 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Exceptional Student Education College Education <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix EDG Number 6637	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Type of Course</b> Lecture	<b>Course Title</b> Responsible Conduct of Research
<b>Credits</b> <i>(Review Provost Memorandum)</i> 2	<b>Grading</b> <i>(Select One Option)</i> Regular <input type="radio"/> Sat/UnSat <input checked="" type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> This course offers participants across disciplines the opportunity to develop awareness and competence in promoting ethics, integrity, and the responsible conduct of research (RCR). Students will learn knowledge and skills necessary for academic, industrial, and institutional researchers to ensure federal compliance with requirements outlined by the U.S. Department of Health and Human Services, Office of Research Integrity.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Spring 2019		<b>Prerequisites</b> None	<b>Corequisites</b> None
		<b>Registration Controls</b> <i>(Major, College, Level)</i> Graduate enrollment	
<i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i>			
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> Shamoo, A. D., & Resnick, D. B. (2015). Responsible conduct of research (3rd Ed.). New York: Oxford University Press.	
<b>Faculty Contact/Email/Phone</b> Michael Brady; mbrady@fau.edu; 297-3281		<b>List/Attach comments from departments affected by new course</b> Please see attached	

<b>Approved by</b> Department Chair <u>Michael Brady</u> College Curriculum Chair <u>Paul R. Brady</u> College Dean <u>Valerie J. Brister</u> UGPC Chair <u>Paul R. Brady</u> UGC Chair <u>Paul R. Brady</u> Graduate College Dean <u>Khaled Saleh</u> UFS President _____ Provost _____	<b>Date</b> <u>10/4/18</u> <u>10/24/18</u> <u>10/25/18</u> <u>11/14/18</u> <u>11/14/18</u> <u>11/15/18</u> _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

GRADUATE COLLEGE

OCT 30 2018

Received



OCT 30 2018

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**COURSE TITLE:** RESPONSIBLE CONDUCT OF RESEARCH**COURSE NUMBER AND CRN:** EDG 6637 Section \_\_\_\_, (2\_\_Credits), CRN # \_\_\_\_\_**COURSE DELIVERY:** Hybrid (In-person and online)

Instructor:	Instructor's Name	Semester & Year:	
Office:	Bldg. & Room	Class Meeting Days:	Days
Phone:	561-297-xxxx	Class Meeting Hours:	Time
Email:	XXXX@fau.edu	Class Location:	Bldg. & Room
Office Hours:	Day of week, Times; Students may schedule meetings outside of these times if needed.		

**COURSE PREREQUISITES/CO-REQUISITES:** N/A**COURSE CONNECTION TO PROGRAM OF STUDY:**

This course is appropriate for all university personnel (faculty, administration, and necessary staff) involved in research as well as current and incoming graduate students, honors program students, students enrolled in lab or direct independent study (DIS), technicians, and post-doctoral fellows whose work requires compliance with U.S. Department of Health and Human Services, Office of Research Integrity guidelines. This course provides opportunities to consider the multitude of issues and dilemmas that occur daily. Students will demonstrate mastery of the course content through the completion of the CITI Program modules and participation in live-course discussions, as well as their completion of course specific tasks.

**COURSE DESCRIPTION:**

This course offers participants across disciplines the opportunity to develop awareness and competence in promoting ethics, integrity, and the responsible conduct of research (RCR). Students will learn knowledge and skills necessary for academic, industrial, and institutional researchers to ensure federal compliance with requirements outlined by the U.S. Department of Health and Human Services, Office of Research Integrity.

**TECHNOLOGY:**

**E-mail:** Only Your FAU e-mail address will be used.

Students are responsible for checking their FAU email on a regular basis and should clean out their email boxes diligently to ensure all mail is delivered. FAU email should never be auto-forwarded to another email account.

**Computer:** CANVAS - This course is presented in hybrid format web through FAU Canvas.

Handouts, lecture notes, activities or power point presentations will be available via Canvas. **Go to the website:** <https://canvas.fau.edu> **to log in.** (Do not type www).

Electronic access to the Textbook: The Shamoo & Resnick (2015) textbook is available via Kindle and multiple other electronic reading software and hardware. The link below will aid students in locating the ebook. [CLICK HERE FOR KINDLE LINK](#)

Video/Media:

Department of Health and Human Services, Office of Research Integrity interactive movie on research misconduct.

