- g. Course Schedule Disclaimer (Disruption Clause): 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.

For detailed information, revise SFR Professional Guidelines and Expectations at:

<http://forest.umaine.edu/files/2009/05/Professional-Guidelines-and-Expectations-for-SFR-Jan-2012.pdf>

## 7. Sexual Discrimination Reporting.

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher or teaching assistant about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher or teaching assistant is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

*For confidential resources on campus:*

**Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

*For confidential resources off campus:*

**Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.**



**Other resources:** The resources listed below can offer support but may have to report the Incident to others who can help:

*For support services on campus:* **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

**8. Journals that may be useful related to biodiversity conservation and protected areas**

Annals of Tourism Research  
Applied Geography  
Current Issues in Tourism  
International Journal of Tourism Research  
Journal of Ecotourism  
Journal of Outdoor Recreation and Tourism  
Journal of Sustainable Tourism  
Journal of Tourism Research  
Journal of Tourism Studies  
Society and Natural Resources: An International Journal  
The Canadian Geographer  
Tourism Geographies  
Tourism Management  
Tourism Planning and Development

**9. Outline**

Week	Topics	Reading	Assignments
1	Introduction to the course-- The growth of tourism & tourism development		<b><u>Due:</u></b> Definitions on sustainable tourism  <b><u>Due:</u></b> Maine tourism regions
2	Introduction to planning and planning approaches  Introduction to Tourism Planning	Brooks, Ch. 2  Gunn & Var, Ch. 1	
3	Tourism as a System  Tourism Growth and Sustainability	Gunn & Var, Ch. 2  Gunn & Var, Ch. 3	<b><u>Due:</u></b> Destination description (potential project)  <b><u>Due:</u></b> Tourism system in destination
4	Tourism Regional Planning	Gunn & Var, Ch. 5  Gunn & Var, Ch. 6	
5	Destination-based Tourism Planning	Gunn & Var, Ch. 7  Gunn & Var, Ch. 8	<b><u>Due:</u></b> Identification of key stakeholders  <b><u>Due:</u></b> Description of tourism planning approach
6	Exam 1  Impacts of Tourism: Economic	Ch 4 Mason	<b><u>Exam 1:</u></b> covers first 6 weeks  <b><u>Due:</u></b> Article summary: economic impacts of tourism
7	Impacts of Tourism: Socio-cultural  Impacts of Tourism: Environmental	Ch 5 Mason  Ch. 6 Mason	<b><u>Due:</u></b> Article summary: sociocultural impacts of tourism  <b><u>Due:</u></b> Article summary: environmental impacts of tourism
<b>Spring break</b>			

8	Integrate economic, socio-cultural and environmental impacts  Market Segments		<b><u>Due:</u></b> Identification and review of community tourism plan  <b><u>Due:</u></b> Pair report and student presentations
9	TALC Model  Site Planning	Butler  Gunn and Var, Ch. 9-10	<b><u>Due:</u></b> Analysis of potential impacts  <b><u>Due:</u></b> Apply TALC model to destination
10	Exam 2  Situational Analysis	Ch. 5 Economic Planning Group of Canada	<b><u>Exam 2:</u></b> covers all information since last exam  <b><u>Due:</u></b> Attraction ranking
11	Strategic Planning  Market and Development Priorities	Ch.6 Economic Planning  Ch. 7 Economic Planning	<b><u>Due:</u></b> SWOT analysis  <b><u>Due:</u></b> Vision and goals
12	Tourism Plan	Ch. 8 & 9 Economic Planning	<b><u>Due:</u></b> Market segments and priorities <b><u>Due:</u></b> Summary Market and Product Priorities
13	Tourism planning for sustainability  Group work	Ch 17 Mason	<b><u>Due:</u></b> Action plan worksheet
14	Tourism and climate change  Future of tourism planning and management	Becken & Hart, Ch. 5	<b><u>Student presentations</u></b>



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NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM  
for Graduate Courses

GRADUATE PROGRAM/UNIT

COURSE DESIGNATOR  COURSE NUMBER  EFF. SEMESTER

COURSE TITLE

**REQUESTED ACTION:**

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component<sup>1</sup> to an existing course.