- <https://ori.hhs.gov/thelab>

CITI Program Components and Certifications

- <https://about.citiprogram.org/en/series/responsible-conduct-of-research-rcr/>

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

U.S. Department of Health and Human Services, Office of Research Integrity (ORI)

<https://ori.hhs.gov/rcr-objectives-delphi-study>

Council of Graduate Schools, The Project for Scholarly Integrity (CGS)

<http://cgsnet.org/best-practices-graduate-education-responsible-conduct-research>

National Institutes of Health (NIH)

<https://grants.nih.gov/grants/oer.htm>

**(The applicable standards for this course are presented in Appendix A of this syllabus.)**

**COURSE OBJECTIVES/ STUDENT LEARNING OUTCOMES:**

Following the completion of this course, the successful student will:

1. Demonstrate understanding of basic research concepts and complete the CITI Program online-training modules. (CGS)
2. Identify social responsibilities in research. (CGS)
3. Understand and adhere to all safety procedures, including human and animal involvement in research. (ORI 2, 3)
4. Understand inclusion of vulnerable populations in research. (ORI 2)
5. Demonstrate responsible authorship and peer-review practices. (ORI 8,9)
6. Identify ethical practice in data acquisition, management, sharing, and ownership, including intellectual property rights and responsibilities. (ORI 5)
7. Describe the components of collaborative research, university-industry partnerships, and mentor/mentee responsibilities. (ORI 6, 7)
8. Describe conflicts of interest and research misconduct. (ORI 1, 4)
9. Identify financial responsibilities. (NIH, ORI 4)
10. Describe the relationship between research, ethics, and social responsibility. (CGS)

**COURSE CONTENT:**

Integrity is defined as the use of honest and verifiable methods in proposing, performing, and evaluating research and reporting research results with particular attention to adherence to rules, regulations, guidelines, and commonly accepted professional codes and norms.

Topics for Responsible Conduct of Research (RCR) include:

1. Basic research concepts, general research
2. Social responsibility in research
3. Human subjects research
4. Publication, peer review, and authorship
5. Animal involvement in research
6. Mentorship
7. Data management
8. Collaborative science within academia and industry
9. Conflicts of interest and commitment
10. Intellectual property
11. Research Misconduct

### **COURSE EVALUATION METHOD**

1. **CITI COMPLETION CERTIFICATION**
  - a. RCR Basic: Core norms, principles, regulations, and rules governing the practice of research
  - b. Completion of discipline specific, IRB requirements (may vary across students)
2. **COURSE ACTIVITIES-** These activities are designed to provide application opportunities and to analyze current practices in RCR. The instructor will evaluate these activities. Students will be responsible for the completion of these activities by applying the text and lecture concepts. Further description of these activities will be posted on the course CANVAS site and include:
  - a. College specific tasks (5 tasks)
  - b. Application Activities (5 in-class activities)
  - c. Completion of online modules (6 modules)
3. **PARTICIPATION AND ATTENDANCE-** This is a hybrid course that includes both live and asynchronous learning opportunities. Attendance at the live sessions is required as with any face-to-face class presentation. Live attendance is a federal requirement as outlined by the U.S. Department of Health and Human Services, Office of Research Integrity.

### **TIME COMMITMENT**

To be successful in this course, it is estimated that you will need to commit at least 4 hours per week, dedicated to this course. This includes reading, reviewing lecture notes and handouts, completing assignments, and interacting with your learning community.

### **TEACHING METHODOLOGIES**

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to the responsible conduct of research.

### **INSTRUCTOR COMMUNICATION GUIDELINES:**

Email is the preferred mode of communication. Please allow up to 48-hours for instructor

response to email communications. Please allow up to one-week for grading feedback to appear in the grade book on the course site for all assignments submitted.