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

- ☐ New Course  
☐ New Course with Electronic Learning Component<sup>1</sup>  
☐ Experimental

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

- ☐ Designator Change  
☐ Number Change  
☐ Title Change  
☐ Description Change  
☒ Prerequisite Change
- ☐ Credit Change  
☐ Cross Listing (must be at least 400-level)<sup>2</sup>  
☐ Addition of Electronic Learning Component<sup>1</sup>  
☐ Other (specify) \_\_\_\_\_

**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 Studies.

## **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    ☐ Independent Study  
☐ Laboratory    ☐ Lecture/Seminar    ☐ Recitation    ☐ Research    ☐ Studio    ☐ 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):

### **FSN 510 - Trace Minerals**

A study of trace mineral metabolism with special emphasis on digestion and absorption. Covers excretion, storage and homeostatic mechanisms and the interactions of trace minerals to other dietary inorganic and organic components. Emphasis on clinical conditions.

#### **Prerequisites & Notes**

FSN 410 and BIO 377 or permission.  
Credits: 3

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

**FSN 510 - Trace Minerals**

A study of trace mineral metabolism with special emphasis on digestion and absorption. Covers excretion, storage and homeostatic mechanisms and the interactions of trace minerals to other dietary inorganic and organic components. Emphasis on clinical conditions.

**Prerequisites & Notes**

FSN 410 and NUR 303 or permission.

Credits: 3

**Reason** for course modification:

One of the prerequisites, BIO 377, is not one of our undergraduate requirements any longer. So NUR 303 will become the new prerequisite along with FSN 410, already a prerequisite.

**SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason** for Elimination

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

GRADUATE PROGRAM/UNIT	Food Science and Human Nutrition		
COURSE DESIGNATOR	FSN	COURSE NUMBER	584
		EFF. SEMESTER	F 2016
COURSE TITLE	Lipids, Diet and Cardiovascular Disease		

### REQUESTED ACTION:

**NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component <sup>1</sup> to an existing course.**

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

- ☐ New Course  
☐ New Course with Electronic Learning Component <sup>1</sup>  
☐ Experimental

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

- |   |  |
|---|--|
| <input type="checkbox"/> Designator Change              | <input type="checkbox"/> Credit Change   |
| <input type="checkbox"/> Number Change                  | <input type="checkbox"/> Cross Listing (must be at least 400-level) <sup>2</sup> |
| <input type="checkbox"/> Title Change                   | <input type="checkbox"/> Addition of Electronic Learning Component <sup>1</sup>  |
| <input type="checkbox"/> Description Change             | <input type="checkbox"/> Other (specify) _____                                   |
| <input checked="" type="checkbox"/> Prerequisite Change |  |

### **ELIMINATION:**

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
M. Susan Erich / SFA	12-11-15	MSE
College(s) Curriculum Committee Chair(s) [if applicable]		
College Dean(s)		
EN Ashworth	12/14/15	EA
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 Studies.

## **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    ☐ Independent Study  
☐ Laboratory    ☐ Lecture/Seminar    ☐ Recitation    ☐ Research    ☐ Studio    ☐ 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):

### **FSN 584 - Lipids, Diet and Cardiovascular Disease**

Lipid and lipoprotein metabolism and its relation to atherosclerosis. An in-depth study on the epidemiology, pathophysiology, etiology and mechanisms of atherosclerosis initiation and progression and genetic aspects of the disease. Clinical and basic research advances on the role of diet and dietary lipids on prevention and treatment of Cardiovascular Disease.

#### **Prerequisites & Notes**

FSN 410 and BIO 377.

Credits: 3



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

**FSN 584 - Lipids, Diet and Cardiovascular Disease**

Lipid and lipoprotein metabolism and its relation to atherosclerosis. An in-depth study on the epidemiology, pathophysiology, etiology and mechanisms of atherosclerosis initiation and progression and genetic aspects of the disease. Clinical and basic research advances on the role of diet and dietary lipids on prevention and treatment of Cardiovascular Disease.

**Prerequisites & Notes**

FSN 410 and NUR 303.

Credits: 3

**Reason** for course modification:

One of the prerequisites, BIO 377 is not one of our undergraduate prerequisites any longer. So NUR 303 will become the new prerequisite along with FSN 410, already a prerequisite.

**SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason** for Elimination

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**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM  
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT **Food Sci. & Human Nutr./ School of Food & Agric.**

COURSE DESIGNATOR **FSN** COURSE NUMBER **585** EFFECTIVE SEMESTER **Spring 2017**

COURSE TITLE **Sensory Evaluation I**

**REQUESTED ACTION:**

**NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component<sup>1</sup> to an existing course.**

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

- ☐ New Course  
☐ New Course with Electronic Learning<sup>1</sup>  
☐ 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)<sup>2</sup>  
☒ Description Change ☒ Addition of Electronic Learning Component<sup>1</sup>

**ELIMINATION:**

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
Susan Erlich	12-9-2015	MSE
College(s) Curriculum Committee Chair(s) (if applicable)		
College Dean(s)		
George Criner / E. Ashworth	12-17-15	EG
Graduate School		
Scott Delcourt		

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 Graduate School.