### **ASSESSMENT PROCEDURES**

<b>Assignment</b>	<b>Points</b>
CITI Completion Certificate	25
College specific tasks (5 tasks @ 5 points each)	25
Application Activities (5 in-class activities @ 10 points)	50
Completion of online modules (6 modules @ 10 points each)	60
Participation in class activities	15
<b>TOTAL</b>	<b>175</b>

### **COURSE GRADING SCALE**

Students will receive a satisfactory (S) or unsatisfactory (U) for this course. Students with 127 total points of the total available meeting the course requirements will not receive a satisfactory grade and must retake the course to satisfactorily complete their RCR requirements.

### **COURSE POLICIES**

1. The course carries two (2) credits. Students are expected to complete course requirements both during and outside of course meetings sufficient to earn two credits during the time-span of the course.
  - a. There may be a technology fee included in the cost of this course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.
  - a. Reasonable accommodations will be made for students participating in religious observance.
  - b. Grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.
3. Due dates for assignments are provided in the course outline and will be strictly enforced. Assignments submitted late will be penalized by 10% of points for every day it is late.
  - a. Students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastic teams, musical and theatrical performances, and debate activities. Students will be allowed to make up missed work without a reduction in their final course grade.
4. All written assignments must be (a) typed in 12-point TIMES NEW ROMAN OR ARIAL fonts ONLY, (b) double-spaced, (c) each page having a header with the students' name, course id and section, assignment name, and page number, (d) submitted via Canvas on or before their posted due dates. All assignments for this course will be discussed in-class.

5. Laptop computers, tablets, or other electronic devices used in class are acceptable ONLY to take notes, or to follow course materials/content for this class exclusively.
6. Recording devices may only be used with the explicit permission of the instructor, for students registered with Student Accessibility Services, if note-taking assistance has been granted by the University as a reasonable accommodation, recording devices may be used following receipt of the students' accommodation letter.
7. Changes to the syllabus: Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, this will be announced and students are responsible for those changes.
8. Assignments submitted in class will be graded and returned back to students within 10 days. It is the student's responsibility to collect the graded paper from the professor during office hours in the event the student is absent when the assignments are returned.

### **PROFESSIONAL ETHICS, UNIVERSITY POLICIES, AND EXPECTATIONS**

Students, scholars, and researchers are expected to practice ethical behavior during research activities, class, and within the university community. All students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of this course. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class. To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

#### **University Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

#### **Disability Policy Statement**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute

coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses- Boca Raton, Davie and Jupiter- however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/). SAS office location information: Boca Raton, SU 133 (561) 297-3880; in Davie, LA 131 (954) 236-1222; in Jupiter, SR 111F (561) 799-8010.

### **Counseling and Psychological Services (CAPS) Center:**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services - individual counseling, support meetings, and psychiatric services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

### **Assistance for Veterans:**

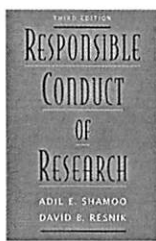
For general information important to veterans and other incoming students, Please visit the University website dedicated to veterans at: <http://www.fau.edu/vets/>

### **FAU Code of Academic Integrity:**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.*

### **REQUIRED TEXT/READINGS**

The textbook required for this class is available in hard copy, as well as electronically through the Amazon Kindle website and Kindle App.



Shamoo, A. D., & Resnick, D. B. (2015). *Responsible conduct of research (3<sup>rd</sup> Ed.)*. New York: Oxford University Press.

### **SUPPLEMENTARY/RECOMMENDED READINGS**

Council of Graduate Schools. (2008). *Best practices in graduate education for the responsible conduct of research*. Retrieved from <http://cgsnet.org/best-practices-graduate-education-responsible-conduct-research-1>

**BIBLIOGRAPHY**

- Council of Graduate Schools. (2008). *Best practices in graduate education for the responsible conduct of research*. Retrieved from <http://cgsnet.org/best-practices-graduate-education-responsible-conduct-research-1>
- Langlais, P. J., & Bent, B. J. (2017). Effects of training and environment on graduate students' self-rated knowledge and judgments of responsible research behavior. *Ethics and Behavior, 28*(2), 133-153.
- Shamoo, A. D., & Resnick, D. B. (2015). *Responsible conduct of research (3<sup>rd</sup> Ed.)*. New York: Oxford University Press.
- Todd, M. E., Watts, L. L., Mulhearn, T. J., Torrence, B. S., Turner, M. R., Connelly, S., & Mumford, M. M. (2017). A meta-analytic comparison of face-to-face and online delivery in ethics instruction: the case for a hybrid approach. *Science and Engineering Ethics, 23*(6), 1719-1954.
- Watts, L. L., Todd, E. M., Mulhearn, T. J., Medeiros, K. E., Mumford, M. D., & Connelly, S. (2017). Qualitative evaluation methods in ethics education: A systematic review and analysis of best practices. *Accountability in Research, 24*(4), 225-242.