**SECTION 2 (FOR COURSE MODIFICATIONS):**

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

FSN 585 - Sensory Evaluation I

Sensory perception and difference and acceptance testing. Lec 2 Lab 2.

**Prerequisites & Notes**

FSN 330, MAT 232 and PSY 100 or permission.

Credits: 3

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

FSN 585 - Sensory Evaluation I

Introduction to sensory evaluation practices including difference and affective testing. Additional research experience outside of class may be required. Blackboard lectures. Lec 2 Lab 2.

**Prerequisites & Notes**

FSN 330, MAT 232 and PSY 100 or permission.

Credits: 3

**Reason for course modification:**

Harsh weather often made travel conditions unsafe for commuter students, who were frequently late to class due to travel delays. In the spring of 2015 I successfully piloted a flipped classroom approach that students enjoyed. Lectures were placed on Blackboard and during recitation, the students worked on problem-solving in pairs or small groups. Therefore, the class modifications are the addition of web-based lectures and addition of a recitation session on campus, and a small change in the course description. Undergraduate student performance on key outcomes improved as a result of in-class practice. The students participate in sponsored research projects to build skills in team work, test design, execution, and analysis.

**SECTION 3 FOR COURSE ELIMINATIONS:****Reason for Elimination**

Please return the completed form with appropriate signatures and documentation to the Graduate School.  
5775 Stodder Hall, Room 42  
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>

**FSN 585 Sensory Evaluation I (from Spring 2015)**

**Lecture:** On-line via Blackboard

**Laboratory:** Tuesdays 11:00-1:00, or Wednesday 11:00-1:00, Hitchner 159

**Recitation:** Thursdays 11:00-12:15 Hitchner 147

Attendance in class is expected unless you are ill. Please do not come to class late. Cell phones should not be used during class for calls, texts, or email.

**Faculty:** Dr. Mary Ellen Camire, 105 Hitchner Hall. Phone: 581-1627; fax: 581-1636; email: [Mary.Camire@umit.maine.edu](mailto:Mary.Camire@umit.maine.edu). Office Hours- Wednesdays 2-3 p.m., or by appointment.

**Safety training:** Michael Murphy, Pilot Plant. Phone 581-3139; email: [michael.g.murphy@maine.edu](mailto:michael.g.murphy@maine.edu)

**Required Textbook:** *Sensory Evaluation Techniques*, 5<sup>th</sup> ed. by Mellgaard, Civille & Carr. Other editions of the book cannot be used. Each student must have a copy of the book to use during recitations sessions. Additional readings will be placed on the class Blackboard site.

**Course Website:** Class material will be available on Blackboard starting the week before classes begin. Please go to <https://www.courses.maine.edu>. The login ID and password is the same information that you use for Peoplesoft/Mainestreet.

**Course learning objectives:**

- Understand the basic principles of sensory evaluation.
- Learn SIMS and SYSTAT software programs to statistically analyze data and solve practical problems.
- Apply knowledge to solve quality assurance and product development situations and problems.
- Develop skills working with others to accomplish mutual goals on a realistic timeline.
- Create reports that not only identify problems and report test results, but that make thoughtful recommendations for future actions.
- Appreciate the legal and moral aspects of testing human subjects and working with proprietary information.
- Utilize technical information to prepare oral and written reports.

**Personal expectations:**

Please wear a clean labcoat when you are working on tests. Labcoats will not be provided for you. Please do not wear perfume, cologne, body spray or other fragranced products, or come to class directly from vigorous exercise without showering first. Students wearing fragranced products or who have strong body odor will be asked to

leave class. Please do not consume coffee or food with an hour of class time when we are having demonstration exercises or sensory tests. If you smoke, please refrain from smoking for at least 180 minutes before a demonstration or test because the smoke may cling to your body and clothing. Students are expected to evaluate foods during class exercises. If you have any food allergies or dislikes, please inform Dr. Camire no later than the second week of classes. Shellfish, pork and wheat will not be served during class exercises.

*Please do not text, email or use your cell phone during class. Students who do not respect this policy will be asked to leave the classroom and subsequently miss in-class assignments.*

**Disabilities (ADA) Statement:** If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

**Academic Integrity:** Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at The University of Maine. As printed in the University of Maine's 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.

***Asking another person for help answering an assessment question or completing a report is not permitted.***

#### ***Sexual Discrimination Reporting***

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse** (dating violence and domestic violence), **sexual misconduct** or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

*For confidential resources on campus:* Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

*For confidential resources off campus:* Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

***Other resources:*** The resources listed below can offer support but may have to report the incident to others who can help:

*For support services on campus:* Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

**Course assessments:**

	points
2 exams @ 100 points each	200
5 in-class assignments (@20 points each)	100
difference test report	25
interval scale analysis using SYSTAT	30
set up of hedonic test on SIMS (in-class assignment)	25
Group project	100
work for a minimum of 2 hours on 1 sensory test outside of class (but not your own thesis) *	20
Total points	500

\*Please note that most research is federally-funded and thus requires RCR training. These tests will be scheduled on different days and at different times so that you will not have class conflicts. CTC tests are generally not done on Mondays and Fridays so please inform us of times that you are unable to work on Tuesdays, Wednesdays and Thursdays. We normally run tests between 10 and 2, but late afternoon/early evening sessions may also be used. This assessment should be completed by April 1.

Specific instructions for assignments and reports will be posted on Blackboard.

**Grading (based on total points earned)**

A	≥ 470	C	≥ 370
A-	≥ 450	C-	≥ 350
B+	≥ 435	D+	≥ 335
B	≥ 420	D	≥ 320
B-	≥ 400	D-	≥ 300
C+	≥ 385	F	<300

Please note that the class schedule is subject to change due to changes in sensory testing schedules, health emergencies, and availability of guest speakers. Any changes will be posted both on First Class and Blackboard.

**Lecture Schedule:**

Week	Topic	Reading
1	Introduction to sensory techniques Protection of human subjects and report preparation	Ch. 1, 16 Blackboard (BB) readings
2	Sensory perception and attributes Sensory testing controls	Ch. 2 Ch. 3
3	Factors influencing sensory verdicts Measuring responses	Ch. 4 Ch. 5
4	Overall difference tests	Ch. 6
5	Attribute difference tests	Ch. 7
6	Basic statistical methods	Ch. 13
7	Using SYSTAT for sensory data analysis	BB readings
8	Affective tests: qualitative methods	Ch.12, BB readings
9	Affective tests: quantitative methods	Ch. 12, BB readings
10	Questionnaire considerations	BB readings
11	Marketing research and using the Internet for consumer research	Ch. 12, BB readings
12	Overview of descriptive analysis	Ch. 10
13	Deciding which test to perform	Ch. 15
14	Review	

## Recitation Schedule

Week	Subject	Graded Activity	Points
1	Class requirements		
2	IRB applications and reports		
3	Biases that may affect sensory judgments, data types		
4	Set-up and Interpretation of overall difference tests	Analysis of overall difference tests	20
5	Attribute difference tests	Worksheet for overall difference test	20
6	Statistics	SYSTAT assignment due 3/19 in Blackboard	30
7	Exam 1	Examination 1	100
8	Qualitative affective tests		
9	Preference test design and analysis	Preference test interpretation	20
10	Hedonic tests and questionnaire issues		
11	Market research		
12	Deciding which test to choose		
13	Group projects preparation		
14	Presentation of group reports; course evaluation	Group project written and oral report	100

Final exam during first week of May



**Laboratory Schedule**

There will be two teams for both Tuesday and Wednesday labs. You cannot attend lab days for which you are not registered, so please make any schedule changes before January 19. No more than 12 students can be in one lab section due to equipment and space constraints. Lab groups within each day will be varied to provide more teamwork experience. Students may not select their work group partners.

Exercise	Tuesday lab week	Wednesday lab week	Other information	Points
Sensory lab safety training for students who have not been trained since Sept. 2014	1	1		
Taste recognition and biases in judgment	2	2	CIT human subjects training must be completed.	
Color scaling exercise; flavor tripping	3	3		
Hedonic test experience (Students are expected to be panelists for the team that they do not belong to, but do not have to be present for entire lab session.)	4, Team 1 5, Team 2	4, Team 3 5, Team 4	Lab coat & hair coverage needed. Students without human subjects or RCR training will not be allowed to participate.	
Triangle test execution Two teams will set up and execute triangle sets in each session using classmates and staff as panelists.	6	6	Lab coat & hair coverage needed. Teams will be graded for correct test design, execution and analysis.	20
Setting up triangle and tetrad tests in SIMS	7	7	Graded exercise: overall difference set up in SIMS during lab	20
Overall difference test using SIMS	8	8	Graded exercise- report required Individual test reports due 7 days after test completion. Students may not work together on reports.	25
Preference tests in SIMS	9	9		
Hedonic test	10	10		
Individual set up of hedonic test on SIMS	11	11	Correct ballo, experimental and test design and execution	25
Introduction to descriptive panels	12	12		
Group project	13	13	Work on project and report.	
Group project	14	14		