**COURSE SCHEDULE and TOPICAL OUTLINE**

<i>Loc.</i>	<i>Topics</i>	<i>Reading</i>	<i>Activity</i>
1	<i>Live Lecture</i> Introduction to RCR, identify the 9 topics from ORI in DHHS	DHHS ORI Website	Application Activity 1
2	<i>Online Module</i> Scientific Integrity and the Research Community	CGS 2008 RCR Handbook	Module 1
3	<i>Online Module</i> Complete CITI training & RCR CITI module	Module 2 (includes RCR-CITI) Upload separate CITI completion certificate to the course website on Canvas, save attachment as: CITICERT_Lastname_course section	
4	<i>Live Lecture</i> Safety, Ethics, and Social Responsibility in Research	Shamoo & Resnick Chapter 1 & 12	App. Act. 2
5	<i>Live Lecture</i> Research involving human subjects (including vulnerable populations)	Shamoo & Resnick Chapter 11	Case study Task 1
6	<i>Live Lecture</i> Animal involvement in research	Shamoo & Resnick Chapter 10	Case study Task 2
7	<i>Live Lecture</i> Collaborative research, science within academia and industry, conflicts of interest and commitment	Shamoo & Resnick Chapter 5 & 9	Case study/Discussion App. Act. 3
8	<i>Live Lecture</i> Research misconduct	Shamoo & Resnick Chapter 2	TheLab.gov Task 3
9	<i>Live Lecture</i> Data acquisition, management, sharing, and ownership	Shamoo & Resnick Chapter 3	Case study/Discussion Task 4
10	<i>Online Module</i> Publication practices, responsible authorship, plagiarism, peer-review, and mentoring	Shamoo & Resnick Chapter 4, 6, & 7	Module 3 Discussion
11	<i>Online Module</i> Financial management and responsibilities, Financial Conflict of Interest (FCOI)	National Institutes of Health website	Module 4
12	<i>Online Module</i> Export controls and national security	CITI Export Control	Module 5
13	<i>Live Lecture</i> <u>Intellectual Property</u> and Technology development	Shamoo & Resnick Chapter 8	Case study/ Case law App. Act. 4
14	<i>Online Module</i> Safety/college specific research conduct	specific ethics codes and regulations	Module 6 Task 5
15	<i>Live Lecture</i> Research ethics and society	Shamoo & Resnick Chapter 13	Case study App. Act. 5

## APPENDIX A

### GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included links for students to read and review the guidelines for knowledge and skills related to the goals and objectives of this course for researchers. The intent is to help the students understand the foundations for the course and the relevancy of the material to be learned.

- U.S. Department of Health and Human Services Office of Research Integrity
- Council of Graduate Schools- Best practices in graduate education
- National Institutes of Health
  - Financial Conflict of Interest (FCOI)
  - Intellectual Property

**APPENDIX B****CLASS ASSIGNMENT SUMMARY**

The instructor has included a description of the course Modules, Application activities, and Tasks to assess knowledge and skills related to the goals and objectives of this course.

**Module (On-line; 6 modules @ 10 points = 60 Points)**

- 1 General research and basic concepts
- 2 CITI training completion: how to complete and which sections must be completed in addition to RCR for each student
- 3 Publication practices, responsible authorship, plagiarism, peer review, and mentoring
- 4 Financial management and FCOI
- 5 Export controls and national security
- 6 Safety/college specific

**Application Activities (In-class; 5 activities @ 10 points = 50 Points)**

- 1 Write down 9 RCR topics from ORI website; write down discipline specific ethics organization
- 2 Identify 2 issues in each of the following areas: safety, ethics, responsibility based upon thelab.gov video
- 3 Identify 3 types of conflict of interest
- 4 Short answer: Describe the Bayh-Dole Regs 37 CFR 401
- 5 Using issues from Application Activity 2; for each issue, identify areas where research, ethics, and society could be addressed; or how to avoid in own practice

**College Specific Tasks (5 tasks @ 5 points = 25 Points)**

- 1 Identify 5 issues within human subjects research
- 2 Identify 5 issues within animal research
- 3 Identify 5 examples of research misconduct relevant to your discipline
- 4 Identify 5 data management issues and where it applies
- 5 Identify 5 college specific safety/RCR issues apply

**From:** Michael Brady  
**Sent:** Monday, October 1, 2018 12:45 PM  
**To:** Michael Whitehurst <[whitehur@fau.edu](mailto:whitehur@fau.edu)>; Barbara Ridener <[BRIDENER@fau.edu](mailto:BRIDENER@fau.edu)>; Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>; Dilys Schoorman <[dschoorm@fau.edu](mailto:dschoorm@fau.edu)>; Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>; Deena Wener <[wener@fau.edu](mailto:wener@fau.edu)>  
**Cc:** Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>; Jazarae McCormick <[jkirchdo@fau.edu](mailto:jkirchdo@fau.edu)>  
**Subject:** New Course Proposal

Chairs: Last spring we submitted a new course proposal for EDG 4361, *Responsible Conduct of Research*. You all supported that course and it subsequently gained approval at all levels of faculty governance. This is a service course for the university community to assist students and others to comply with Responsible Conduct of Research (RCR) requirements of the US Department of Health & Human Services, Office of Research Integrity (DHHS - ORI). We since learned that the University also needs a graduate version of the same course. This will allow some graduate students to take the course and to qualify for financial support, and to apply it toward their programs of studies.

I am submitting a graduate version of the syllabus and a New Course form for your review. The course is EDG 6xxx, *Responsible Conduct of Research*. Like its undergraduate version, the course meets the federal RCR training requirements for people who work on federal grants (including NSF, NIH, CDC, and others).

And like the undergraduate version, please know that this is not a proposal to require students in any specific COE program to add the course, nor is it a research methods course. This course does not usurp or otherwise affect the methodological expertise of any of our existing faculty, programs, or departments. Rather, the course draws together the compliance and other issues that face all investigators across all disciplines who employ all research methods – and in particular, investigators employed on various grants released by federal agencies who must show that they have gained knowledge of issues identified by DHHS and ORI.

I believe a review of the syllabus will show that the course does not conflict with the programs or courses in your departments. If you agree, will you provide a statement to that effect at your earliest opportunity?

Thank you!  
MB

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
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(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)

.....  
From Michael Whitehurst [whitehur@fau.edu](mailto:whitehur@fau.edu)  
Exercise Science & Health Promotion  
Mike,

The proposed course is not in conflict with ESHP courses/programs.

Mike

\*\*\*\*\*

Dear Dr. Brady,

I have reviewed the course proposal, Responsible Conduct of Research.

It does not conflict with any academic/clinical courses offered in the CSD department.

Looks like a very good courses. Hope it goes forward with no hitches.

With kind regards,  
Dr. Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor and Chair  
Department of Communication Sciences and Disorders  
College of Education  
Florida Atlantic University  
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\*\*\*\*\*

The Department of Teaching and Learning does not have a conflict.

Good luck!

Barbara R. Ridener, Ph.D.  
Chair, Department of Teaching and Learning  
Florida Atlantic University

\*\*\*\*\*

No conflict from CCEI.  
Good luck with the course!  
Take care,  
Dilys



Dilys Schoorman, Ph.D.  
Professor and Chair  
Department of Curriculum, Culture and  
Educational Inquiry

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<http://www.coe.fau.edu/faculty/dschoorm/>

Visit our department website:

<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref+ts&fref+ts>

\*\*\*\*\*

No conflict from Counselor Ed. In fact, I may have mentioned this course in the University Graduate Programs Committee yesterday...!

Paul R. Peluso, Ph.D., LMHC, LMFT  
Professor and Chair

ACA Governing Council Representative, International Association of Marriage and Family Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

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\*\*\*\*\*

From : Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>; Educational Leadership & Research Methodology

No conflict. RS

\*\*\*\*\*